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# REPORT

OF THE

# COMMISSIONER OF EDUCATION

FOR

## THE YEAR 1881.

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# REPORT.

## ERRATA ET ADDENDA.

Page cevii. Instead of 59,701, total number of the defective classes in the United States, read 159,701.

Page 4. The number of children of school age in Alabama, according to figures of the United States Census of 1880 not available when the first portion of this report was put to press, was 422,739.

Page 41. Number of children of school age in Georgia, according to Census of 1880, 461,016.

Page 86. The number of children of school age in Louisiana, as given in the Census of 1880, was 271,414.

Page 97. The number of children of school age in Maryland, as given in the Census of 1880, was 319,201.

Page 156. The total school expenditure in Nevada for 1880 was $144,244, Storey County not reporting, and in 1881 $140,418. The increase noted in income and the decrease in expenditure should be dropped.

Page 365, column 92, line numbered 33. For 1.34 read 13.4.

Page 367, column 92, line numbered 148. For 15 read 1.5.

One hundred and thirty-one thousand documents have been sent out, or nearly double the number of the previous year. For the purpose of obtaining statistics for the annual report 8,093 blank lists of questions have been mailed. A large number of similar forms have been sent out to secure data required in special publications issued during the year.

There is a strong desire that this report should appear earlier, and nowhere is it stronger than among those engaged in its preparation. It would be more convenient to the Office to close the report the 30th of June, and complete it for publication at the time of the assembling of Congress, and thus bring so much of the work of this Office into conformity with other offices of the General Government; but this Office performs a part only in the great voluntary system of statistics, embracing the entire country and all systems, institutions, and phases of education, and has felt obliged, at whatever inconvenience, to accommodate itself to the wishes of the more than 8,000 collaborators who furnish voluntarily and without pay the data on which its reports are based. The first report of the present Commissioner was made and presented to Congress at its opening substantially as above noted, but the wishes and necessities of many of the contributors seemed to enforce the surrender of that method and the adoption of the present plan. On a moment's reflection it will be observed that this report, comprehending such a vast variety of facts from so many States, cities, and institutions, cannot be made with the promptness of a report embracing only a single point of observation. It cannot be made like a newspaper report. It is of course obvious that the time covered by the report of any institution must have elapsed and the record be complete before this local report can be concluded and forwarded. Any one who knows by experience the difficulties in the way of making a State report will understand how much time is required to collect the material from all the towns, counties, and institutions and satisfactorily compile it. After this, time must be allowed for its publication before this

central clearing house at Washington can begin, much less complete, its work. It should be stated that, late as this report has ever appeared, there have come data for insertion after its publication from those who have been most earnestly laboring to get their material into shape and send it forward; it should be added, to the credit of those who supply the Office with its data, that their unpaid work is done with alacrity and that there is a growing desire among them to furnish their statistics, accurate and complete, in time for this annual statement. It should be remembered also, in this connection, that this Office has never been furnished with the clerical force sufficient to do its work, according to the judgment of those administering it or of those acquainted with the demands upon it. The preparation of the annual report is only one item of the vast amount of work performed in it.

### AMERICAN OFFICIAL CORRESPONDENTS OF THE OFFICE WHO FURNISH STATISTICS.

The following summary gives the number of correspondents of the Office at the head of systems and institutions of education in our country who furnish the information contained in these reports:

*Statement of educational systems and institutions in correspondence with the Bureau of Education in the years named.*

| | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | 1881. |
|---|---|---|---|---|---|---|---|---|---|---|
| States and Territories | 44 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 |
| Cities | 325 | 533 | 127 | 241 | 239 | 241 | 258 | 333 | 351 | 351 |
| Normal schools | 98 | 114 | 124 | 140 | 152 | 166 | 179 | 242 | 252 | 273 |
| Business colleges | 53 | 112 | 126 | 144 | 150 | 157 | 163 | 191 | 197 | 280 |
| Kindergärten | ..... | 42 | 55 | 95 | 149 | 177 | 217 | 322 | 385 | 456 |
| Academies | 811 | 944 | 1,031 | 1,467 | 1,550 | 1,650 | 1,665 | 1,848 | 1,869 | 2,113 |
| Preparatory schools | ..... | 86 | 91 | 105 | 114 | 123 | 125 | 138 | 146 | 158 |
| Colleges for women | 175 | 205 | 209 | 249 | 252 | 264 | 277 | 294 | 297 | 290 |
| Colleges and universities | 298 | 323 | 343 | 385 | 381 | 385 | 389 | 402 | 402 | 396 |
| Schools of science | 70 | 70 | 72 | 76 | 76 | 77 | 80 | 86 | 88 | 91 |
| Schools of theology | 104 | 140 | 113 | 123 | 125 | 127 | 129 | 146 | 156 | 158 |
| Schools of law | 37 | 37 | 38 | 42 | 42 | 45 | 50 | 53 | 53 | 51 |
| Schools of medicine | 87 | 94 | 99 | 104 | 102 | 106 | 112 | 125 | 126 | 137 |
| Public libraries | 306 | 377 | 676 | 2,200 | 2,275 | 2,440 | 2,578 | 2,678 | 2,874 | 3,082 |
| Museums of natural history | 50 | 43 | 44 | 53 | 54 | 55 | 55 | 57 | 57 | 57 |
| Museums of art | ..... | 22 | 27 | 27 | 31 | ..... | ..... | 37 | 37 | 37 |
| Art schools | ..... | ..... | 26 | 29 | 30 | ..... | ..... | 37 | 38 | 38 |
| Training schools for nurses | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 11 | 15 | 17 |
| Institutions for the deaf and dumb | 37 | 40 | 40 | 42 | 43 | 45 | 52 | 57 | 62 | 63 |
| Institutions for the blind | 27 | 28 | 28 | 29 | 29 | 30 | 31 | 31 | 31 | 31 |
| Schools for the feeble-minded | ..... | 7 | 9 | 9 | 11 | 11 | 11 | 13 | 13 | 15 |
| Orphan asylums, &c | 77 | 180 | 269 | 408 | 533 | 540 | 638 | 641 | 651 | 604 |
| Reform schools | 20 | 34 | 56 | 67 | 63 | 63 | 78 | 79 | 83 | 79 |
| Total | 2,619 | 3,449 | 3,651 | 6,085 | 6,449 | 6,750 | 7,135 | 7,869 | 8,231 | 8,774 |

The letters written number 4,190. Many of these furnished statistics and facts to educational writers and school officials, the results of extensive research and patient labor. About 4,000 letters and 2,549 documents have been received; 1,000 volumes and 1,200 pamphlets have been added to the library. The card catalogue of the contents of the library, which has been in preparation, is making fair progress, and is already of incalculable service in the work of the Office and aid of those who come here to study educational subjects.

*Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, from 1872 to 1881.*

| | 1872. | | | 1873. | | |
|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| City schools | (a) | 23,194 | 1,215,897 | (b) | 27,726 | 1,564,663 |
| Normal schools | 98 | 773 | 11,778 | 114 | 887 | 16,620 |
| Commercial and business colleges | 53 | 263 | 8,451 | 112 | 514 | 22,397 |
| Kindergärten | | | | | | |
| Institutions for secondary instruction | 811 | 4,501 | 98,929 | 944 | 5,058 | 118,570 |
| Preparatory schools c | | | | 86 | 690 | 12,487 |
| Institutions for the superior instruction of women | 175 | 1,617 | 11,288 | 205 | 2,120 | 24,613 |
| Universities and colleges | 298 | 3,040 | 45,617 | 323 | 3,106 | 52,053 |
| Schools of science | 70 | 724 | 5,395 | 70 | 747 | 8,950 |
| Schools of theology | 104 | 435 | 3,351 | 110 | 573 | 3,838 |
| Schools of law | 37 | 151 | 1,976 | 37 | 158 | 2,112 |
| Schools of medicine, of dentistry, and of pharmacy | 87 | 726 | 5,995 | 94 | 1,148 | 8,681 |
| Training schools for nurses | | | | | | |
| Institutions for the deaf and dumb | 36 | 267 | 4,337 | 40 | 289 | 4,534 |
| Institutions for the blind | 27 | 513 | 1,856 | 28 | 545 | 1,916 |
| Schools for feeble-minded children | | | | 9 | 213 | 758 |
| Orphan asylums, industrial schools, and miscellaneous charities. | 77 | 852 | 10,324 | 178 | 1,484 | 22,107 |
| Reform schools | 26 | 331 | 4,230 | 34 | 579 | 6,858 |

| | 1874. | | | 1875. | | |
|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| City schools | (d) | 16,488 | 976,837 | (e) | 22,152 | 1,180,880 |
| Normal schools | 124 | 966 | 24,405 | 137 | 1,081 | 29,105 |
| Commercial and business colleges | 126 | 577 | 25,892 | 131 | 594 | 26,109 |
| Kindergärten | 55 | 125 | 1,636 | 95 | 216 | 2,809 |
| Institutions for secondary instruction | 1,031 | 5,466 | 98,179 | 1,143 | 6,081 | 108,235 |
| Preparatory schools | 91 | 697 | 11,414 | 102 | 746 | 12,954 |
| Institutions for the superior instruction of women | 209 | 2,285 | 23,445 | 222 | 2,405 | 23,795 |
| Universities and colleges | 343 | 3,783 | 56,692 | 355 | 3,999 | 58,894 |
| Schools of science | 72 | 609 | 7,244 | 74 | 758 | 7,157 |
| Schools of theology | 113 | 597 | 4,356 | 123 | 615 | 5,234 |
| Schools of law | 38 | 181 | 2,585 | 43 | 224 | 2,677 |
| Schools of medicine, of dentistry, and of pharmacy | 99 | 1,121 | 9,095 | 106 | 1,172 | 9,971 |
| Training schools for nurses | | | | | | |
| Institutions for the deaf and dumb | 40 | 275 | 4,900 | 41 | 293 | 5,087 |
| Institutions for the blind | 29 | 525 | 1,942 | 29 | 498 | 2,054 |
| Schools for feeble-minded children | 9 | 312 | 1,265 | 9 | 317 | 1,372 |
| Orphan asylums, industrial schools, and miscellaneous charities. | 269 | 1,678 | 26,360 | 278 | 1,789 | 54,204 |
| Reform schools | 56 | 693 | 10,848 | 47 | 678 | 10,670 |

*a* 326 cities were included in 1872; their total population according to the census of 1870 was 8,036,937.

*b* 533 cities, towns, and villages were included in 1873, which had a population of 10,042,892.

*c* In 1872 this class of schools was included in the table of institutions for secondary instruction.

*d* 127 cities, containing 10,000 inhabitants or more, were included in 1874; their aggregate population was 6,037,905.

*e* 177 cities, each containing 7,500 inhabitants or more, reported in 1875; their aggregate population was 8,804,654.

*Statistical summary of institutions, instructors, and students, &c.*—Continued.

| | 1876. | | | 1877. | | |
|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| City schools | (a) | 23,504 | 1,343,487 | (b) | 23,830 | 1,249,271 |
| Normal schools | 151 | 1,065 | 33,921 | 152 | 1,189 | 37,082 |
| Commercial and business colleges | 137 | 599 | 25,234 | 134 | 568 | 23,496 |
| Kindergärten | 130 | 364 | 4,090 | 129 | 336 | 3,931 |
| Institutions for secondary instruction | 1,229 | 5,999 | 106,647 | 1,226 | 5,963 | 98,371 |
| Preparatory schools | 105 | 736 | 12,369 | 114 | 796 | 12,510 |
| Institutions for the superior instruction of women | 225 | 2,404 | 23,856 | 220 | 2,305 | 23,022 |
| Universities and colleges | 356 | 3,920 | 56,481 | 351 | 3,998 | 57,334 |
| Schools of science | 75 | 793 | 7,614 | 74 | 781 | 8,559 |
| Schools of theology | 124 | 580 | 4,268 | 124 | 564 | 3,965 |
| Schools of law | 42 | 218 | 2,664 | 43 | 175 | 2,811 |
| Schools of medicine, of dentistry, and of pharmacy | 102 | 1,201 | 10,143 | 106 | 1,278 | 11,225 |
| Training schools for nurses | ..... | ..... | ..... | ..... | ..... | ..... |
| Institutions for the deaf and dumb | 42 | 312 | 5,209 | 43 | 346 | 5,743 |
| Institutions for the blind | 29 | 580 | 2,083 | 30 | 566 | 2,179 |
| Schools for feeble-minded children | 11 | 318 | 1,560 | 11 | 355 | 1,781 |
| Orphan asylums, industrial schools, and miscellaneous charities. | 385 | 3,197 | 47,439 | ..... | ..... | ..... |
| Reform schools | 51 | 800 | 12,087 | ..... | ..... | ..... |

| | 1878. | | | 1879. | | |
|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| City schools | (c) | 27,944 | 1,556,974 | (d) | 28,903 | 1,669,899 |
| Normal schools | 156 | 1,227 | 39,669 | 207 | 1,422 | 40,029 |
| Commercial and business colleges | 129 | 527 | 21,048 | 144 | 535 | 22,021 |
| Kindergärten | 159 | 376 | 4,797 | 195 | 452 | 7,554 |
| Institutions for secondary instruction | 1,227 | 5,747 | 100,374 | 1,236 | 5,961 | 108,734 |
| Preparatory schools | 114 | 818 | 12,538 | 123 | 818 | 13,561 |
| Institutions for the superior instruction of women | 225 | 2,478 | 23,639 | 227 | 2,323 | 24,605 |
| Universities and colleges | 358 | 3,885 | 57,987 | 364 | 4,241 | 60,011 |
| Schools of science | 76 | 809 | 13,153 | 81 | 884 | 10,919 |
| Schools of theology | 125 | 577 | 4,320 | 133 | 600 | 4,738 |
| Schools of law | 50 | 196 | 3,012 | 49 | 224 | 3,019 |
| Schools of medicine, of dentistry, and of pharmacy | 106 | 1,337 | 11,830 | 114 | 1,495 | 13,321 |
| Training schools for nurses | ..... | ..... | ..... | 11 | 51 | 298 |
| Institutions for the deaf and dumb | 52 | 372 | 6,036 | 53 | 379 | 6,391 |
| Institutions for the blind | 30 | 547 | 2,214 | 30 | 599 | 2,213 |
| Schools for feeble-minded children | 11 | 422 | 1,981 | 13 | 491 | 2,234 |
| Orphan asylums, industrial schools, and miscellaneous charities. | 389 | 3,688 | 67,082 | 411 | 4,004 | 75,020 |
| Reform schools | 68 | 996 | 13,966 | 67 | 1,066 | 14,216 |

*a* 192 cities, of 7,500 inhabitants or more, reported in 1876; their aggregate population was 9,128,955.
*b* 195 cities, of 7,500 inhabitants or more, reported in 1877; their aggregate population was 9,099,025.
*c* 218 cities, of 7,500 inhabitants or more, reported in 1878; their aggregate population was 10,224,270.
*d* 240 cities, of 7,500 inhabitants or more, reported in 1879; their aggregate population was 10,801,814.

*Statistical summary of institutions, instructors, and students, &c.*—Continued.

| | 1880. | | | 1881. | | |
|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| City schools | (*a*) | 29,264 | 1,710,461 | (*b*) | 30,155 | 1,738,108 |
| Normal schools | 220 | 1,466 | 43,077 | 225 | 1,573 | 48,705 |
| Commercial and business colleges | 162 | 619 | 27,146 | 202 | 794 | 34,414 |
| Kindergärten | 232 | 524 | 8,871 | 273 | 676 | 14,107 |
| Institutions for secondary instruction | 1,264 | 6,009 | 110,277 | 1,336 | 6,489 | 122,617 |
| Preparatory schools | 125 | 860 | 13,239 | 130 | 871 | 13,275 |
| Institutions for the superior instruction of women | 227 | 2,340 | 25,780 | 226 | 2,211 | 26,041 |
| Universities and colleges | 364 | 4,160 | 59,594 | 362 | 4,361 | 62,435 |
| Schools of science | 83 | 953 | 11,584 | 85 | 1,019 | 12,709 |
| Schools of theology | 142 | 633 | 5,242 | 144 | 624 | 4,793 |
| Schools of law | 48 | 229 | 3,134 | 47 | 229 | 3,227 |
| Schools of medicine, of dentistry, and of pharmacy | 120 | 1,660 | 14,006 | 126 | 1,746 | 14,536 |
| Training schools for nurses | 15 | 59 | 323 | 17 | 84 | 414 |
| Institutions for the deaf and dumb | 56 | 418 | 6,657 | 57 | 431 | 6,740 |
| Institutions for the blind | 30 | 532 | 2,032 | 30 | 593 | 2,148 |
| Schools for feeble-minded children | 13 | 486 | 2,472 | 14 | 490 | 2,490 |
| Orphan asylums, industrial schools, and miscellaneous charities. | 430 | 4,217 | 59,161 | 439 | 4,211 | 62,317 |
| Reform schools | 68 | 1,054 | 11,921 | 71 | 1,164 | 15,626 |

*a* 244 cities, of 7,500 inhabitants or more, reported in 1880; their aggregate population was 10,700,800.
*b* 251 cities, of 7,500 inhabitants or more, reported in 1881; their aggregate population was 10,757,645.

It may be hardly necessary to call special attention to the totals here and elsewhere appearing in this report, save to conform to the purpose that pervades the report in all its parts, to leave no reasonable opportunity for misunderstanding its facts. Whenever columns are added it will be seen that the totals only include the figures inserted and that references and cross references are so made to the sources of information and the details from which generalizations are drawn that there can be no justifiable ground for erroneous conclusions. There is, perhaps, no other report made in the country that embraces the work of so large a number of intelligent and critical contributors or that so uniformly attaches to its statements the name of a person or a place, which subjects whatever facts are inserted or statements made to direct personal and local observation and criticism. If there is an error or just ground for complaint the Office is sure to learn of it, and from year to year it is a just ground of satisfaction to those engaged in the preparation of the report that so few errors have occurred.

By the appearance of the Compendium of the Census before the completion of this report and by the courtesy of General Walker and Colonel Seaton, Superintendents of the Census, in furnishing additional data, this Office has been put in possession of valuable material with a view to the study of the population of the country as regards (1) its distribution by nativity, sex, and race; (2) the minor population, and the population of school age, its sex, race, and age; and (3) the illiteracy of the minor population, for the purpose of showing the extent to which all instrumentalities, public and private, come short of the obligation to teach all the youth of the country the art of reading and writing.

This study has been made under my direction by Dr. Charles Warren, and so much of it is inserted here as adds value and completeness to the statistics of education annually presented by this Office. The more full and complete statement, it is hoped, will be issued at an early day as a separate publication.

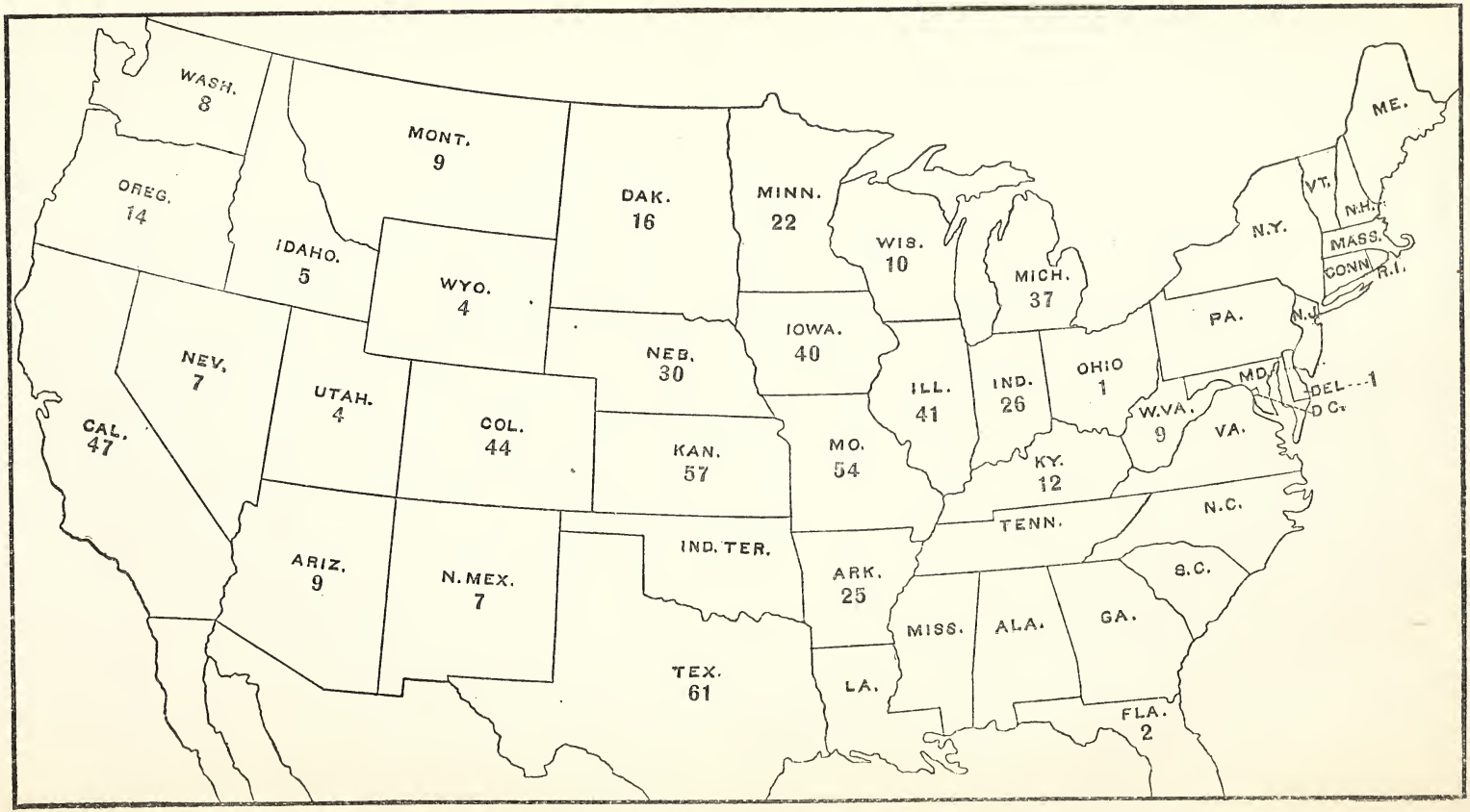



DIAGRAM No. 1.—Excess of native males, in thousands, in certain States and Territories.

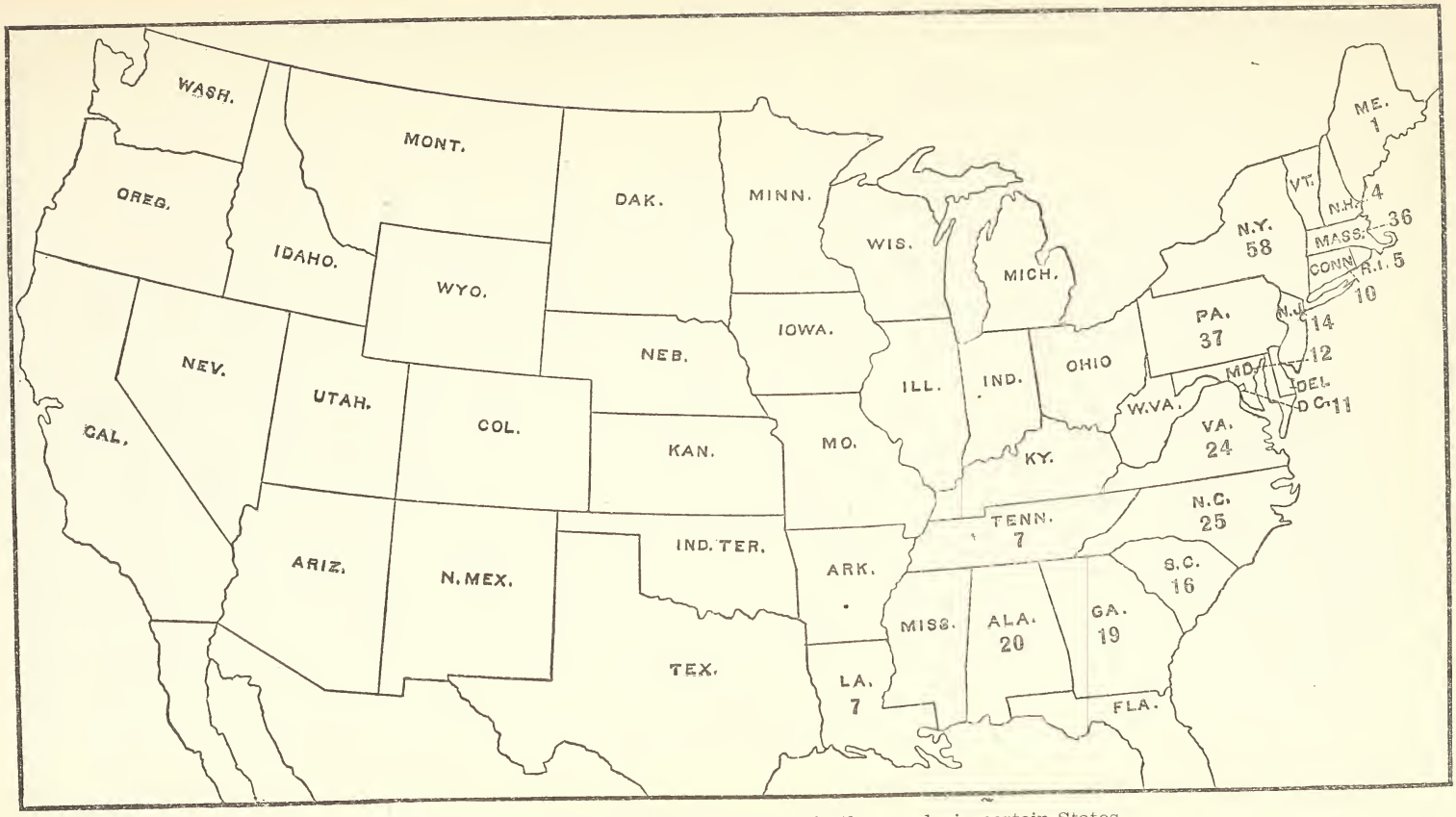



DIAGRAM No. 2.—Excess of native females, in thousands, in certain States.

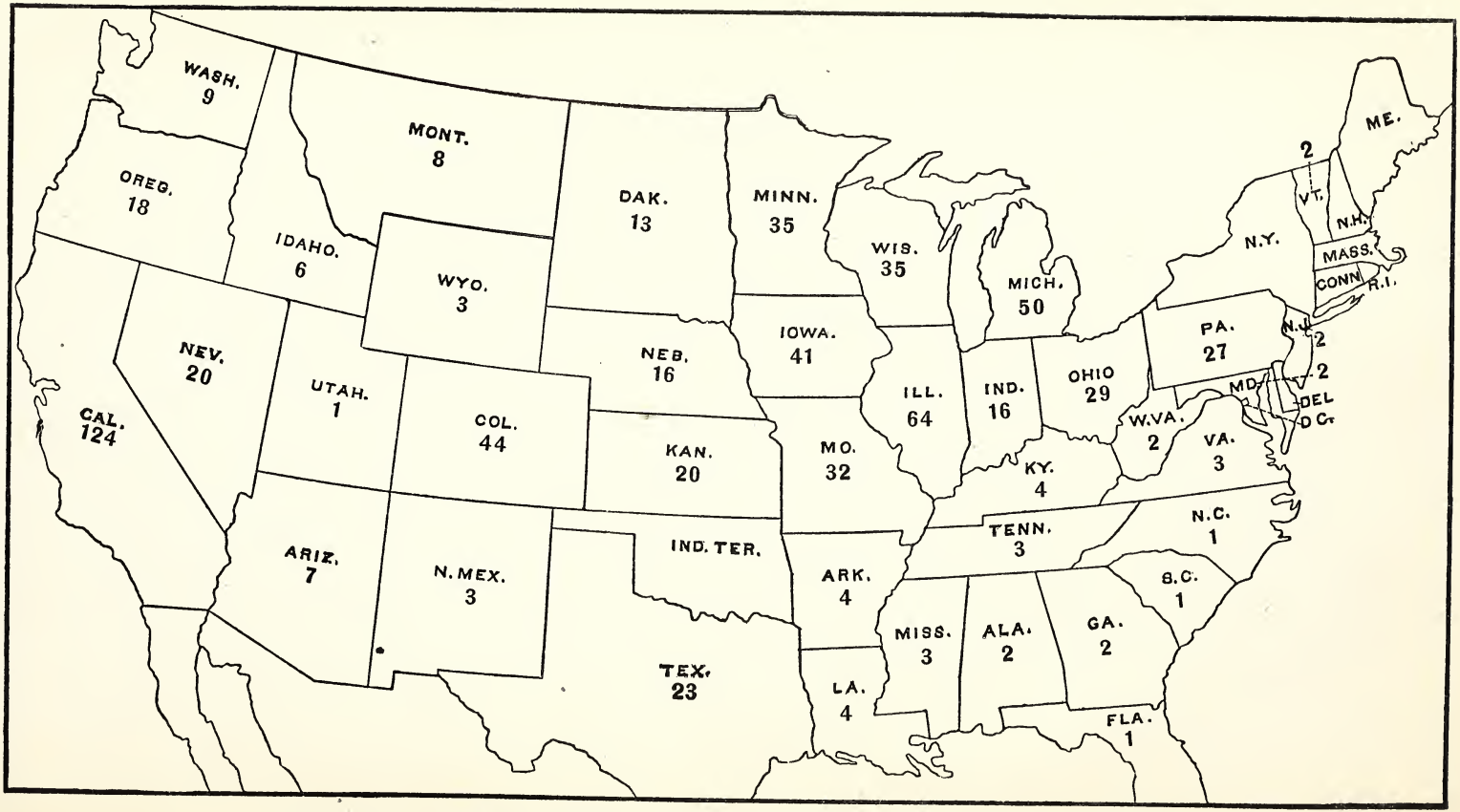



DIAGRAM No. 3.—Excess of Foreign Males, in thousands, in certain States and Territories.

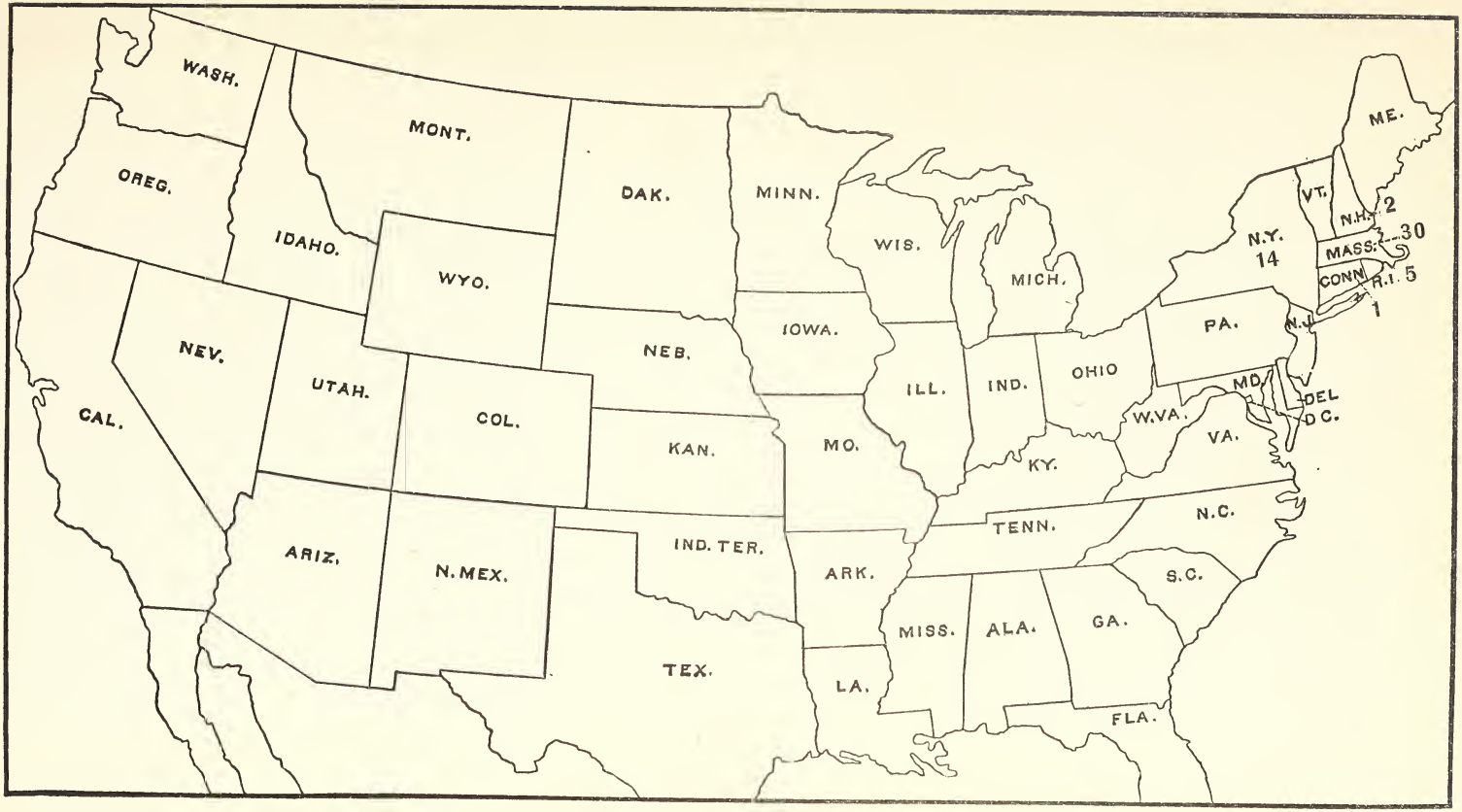



DIAGRAM No. 4.—Excess of foreign females, in thousands, in certain States.

TABLE 1 FROM THE CENSUS OF 1880.

The area of the Union, excluding Alaska and the Indian Territory, is estimated by the Census authorities to be 2,900,170 square miles, the area of Alaska is about 531,409 square miles and that of the Indian Territory is 69,830 square miles, or an aggregate for the whole country of 3,501,409 square miles. In size and in population we are the fourth nation of the world. Probably more than half the English-speaking people of the earth live in the United States.

The native population of the country in 1880, excluding the two unorganized Territories already mentioned, was 43,475,840; the foreign-born population numbered 6,679,943. The native males exceeded the native females by more than 300,000; the foreign-born males exceeded the foreign-born females nearly 600,000; the exact majority of all males over all females was 881,857. The white population numbered 43,402,979; the colored population, 6,580,793; the Chinese and Japanese, 105,613; and the Indians paying taxes, 66,407.[1] Of the colored population, 14,107 were born in other countries; of the Chinese and Japanese, 1,186 were natives; and 1,820 of the civilized Indians were foreign-born.

An examination of the table will show that the females exceeded the males in the following States:

| | Per cent. |
|---|---|
| Maine | 0.25 |
| New Hampshire | 3.48 |
| Massachusetts | 7.71 |
| Rhode Island | 7.87 |
| Connecticut | 3.64 |
| New York | 2.88 |
| Pennsylvania | 0.45 |
| New Jersey | 2.01 |
| Maryland | 2.29 |
| District of Columbia | 12.52 |
| Virginia | 2.87 |
| North Carolina | 3.48 |
| Tennessee | 0.49 |
| South Carolina | 3.01 |
| Georgia | 2.13 |
| Alabama | 2.77 |
| Louisiana | 0.52 |

Thus it may be said in general terms that the country east of the river Ohio and the lower Mississippi has a slight excess of females and that the rest of the country shows an excess of males. The colored population is mostly south of the Missouri, the Ohio, and the Potomac, and the foreign-born population almost entirely north of those rivers. Indeed, there has been an actual decrease since 1870 of foreign-born inhabitants in Vermont, Missouri, Maryland, Kentucky, Tennessee, South Carolina, Georgia, Alabama, Mississippi, and Louisiana.

[1] The whole Indian population is about 289,000, according to recent authorities.

TABLE 1, *derived from the Census of* 1880, *showing the area and population of the States and Territories and the general nativity and sex of the population.*

| States and Territories. | Area in square miles. | Population. | Persons to a square mile. | Nativity. | | | |
|---|---|---|---|---|---|---|---|
| | | | | Native. | | Foreign. | |
| | | | | Male. | Female. | Male. | Female. |
| Alabama | 51,540 | 1,262,505 | 24.50 | 616,673 | 636,098 | 5,956 | 3,778 |
| Arkansas | 53,045 | 802,525 | 15.13 | 408,939 | 383,236 | 7,340 | 3,010 |
| California | 155,980 | 864,694 | 5.54 | 309,650 | 262,170 | 208,526 | 84,348 |
| Colorado | 103,645 | 194,327 | 1.87 | 99,342 | 55,195 | 29,789 | 10,001 |
| Connecticut | 4,845 | 622,700 | 128.52 | 241,409 | 251,299 | 64,373 | 65,619 |
| Delaware | 1,960 | 146,608 | 74.80 | 69,264 | 67,876 | 4,844 | 4,624 |
| Florida | 54,240 | 269,493 | 4.97 | 130,855 | 128,729 | 5,589 | 4,320 |
| Georgia | 58,980 | 1,542,180 | 26.15 | 756,535 | 775,081 | 6,446 | 4,118 |
| Illinois | 56,000 | 3,077,871 | 54.96 | 1,267,793 | 1,226,502 | 318,730 | 264,846 |
| Indiana | 35,910 | 1,978,301 | 55.09 | 930,290 | 903,833 | 80,071 | 64,107 |
| Iowa | 55,475 | 1,624,615 | 29.29 | 701,502 | 661,463 | 146,634 | 115,016 |
| Kansas | 81,700 | 996,096 | 12.19 | 471,566 | 414,444 | 65,101 | 44,985 |
| Kentucky | 40,000 | 1,648,690 | 41.22 | 800,658 | 788,515 | 31,932 | 27,585 |
| Louisiana | 45,420 | 939,946 | 20.69 | 439,537 | 446,263 | 29,217 | 24,929 |
| Maine | 29,895 | 648,936 | 21.71 | 294,506 | 295,547 | 29,552 | 29,331 |
| Maryland | 9,860 | 934,943 | 94.82 | 419,841 | 432,296 | 42,346 | 40,460 |
| Massachusetts | 8,040 | 1,783,085 | 221.78 | 651,659 | 687,935 | 206,781 | 236,710 |
| Michigan | 57,430 | 1,636,937 | 28.50 | 642,932 | 605,497 | 219,423 | 169,085 |
| Minnesota | 79,205 | 780,773 | 9.86 | 267,645 | 245,452 | 151,504 | 116,172 |
| Mississippi | 46,340 | 1,131,597 | 24.42 | 560,994 | 561,394 | 6,183 | 3,026 |
| Missouri | 68,735 | 2,168,380 | 31.55 | 1,005,578 | 951,224 | 121,609 | 89,969 |
| Nebraska | 76,185 | 452,402 | 5.94 | 192,466 | 162,522 | 56,775 | 40,639 |
| Nevada | 109,740 | 62,266 | 0.57 | 21,891 | 14,722 | 20,128 | 5,525 |
| New Hampshire | 9,005 | 346,991 | 38.53 | 148,256 | 152,441 | 22,270 | 24,024 |
| New Jersey | 7,455 | 1,131,116 | 151.73 | 447,824 | 461,592 | 112,098 | 109,602 |
| New York | 47,620 | 5,082,871 | 106.74 | 1,906,721 | 1,964,771 | 598,601 | 612,778 |
| North Carolina | 48,580 | 1,399,750 | 28.81 | 685,509 | 710,499 | 2,399 | 1,343 |
| Ohio | 40,760 | 3,198,062 | 78.46 | 1,401,890 | 1,401,229 | 212,046 | 182,897 |
| Oregon | 94,560 | 174,768 | 1.85 | 79,229 | 65,036 | 24,152 | 6,351 |
| Pennsylvania | 44,985 | 4,282,891 | 95.21 | 1,829,000 | 1,866,062 | 307,655 | 280,174 |
| Rhode Island | 1,085 | 276,531 | 254.87 | 98,606 | 103,932 | 34,424 | 39,569 |
| South Carolina | 30,170 | 995,577 | 33.00 | 486,012 | 501,879 | 4,396 | 3,290 |
| Tennessee | 41,750 | 1,542,359 | 36.94 | 759,349 | 766,308 | 9,928 | 6,774 |
| Texas | 262,290 | 1,591,749 | 6.07 | 769,122 | 708,011 | 68,718 | 45,898 |
| Vermont | 9,135 | 332,286 | 36.38 | 145,445 | 145,882 | 21,442 | 19,517 |
| Virginia | 40,125 | 1,512,565 | 37.70 | 736,766 | 761,103 | 8,823 | 5,873 |
| West Virginia | 24,645 | 618,457 | 25.09 | 304,517 | 295,675 | 9,978 | 8,287 |
| Wisconsin | 54,450 | 1,315,497 | 24.16 | 460,054 | 450,018 | 220,015 | 185,410 |
| Total | 2,040,785 | 49,371,340 | 24.19 | 21,559,825 | 21,311,731 | 3,515,794 | 2,983,990 |
| Arizona | 112,920 | 40,440 | 0.36 | 16,626 | 7,765 | 11,576 | 4,473 |
| Dakota | 147,700 | 135,177 | 0.92 | 49,878 | 33,504 | 32,418 | 19,377 |
| District of Columbia | 60 | 177,624 | 2,960.40 | 74,845 | 85,657 | 8,733 | 8,389 |
| Idaho | 84,290 | 32,610 | 0.39 | 13,868 | 8,768 | 7,950 | 2,024 |
| Montana | 145,310 | 39,159 | 0.27 | 18,539 | 9,099 | 9,638 | 1,883 |
| New Mexico | 122,460 | 119,565 | 0.98 | 59,161 | 52,353 | 5,335 | 2,716 |
| Utah | 82,190 | 143,963 | 1.75 | 52,189 | 47,780 | 22,320 | 21,674 |
| Washington | 66,880 | 75,116 | 1.12 | 33,601 | 25,712 | 12,372 | 3,431 |
| Wyoming | 97,575 | 20,789 | 0.21 | 9,722 | 5,217 | 4,430 | 1,420 |
| Total | 859,385 | 784,443 | 0.91 | 328,429 | 275,855 | 114,772 | 65,387 |
| Grand total | 2,900,170 | 50,155,783 | 17.29 | 21,888,254 | 21,587,586 | 3,630,566 | 3,049,377 |

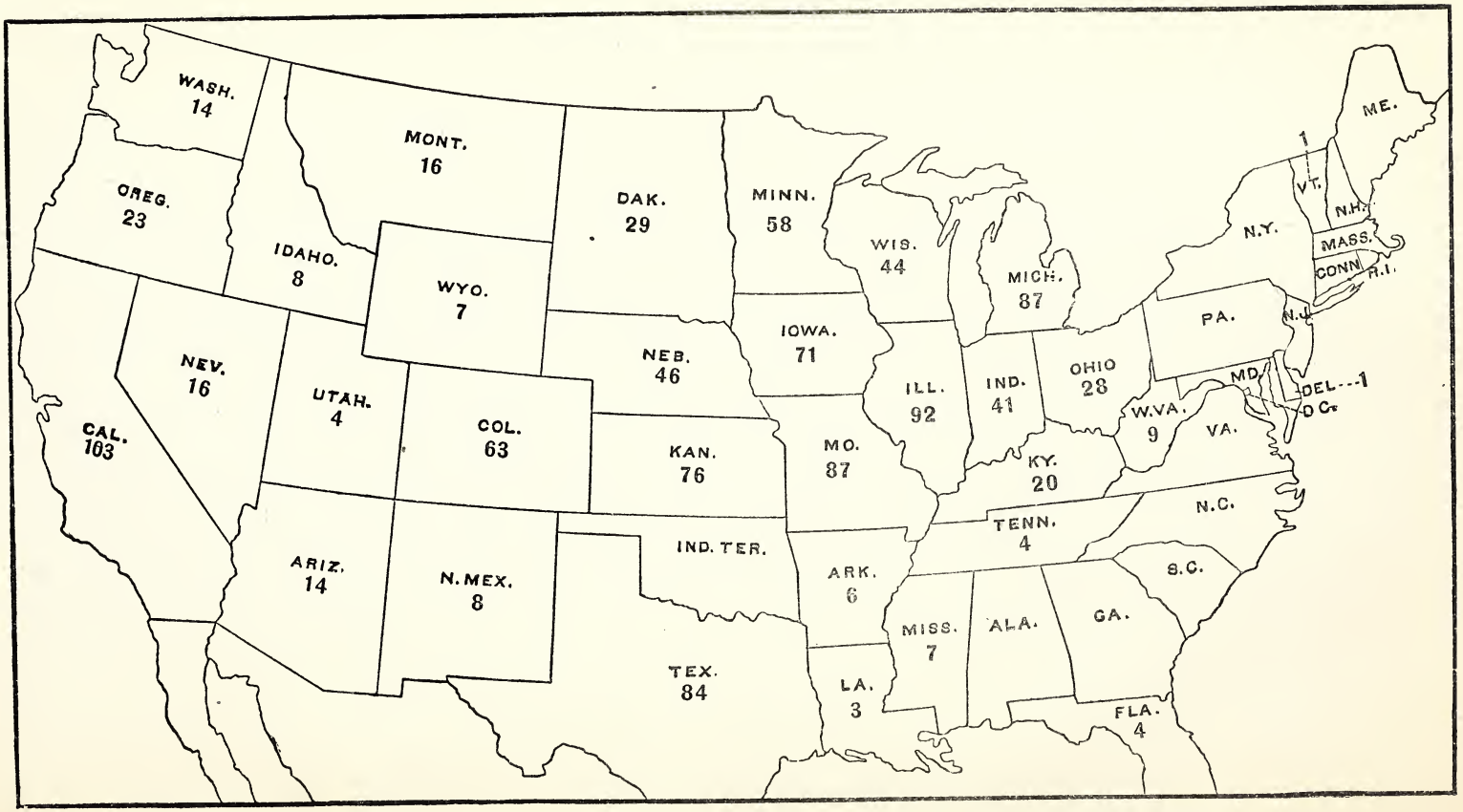



**DIAGRAM No. 5.**—Excess of white males, in thousands, in certain States and Territories.

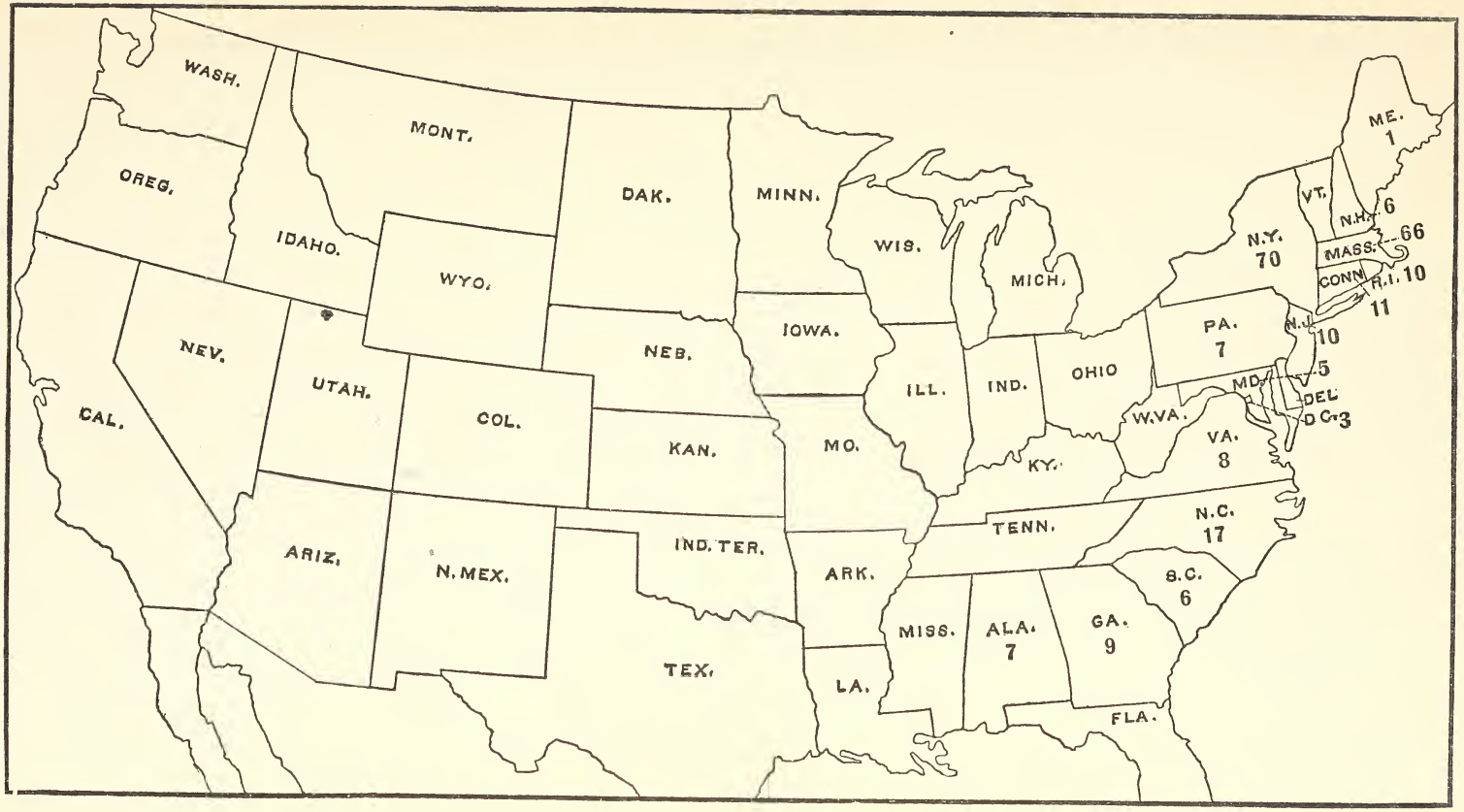



DIAGRAM No. 6.—Excess of white females, in thousands, in certain States.

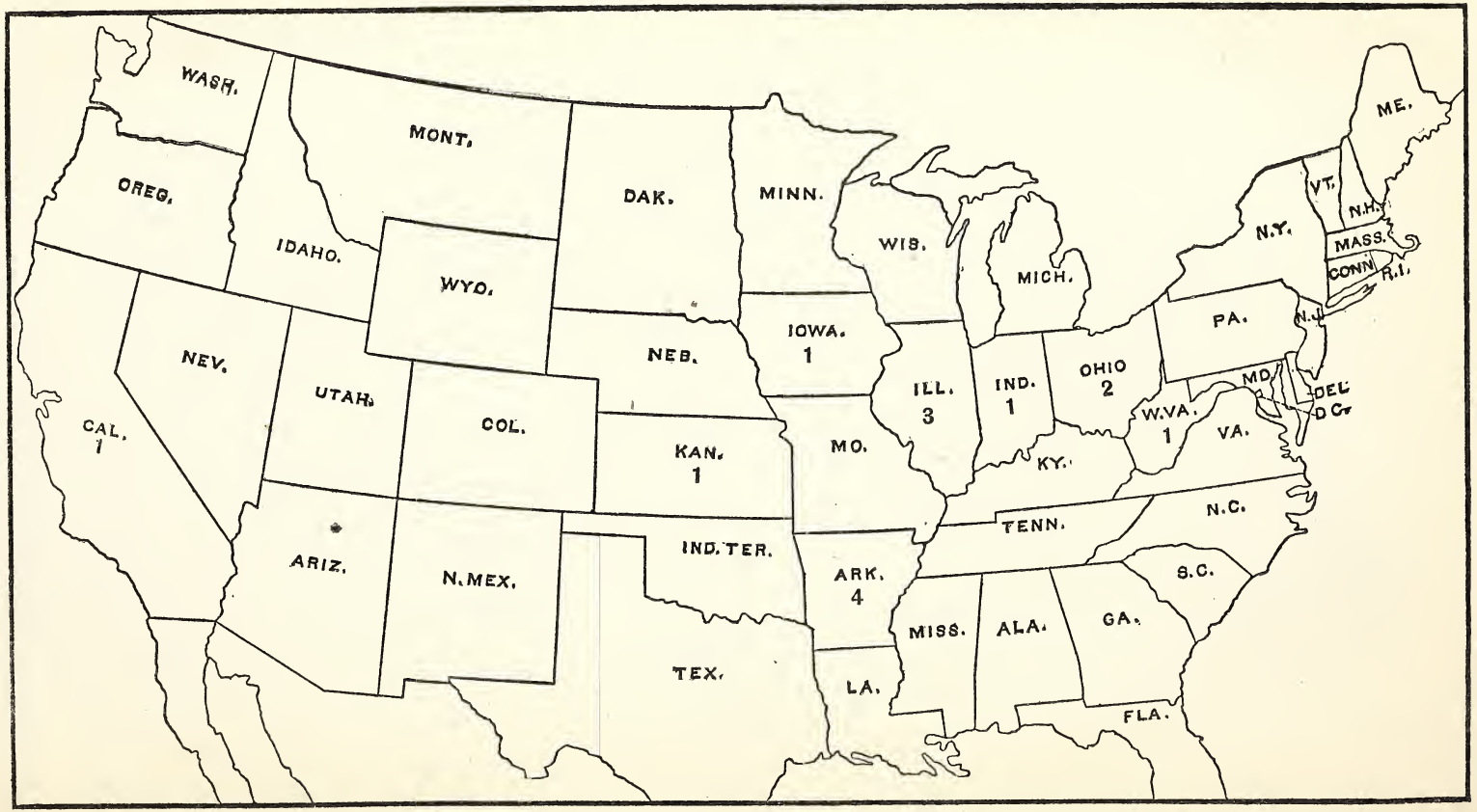



DIAGRAM No. 7.—Excess of colored males, in thousands, in certain States.

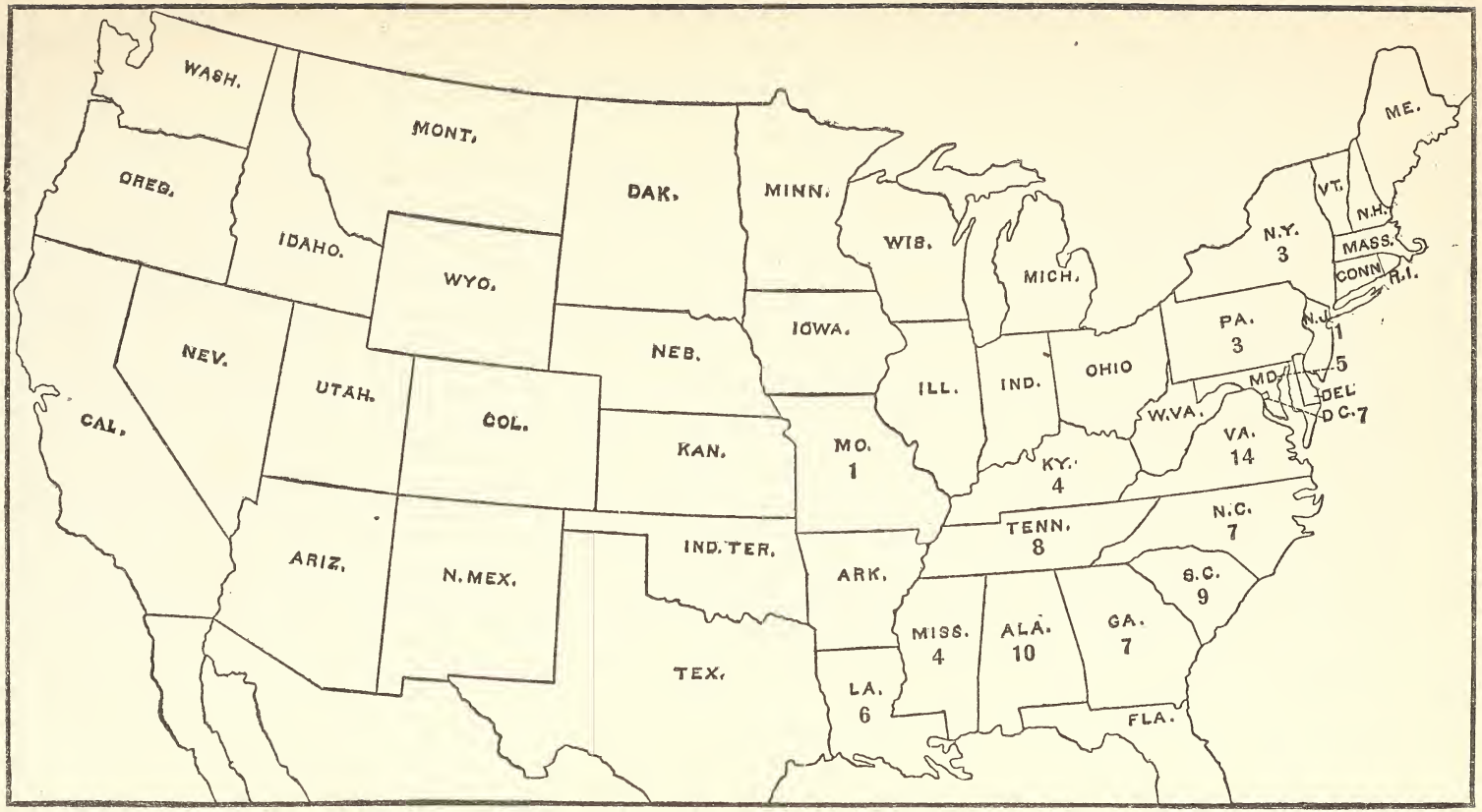



DIAGRAM No. 8.—Excess of colored females, in thousands, in certain States.

TABLE 2, *from the Census of* 1880, *showing the race and sex of the population in the States and Territories.*

| States and Territories. | Race. | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | White. | | Colored. | | Chinese and Japanese. | | Indians. | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| Alabama | 327,517 | 334,668 | 295,001 | 305,102 | 4 | ..... | 107 | 106 |
| Arkansas | 308,706 | 282,825 | 107,331 | 103,335 | 131 | 2 | 111 | 84 |
| California | 435,056 | 332,125 | 3,467 | 2,551 | 71,325 | 3,893 | 8,328 | 7,949 |
| Colorado | 127,041 | 64,085 | 1,423 | 1,002 | 593 | 19 | 64 | 90 |
| Connecticut | 299,980 | 310,789 | 5,550 | 5,997 | 124 | 5 | 128 | 127 |
| Delaware | 60,777 | 59,383 | 13,327 | 13,115 | 1 | ..... | 3 | 2 |
| Florida | 73,264 | 69,341 | 63,068 | 63,622 | 16 | 2 | 96 | 84 |
| Georgia | 403,744 | 413,162 | 359,157 | 365,976 | 17 | ..... | 63 | 61 |
| Illinois | 1,561,726 | 1,469,425 | 24,507 | 21,861 | 208 | 4 | 82 | 58 |
| Indiana | 989,953 | 948,845 | 20,267 | 18,961 | 29 | ..... | 112 | 134 |
| Iowa | 842,694 | 771,906 | 5,191 | 4,325 | 33 | ..... | 218 | 248 |
| Kansas | 514,084 | 438,071 | 22,152 | 20,955 | 18 | 1 | 413 | 402 |
| Kentucky | 698,757 | 678,422 | 133,798 | 137,653 | 9 | 1 | 26 | 24 |
| Louisiana | 228,974 | 225,980 | 238,879 | 244,776 | 460 | 29 | 441 | 407 |
| Maine | 322,973 | 323,879 | 765 | 686 | 8 | ..... | 312 | 313 |
| Maryland | 359,670 | 365,023 | 102,505 | 107,725 | 5 | ..... | 7 | 8 |
| Massachusetts | 848,977 | 914,805 | 9,049 | 9,648 | 229 | 8 | 185 | 184 |
| Michigan | 850,795 | 763,765 | 7,836 | 7,264 | 28 | ..... | 3,696 | 3,553 |
| Minnesota | 417,075 | 359,809 | 905 | 659 | 25 | ..... | 1,144 | 1,156 |
| Mississippi | 243,226 | 236,172 | 322,959 | 327,332 | 51 | ..... | 941 | 916 |
| Missouri | 1,054,879 | 967,947 | 72,153 | 73,197 | 91 | ..... | 64 | 49 |
| Nebraska | 247,815 | 201,949 | 1,296 | 1,089 | 18 | ..... | 112 | 123 |
| Nevada | 35,059 | 18,497 | 308 | 180 | 5,106 | 313 | 1,546 | 1,257 |
| New Hampshire | 170,137 | 176,092 | 341 | 344 | 14 | ..... | 34 | 29 |
| New Jersey | 540,870 | 551,147 | 18,846 | 20,007 | 168 | 4 | 38 | 36 |
| New York | 2,473,121 | 2,542,901 | 30,852 | 34,252 | 914 | 12 | 435 | 384 |
| North Carolina | 424,944 | 442,298 | 262,363 | 268,914 | 1 | ..... | 600 | 630 |
| Ohio | 1,572,789 | 1,545,131 | 40,962 | 38,938 | 112 | ..... | 73 | 57 |
| Oregon | 92,935 | 70,140 | 270 | 217 | 9,348 | 164 | 828 | 866 |
| Pennsylvania | 2,095,213 | 2,101,803 | 41,193 | 44,342 | 148 | 8 | 101 | 83 |
| Rhode Island | 130,014 | 139,925 | 2,952 | 3,536 | 27 | ..... | 37 | 40 |
| South Carolina | 192,544 | 198,561 | 297,787 | 306,545 | 9 | ..... | 68 | 63 |
| Tennessee | 571,603 | 567,228 | 197,467 | 205,684 | 24 | 1 | 183 | 169 |
| Texas | 640,439 | 556,798 | 196,746 | 196,638 | 134 | 2 | 521 | 471 |
| Vermont | 166,312 | 164,906 | 566 | 491 | ..... | ..... | 9 | 2 |
| Virginia | 436,611 | 444,227 | 308,935 | 322,681 | 6 | ..... | 37 | 48 |
| West Virginia | 300,992 | 291,545 | 13,482 | 12,404 | 5 | ..... | 16 | 13 |
| Wisconsin | 676,949 | 632,669 | 1,521 | 1,181 | 14 | 2 | 1,585 | 1,576 |
| Total | 21,738,215 | 20,976,264 | 3,225,187 | 3,293,185 | 89,453 | 4,470 | 22,764 | 21,802 |
| Arizona | 24,556 | 10,604 | 104 | 51 | 1,601 | 31 | 1,941 | 1,552 |
| Dakota | 81,176 | 51,971 | 225 | 176 | 220 | 18 | 675 | 716 |
| District Columbia | 57,320 | 60,686 | 26,238 | 33,358 | 15 | 2 | 5 | ..... |
| Idaho | 18,440 | 10,573 | 39 | 14 | 3,256 | 123 | 83 | 82 |
| Montana | 25,522 | 9,863 | 191 | 155 | 1,685 | 80 | 779 | 884 |
| New Mexico | 58,655 | 50,066 | 638 | 377 | 54 | 3 | 5,149 | 4,623 |
| Utah | 73,477 | 68,946 | 124 | 108 | 480 | 21 | 428 | 379 |
| Washington | 40,513 | 26,686 | 209 | 116 | 3,161 | 26 | 2,090 | 2,315 |
| Wyoming | 13,026 | 6,411 | 160 | 138 | 895 | 19 | 71 | 69 |
| Total | 392,685 | 295,806 | 27,928 | 34,493 | 11,367 | 323 | 11,221 | 10,620 |
| Grand total | 22,130,900 | 21,272,070 | 3,253,115 | 3,327,678 | 100,820 | 4,793 | 33,985 | 32,422 |

TABLE 2 FROM THE CENSUS OF 1880.

The second table presented shows the sex and race of the inhabitants in the several States and Territories. The Chinese were found chiefly in California, Oregon, Nevada, Idaho Territory, and Washington Territory. Chinese males exceed Chinese females in number ninety-six thousand, thus proving that their stay in the country is only provisional and temporary and that they can give no "hostages to fortune." The conditions of their stay in the country and of the further admission of Chinese men in such disproportion is a proper subject for national legislation. My report for 1870 contained an article on the Chinese migration to this country, in which the chief peculiarity of that race was said to be their family life. This is doubtless true of the Chinese in China; it certainly is not true of them in this country up to the present time. Industrious, frugal, law abiding families are the best foundations of a state; but the present condition of Chinese immigration is demoralizing to those who come here, destructive of previous economic relations, and profitable only to the few great "companies," who control and employ labor purely for their own benefit, regardless of the misery they entail on others.

The white males exceeded the white females 858,830; much of this excess is occupied in subduing the dangers and difficulties of the Territories and the newer States. In such communities the expenditure of life is as inevitable as in the vicissitudes of war, and the bulk of it must be borne by the more adventurous and stronger sex. Several decades of years must pass before numerical equality of sex is established. If the relation between the two sexes in the colored population be assumed as the natural one for this continent, we find that about one million three hundred and forty thousand white males are available, or growing up to become available, for this special conquest of natural difficulties in our more recent communities. Washington, Oregon, Idaho, Montana, California, Colorado, Arizona, Dakota, Nebraska, Kansas, Minnesota, Michigan, and Texas show where the pioneers now muster thickest. Diagrams Nos. 5–8 display the excess of white and colored males and females in the different parts of the Union in an effective way.

TABLE 3 FROM THE CENSUS OF 1880.

The third table derived from the Census shows some interesting particulars respecting the native population of the country: Sixty-seven per cent. of these natives, forming seventy-seven per cent. of the whole population, lived in the States in which they were born; these 33,882,734 doubtless included most of the children and more than half the women of this country. The other element of the native population comprised 9,593,106 people who had moved from the States of their birth to others. Surely this is a "wandering of the nations" as wonderful as any historian has related. It tends to make the people of one part familiar with other portions of the country, promotes friendships, relationships, ties of business, political harmony and equity, and in a thousand silent ways helps to bind the memories, hopes, affections, and interests of the people together.

The columns showing the "net gain" and "net loss" of the several States and Territories serve as indications of the relative attractions and opportunities afforded by them. Seventeen States and one Territory show a net loss of native stock: their native immigration had not equalled their native emigration. New York, though the most populous of the States, contributed native emigrants to other States to such a degree that her net loss of natives was greater than the whole population of any one of fifteen States. Virginia was the next largest net loser of her native stock to the population of other States, but Ohio and Pennsylvania contributed absolutely more than Virginia to the native settlers of other Commonwealths. Kentucky, Tennessee, and North Carolina also contributed heavily to the populations of other States. Among the New England States, Rhode Island had gained slightly, Massachusetts had lost a few thousands, and the others had lost many thousands. Yet, by comparing the column of foreign-born residents in Table 1 with the column of net native loss in this table, we see that in many cases the loss of natives was more than made up by the incoming of foreigners. Thus, New York had 1,211,000 foreigners; Pennsylvania, 587,000; Massachusetts, 443,000; and Connecticut, 130,000.

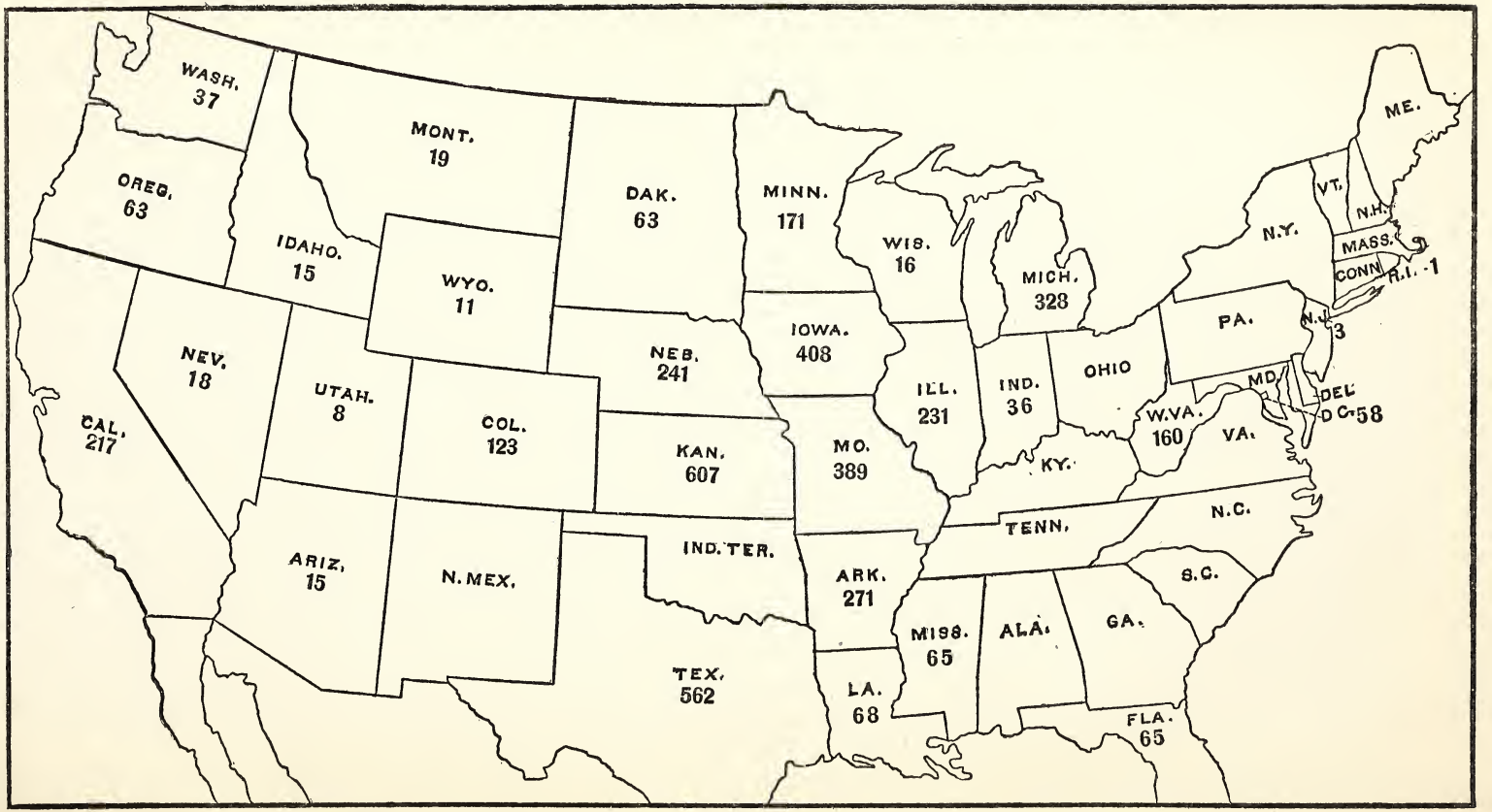



DIAGRAM No. 9.—Net gain, in thousands, of native inhabitants by the States and Territories.

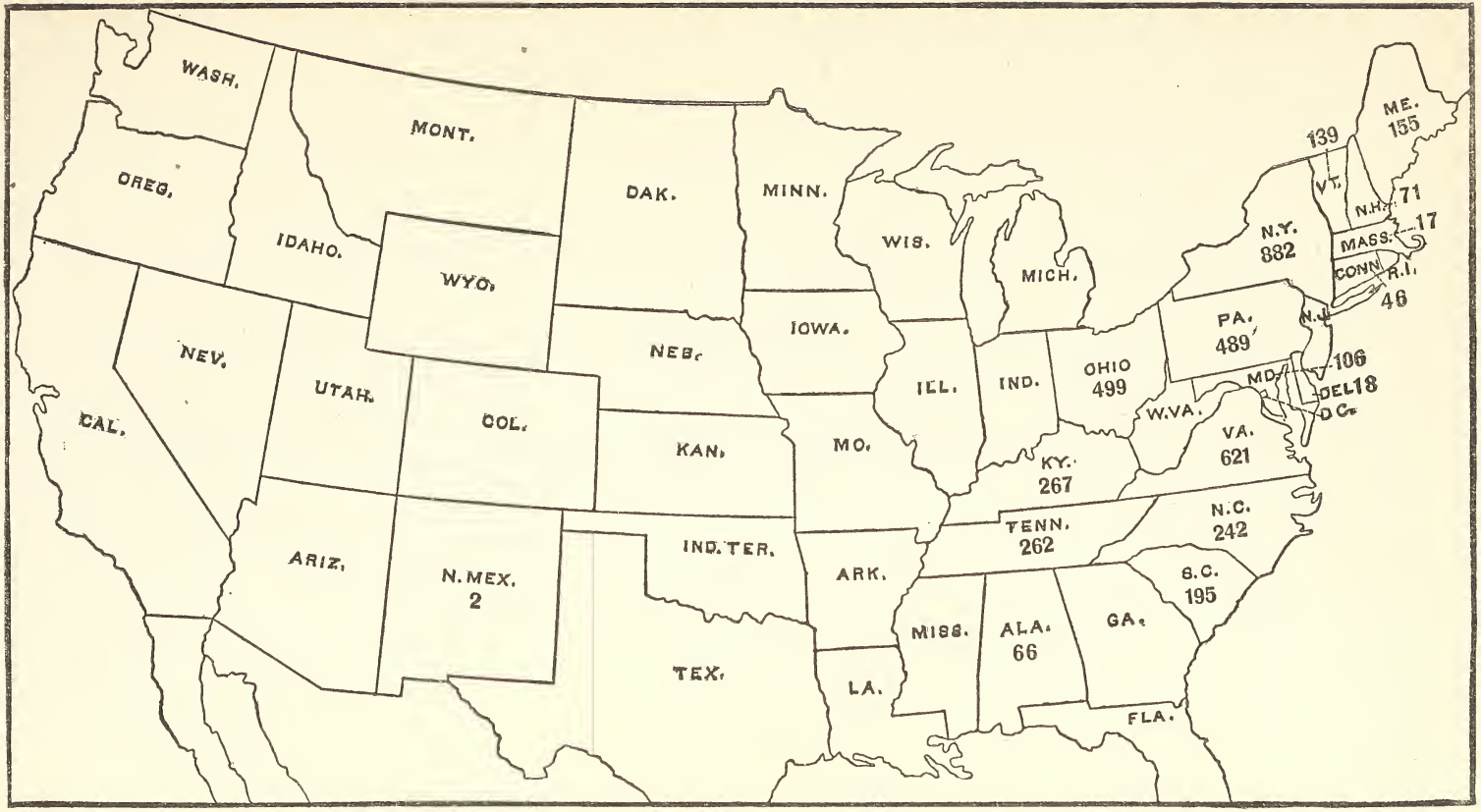



DIAGRAM No. 10.—Net loss, in thousands, of native inhabitants by the States and Territories.

TABLE 3, *derived from the Census of* 1880,[1] *showing the movement of the native population of the States and Territories and the net gain or loss resulting to each thereby.*

| States and Territories. | Number of natives— | | | | |
|---|---|---|---|---|---|
| | Born in the State and living in it. | Living in the State, who were born elsewhere. | Born in the State, but living in other States. | Net gain. | Net loss. |
| Alabama | 1,014,633 | 238,138 | 304,556 | ..... | 66,418 |
| Arkansas | 436,677 | 355,498 | 84,063 | 271,435 | ..... |
| California | 326,000 | 245,820 | 29,157 | 216,663 | ..... |
| Colorado | 26,363 | 128,174 | 5,464 | 122,710 | ..... |
| Connecticut | 398,211 | 94,497 | 140,621 | ..... | 46,124 |
| Delaware | 110,643 | 26,497 | 44,874 | ..... | 18,377 |
| Florida | 173,481 | 86,103 | 21,037 | 65,066 | ..... |
| Georgia | 1,395,214 | 136,402 | 323,854 | ..... | 187,452 |
| Illinois | 1,709,520 | 784,775 | 553,889 | 230,886 | ..... |
| Indiana | 1,354,565 | 479,558 | 443,925 | 35,633 | ..... |
| Iowa | 737,306 | 625,659 | 217,389 | 408,270 | ..... |
| Kansas | 233,066 | 652,944 | 46,085 | 606,859 | ..... |
| Kentucky | 1,402,112 | 187,061 | 454,198 | ..... | 267,137 |
| Louisiana | 728,322 | 157,478 | 89,170 | 68,308 | ..... |
| Maine | 563,015 | 27,038 | 182,257 | ..... | 155,219 |
| Maryland | 762,641 | 89,496 | 195,500 | ..... | 106,004 |
| Massachusetts | 1,088,565 | 251,029 | 267,730 | ..... | 16,701 |
| Michigan | 803,306 | 445,123 | 117,355 | 327,768 | ..... |
| Minnesota | 302,371 | 210,726 | 39,379 | 171,347 | ..... |
| Mississippi | 863,185 | 259,203 | 193,808 | 65,395 | ..... |
| Missouri | 1,268,641 | 688,161 | 298,643 | 389,518 | ..... |
| Nebraska | 95,790 | 259,198 | 17,688 | 241,510 | ..... |
| Nevada | 13,732 | 22,881 | 4,524 | 18,357 | ..... |
| New Hampshire | 242,757 | 57,940 | 128,505 | ..... | 70,565 |
| New Jersey | 725,614 | 183,802 | 180,391 | 3,411 | ..... |
| New York | 3,556,394 | 315,098 | 1,197,153 | ..... | 882,055 |
| North Carolina | 1,344,553 | 51,455 | 293,505 | ..... | 242,050 |
| Ohio | 2,361,437 | 441,682 | 941,219 | ..... | 499,537 |
| Oregon | 67,942 | 76,323 | 13,666 | 62,657 | ..... |
| Pennsylvania | 3,385,693 | 309,369 | 798,487 | ..... | 489,118 |
| Rhode Island | 152,487 | 50,051 | 49,235 | 816 | ..... |
| South Carolina | 952,395 | 35,496 | 230,916 | ..... | 195,420 |
| Tennessee | 1,313,552 | 212,105 | 473,952 | ..... | 261,847 |
| Texas | 870,705 | 606,428 | 44,315 | 562,113 | ..... |
| Vermont | 251,780 | 39,547 | 178,261 | ..... | 138,714 |
| Virginia | 1,435,124 | 62,745 | 683,336 | ..... | 620,591 |
| West Virginia | 397,267 | 202,925 | 42,946 | 159,979 | ..... |
| Wisconsin | 693,177 | 216,895 | 200,768 | 16,127 | ..... |
| Arizona | 8,166 | 16,225 | 923 | 15,302 | ..... |
| Dakota | 17,796 | 65,586 | 2,844 | 62,742 | ..... |
| District of Columbia | 80,702 | 79,800 | 21,726 | 58,074 | ..... |
| Idaho | 5,992 | 16,644 | 1,761 | 14,883 | ..... |
| Montana | 7,225 | 20,413 | 1,462 | 18,951 | ..... |
| New Mexico | 101,046 | 10,468 | 12,742 | ..... | 2,274 |
| Utah | 81,716 | 18,253 | 10,414 | 7,839 | ..... |
| Washington | 19,359 | 39,954 | 3,066 | 36,888 | ..... |
| Wyoming | 2,496 | 12,443 | 1,595 | 10,848 | ..... |
| Unclassified | ..... | ..... | 4,752 | ..... | 4,752 |
| | 33,882,734 | 9,593,106 | 9,593,106 | 4,270,355 | 4,270,355 |

[1]All the figures except those in the first column having been computed in the Bureau of Education.

TABLE 4 FROM THE CENSUS OF 1880.

The distribution of the Chinese has been sufficiently shown in Table 2. A slight examination of the fourth table derived from the last census shows that immigrants from the German Empire exceeded other classes of foreigners in sixteen States: Illinois, Ohio, Wisconsin, Missouri, Iowa, Indiana, Maryland, Nebraska, Kentucky, Kansas, Louisiana, Virginia, West Virginia, Arkansas, Alabama, and South Carolina. Immigrants from Ireland were more numerous than foreigners from any other country in ten States—New York, Pennsylvania, Massachusetts, New Jersey, Connecticut, Rhode Island, Tennessee, Delaware, Georgia, and Mississippi—as well as in the District of Columbia. Great Britain sent the most foreign immigrants to North Carolina, Utah, Colorado, and Wyoming. The British American possessions sent the greatest number of foreign residents in Michigan, Maine, New Hampshire, Vermont, and Montana. Scandinavians were the chief foreign element in the population of Minnesota and Dakota. Mexico contributed most to the foreigners living in Texas, Arizona, and New Mexico; and Florida received more foreigners from Cuba and other West Indian islands than from any other source. Attention is invited to diagram No. 12, in connection with this table.

The number of foreign-born residents from the German Empire increased in ten years from 1,690,533 to 1,966,742; those from Great Britain, from 766,292 to 917,598; British-American immigrants, from 493,464 to 717,157; and Scandinavian immigrants, from 241,685 to 440,262. The immigrants from Ireland numbered 1,855,827 in 1870 and 1,854,571 in 1880, a decrease of 1,256. The preponderance of Celtic methods and ideas in our immigrant population is therefore at an end, at least for the present; the German, Scandinavian, and British elements will exert an ever-increasing Teutonic influence, and will form a strong, sensible, and steady influence to counterbalance the volatile and brilliant qualities of the Irish blood. The approaching railroad connections with Mexico will doubtless encourage an exchange of population with that country along our southwestern border. Whether this will be advantageous or not cannot be foretold at the present time. Certainly, the sluggishness of the native population in New Mexico in becoming American in feeling or action is not encouraging for the future of the lands that they and their congeners across the border have occupied.

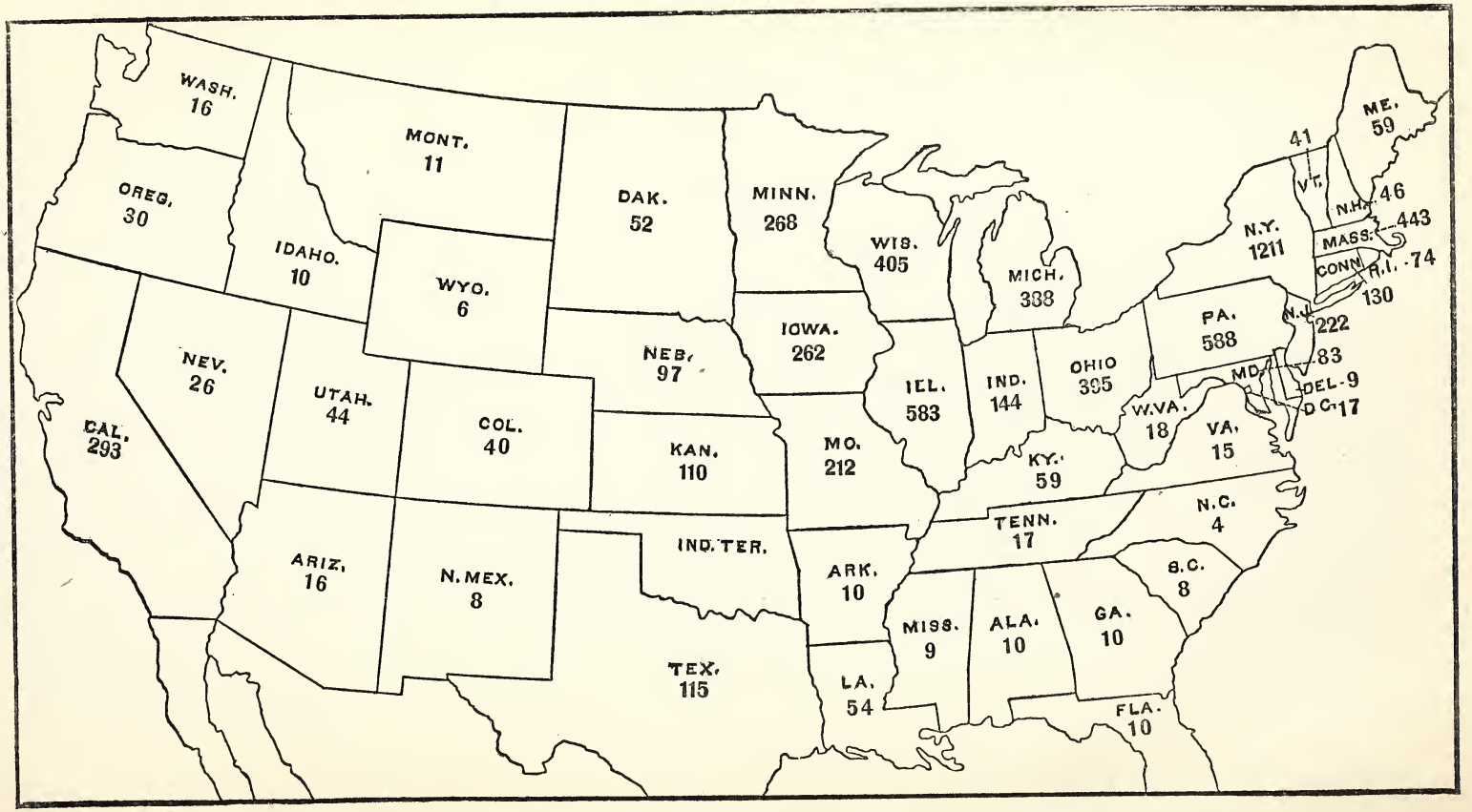



DIAGRAM No. 11.—Number of foreign-born inhabitants, in thousands, in the States and Territories.

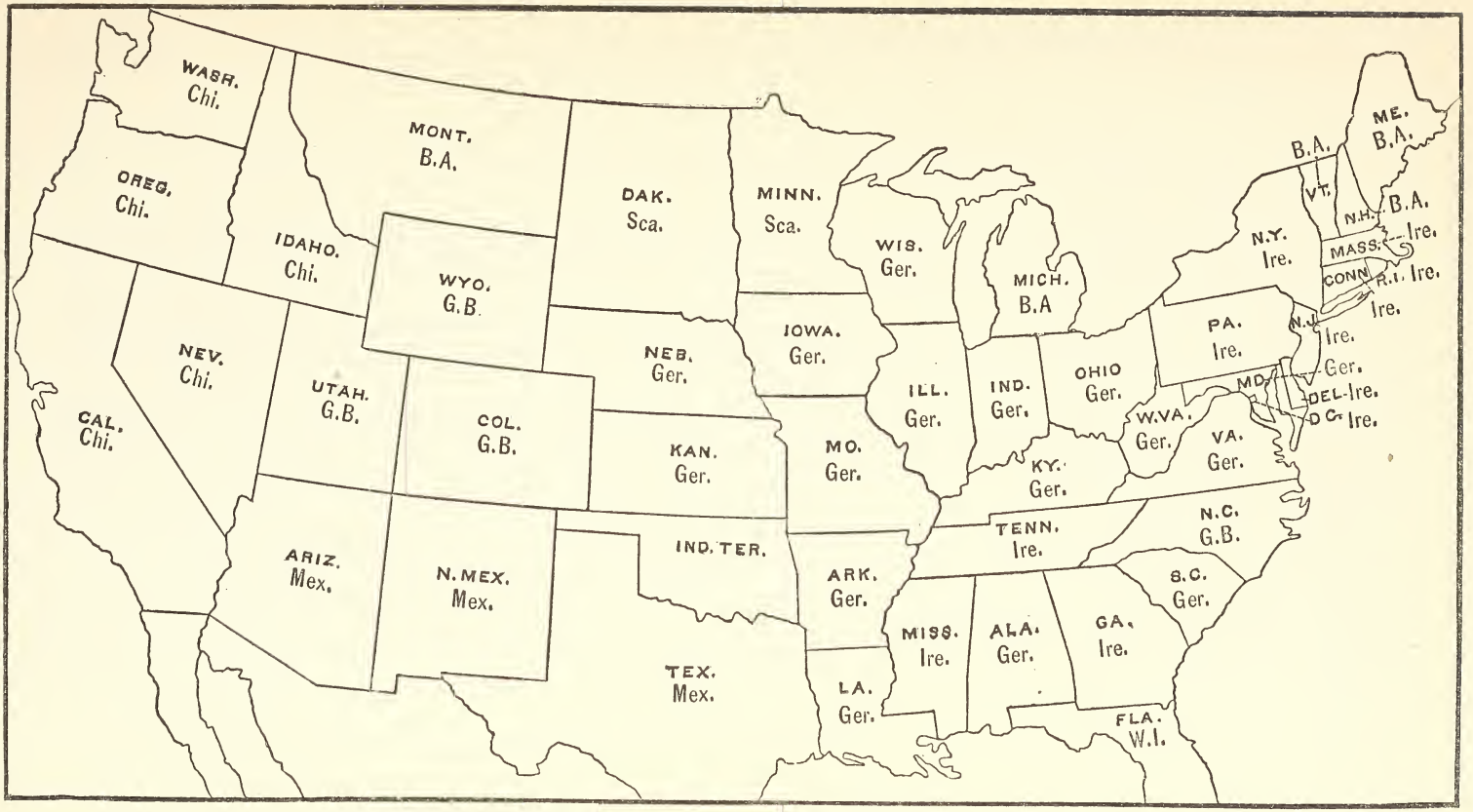



DIAGRAM No. 12.—Foreigners most numerous in each State and Territory.

B. A.—British Americans.
Chi. — Chinese.
Ire. — Irish.
G. B. — English, Scotch, and Welsh.
Ger. — Germans.
Sca. — Swedes, Norwegians, and Danes.
Mex. — Mexicans.
W. I.— West Indians.

TABLE 4, *derived from the Census of* 1880, *showing the number of inhabitants in the States and Territories born in specified foreign countries.*

[Columns marked with an * have been computed by the Bureau of Education.]

| States and Territories. | Number of inhabitants born in— | | | | |
|---|---|---|---|---|---|
| | German Empire. | Ireland. | Great Britain. * | British America. | Sweden, Norway, and Denmark. * |
| Alabama | 3,238 | 2,966 | 1,441 | 271 | 212 |
| Arkansas | 3,620 | 2,432 | 1,505 | 787 | 342 |
| California | 42,532 | 62,962 | 33,097 | 18,889 | 9,722 |
| Colorado | 7,012 | 8,263 | 11,684 | 5,785 | 3,033 |
| Connecticut | 15,627 | 70,638 | 20,045 | 16,444 | 2,682 |
| Delaware | 1,179 | 5,791 | 1,770 | 246 | 113 |
| Florida | 978 | 652 | 1,113 | 446 | 569 |
| Georgia | 2,956 | 4,148 | 1,612 | 348 | 214 |
| Illinois | 235,786 | 117,343 | 75,859 | 34,043 | 65,414 |
| Indiana | 80,756 | 25,741 | 14,767 | 5,569 | 3,886 |
| Iowa | 88,268 | 44,061 | 32,526 | 21,097 | 46,046 |
| Kansas | 28,034 | 14,993 | 20,059 | 12,536 | 14,403 |
| Kentucky | 30,413 | 18,256 | 5,481 | 1,070 | 189 |
| Louisiana | 17,475 | 13,807 | 3,320 | 726 | 633 |
| Maine | 688 | 13,421 | 5,401 | 37,114 | 1,360 |
| Maryland | 45,481 | 21,865 | 8,813 | 988 | 413 |
| Massachusetts | 16,872 | 226,700 | 60,732 | 119,302 | 5,971 |
| Michigan | 89,085 | 43,413 | 54,827 | 148,866 | 16,445 |
| Minnesota | 66,592 | 25,942 | 12,609 | 29,631 | 107,768 |
| Mississippi | 2,556 | 2,753 | 1,367 | 309 | 457 |
| Missouri | 106,800 | 48,898 | 21,249 | 8,685 | 4,517 |
| Nebraska | 31,125 | 10,133 | 11,080 | 8,622 | 16,685 |
| Nevada | 2,213 | 5,191 | 5,147 | 3,147 | 786 |
| New Hampshire | 789 | 13,052 | 4,631 | 27,142 | 240 |
| New Jersey | 64,935 | 93,079 | 39,803 | 3,536 | 3,115 |
| New York | 355,913 | 499,445 | 151,914 | 84,182 | 16,494 |
| North Carolina | 950 | 611 | 1,163 | 425 | 92 |
| Ohio | 192,597 | 78,927 | 64,340 | 16,146 | 2,006 |
| Oregon | 5,034 | 3,659 | 4,254 | 3,019 | 1,942 |
| Pennsylvania | 168,426 | 236,505 | 130,360 | 12,376 | 8,901 |
| Rhode Island | 1,966 | 35,281 | 15,709 | 18,306 | 887 |
| South Carolina | 2,846 | 2,626 | 1,038 | 141 | 128 |
| Tennessee | 3,983 | 5,975 | 2,792 | 545 | 374 |
| Texas | 35,347 | 8,103 | 8,434 | 2,472 | 2,662 |
| Vermont | 396 | 11,657 | 3,777 | 24,620 | 113 |
| Virginia | 3,759 | 4,835 | 3,815 | 585 | 138 |
| West Virginia | 7,029 | 6,459 | 3,044 | 295 | 62 |
| Wisconsin | 184,328 | 41,907 | 36,150 | 28,965 | 66,284 |
| Arizona | 1,110 | 1,296 | 1,016 | 571 | 282 |
| Dakota | 5,925 | 4,104 | 3,456 | 10,678 | 17,869 |
| District of Columbia | 5,055 | 7,840 | 2,200 | 452 | 115 |
| Idaho | 750 | 981 | 2,497 | 584 | 1,185 |
| Montana | 1,705 | 2,408 | 1,821 | 2,481 | 644 |
| New Mexico | 729 | 795 | 477 | 280 | 79 |
| Utah | 885 | 1,321 | 25,258 | 1,036 | 12,755 |
| Washington | 2,198 | 2,243 | 2,478 | 2,857 | 1,524 |
| Wyoming | 801 | 1,093 | 1,667 | 542 | 511 |
| | 1,966,742 | 1,854,571 | 917,598 | 717,157 | 440,262 |

TABLES 5 AND 6 FROM THE CENSUS OF 1880.

The fifth table from the Census shows the age, by single years, of the minor population in each State and Territory and in the whole Union. General Walker and Colonel Seaton have wisely reported in this way, for the first time in our statistical history, the age of the population under eighty years. Educators will see at a glance how important this is for their calculations and how useful in their labors.

The sixth table from the Census of 1880 divides the minor population of the States and Territories in two ways, first, distinguishing those of legal school age, according to the law in each State, from those above and below that age; and, secondly, the number between six and fifteen years old (both ages inclusive) from the number younger than six and the number sixteen or older. The minors of legal school age in the Union were 16,265,089, those under legal school age numbered 7,780,150, and those over legal school age were 1,189,107. The number between six and fifteen, inclusive, was 11,771,437, or 4,493,652 less than the number of legal school age.[1]

TABLE 5, *from the Census of* 1880, *showing the minor population of the United States in* 1880.

| Years of age. | Alabama. | Arkansas. | California. | Colorado. | Connecticut. | Delaware. | Florida. | Georgia. |
|---|---|---|---|---|---|---|---|---|
| Under 1 | 44,275 | 31,656 | 18,788 | 4,010 | 12,879 | 3,867 | 8,913 | 53,378 |
| 1 | 37,845 | 25,744 | 16,830 | 3,448 | 11,359 | 3,248 | 7,433 | 48,060 |
| 2 | 44,504 | 29,416 | 19,623 | 3,923 | 13,083 | 3,765 | 9,190 | 54,800 |
| 3 | 43,071 | 27,834 | 19,222 | 3,998 | 12,575 | 3,660 | 8,851 | 51,018 |
| 4 | 44,504 | 27,800 | 18,963 | 3,921 | 12,975 | 3,795 | 9,461 | 54,329 |
| 5 | 42,302 | 28,072 | 18,511 | 3,656 | 12,936 | 3,694 | 8,811 | 50,539 |
| 6 | 42,249 | 27,727 | 18,800 | 3,651 | 12,942 | 3,647 | 9,116 | 53,026 |
| 7 | 39,318 | 25,480 | 17,851 | 3,304 | 12,617 | 3,429 | 7,968 | 45,642 |
| 8 | 40,438 | 25,041 | 18,163 | 3,348 | 12,372 | 3,392 | 8,393 | 48,515 |
| 9 | 32,219 | 21,879 | 16,881 | 2,848 | 11,659 | 3,255 | 6,707 | 39,033 |
| 10 | 38,216 | 24,120 | 18,107 | 3,129 | 12,295 | 3,481 | 8,184 | 46,428 |
| 11 | 25,982 | 18,263 | 15,434 | 2,497 | 11,192 | 2,877 | 5,390 | 32,420 |
| 12 | 35,646 | 22,003 | 16,811 | 2,888 | 12,525 | 3,558 | 7,515 | 43,888 |
| 13 | 27,082 | 17,478 | 15,026 | 2,384 | 11,504 | 3,108 | 5,832 | 33,428 |
| 14 | 27,892 | 16,084 | 15,431 | 2,309 | 11,946 | 3,229 | 6,054 | 34,495 |
| 15 | 23,248 | 13,030 | 14,661 | 2,015 | 11,046 | 2,890 | 4,800 | 27,918 |
| 16 | 24,707 | 13,865 | 15,607 | 2,197 | 11,222 | 3,117 | 5,282 | 30,400 |
| 17 | 22,029 | 13,033 | 15,110 | 2,146 | 11,256 | 2,998 | 4,393 | 25,823 |
| 18 | 31,846 | 18,357 | 17,910 | 3,128 | 12,832 | 3,395 | 6,335 | 37,240 |
| 19 | 22,938 | 14,917 | 17,068 | 3,621 | 12,534 | 3,109 | 4,768 | 28,321 |
| 20 | 31,178 | 17,575 | 20,072 | 4,633 | 13,033 | 3,404 | 6,487 | 39,074 |
| Total | 721,489 | 459,374 | 364,869 | 67,054 | 256,782 | 70,918 | 149,883 | 877,775 |

[1] In forming the second column of the sixth table, I could not follow the census authorities in considering the period between five and eighteen years of age as the best school age, because I do not share that opinion, nor do the laws of the States generally adopt those limits for their school ages. The period between the sixth and the sixteenth years (six to fifteen, both included, or six to sixteen, as usually expressed) is the time that a majority of school authorities believe, on the whole, best adapted for public school work, and I have accordingly computed the numbers between those ages and inserted them in the fifth column of the table.

TABLE 5, *from the Census of* 1880, *showing the minor populatian, &c.*—Continued.

| Years of age. | Illinois. | Indiana. | Iowa. | Kansas. | Kentucky. | Louisiana. | Maine. | Maryland. |
|---|---|---|---|---|---|---|---|---|
| Under 1 | 87,859 | 55,353 | 48,025 | 32,547 | 52,982 | 30,946 | 12,812 | 26,327 |
| 1 | 75,595 | 48,075 | 42,674 | 27,525 | 44,228 | 25,315 | 11,991 | 21,748 |
| 2 | 86,011 | 52,008 | 46,227 | 30,427 | 52,158 | 32,888 | 13,205 | 25,364 |
| 3 | 82,806 | 49,564 | 46,636 | 30,676 | 48,874 | 30,749 | 13,114 | 24,688 |
| 4 | 84,043 | 52,633 | 46,548 | 30,529 | 50,105 | 31,185 | 13,265 | 24,827 |
| 5 | 81,450 | 50,889 | 44,372 | 29,680 | 48,525 | 28,739 | 13,094 | 24,002 |
| 6 | 82,576 | 53,480 | 43,206 | 29,382 | 51,955 | 29,982 | 13,144 | 24,777 |
| 7 | 76,671 | 49,604 | 42,466 | 27,731 | 46,424 | 28,138 | 12,730 | 23,070 |
| 8 | 78,093 | 51,363 | 42,767 | 27,496 | 47,352 | 29,043 | 13,279 | 23,214 |
| 9 | 73,452 | 47,237 | 40,053 | 25,806 | 42,589 | 23,891 | 12,633 | 21,562 |
| 10 | 79,220 | 51,811 | 42,906 | 26,980 | 46,841 | 27,955 | 13,385 | 23,658 |
| 11 | 69,022 | 45,931 | 37,746 | 23,545 | 37,472 | 18,820 | 12,214 | 19,359 |
| 12 | 77,473 | 52,488 | 41,204 | 25,535 | 45,490 | 25,794 | 13,537 | 23,033 |
| 13 | 68,679 | 47,032 | 37,633 | 22,944 | 38,975 | 20,031 | 13,034 | 19,878 |
| 14 | 68,557 | 45,275 | 36,810 | 21,460 | 38,602 | 19,386 | 12,801 | 20,805 |
| 15 | 60,481 | 40,166 | 32,520 | 17,853 | 33,180 | 16,896 | 12,207 | 18,349 |
| 16 | 64,228 | 42,610 | 34,101 | 18,913 | 35,967 | 16,817 | 12,351 | 19,501 |
| 17 | 63,751 | 42,716 | 34,326 | 18,704 | 33,083 | 14,661 | 12,447 | 18,204 |
| 18 | 73,967 | 48,857 | 38,686 | 21,189 | 39,541 | 19,635 | 13,787 | 20,819 |
| 19 | 66,710 | 44,746 | 35,276 | 19,651 | 34,322 | 16,368 | 12,955 | 18,970 |
| 20 | 70,955 | 44,866 | 36,528 | 19,682 | 36,238 | 21,368 | 13,331 | 20,983 |
| Total | 1,571,599 | 1,016,704 | 850,710 | 528,255 | 904,903 | 508,607 | 271,316 | 463,138 |

| Years of age. | Massachusetts. | Michigan. | Minnesota. | Mississippi. | Missouri. | Nebraska. | Nevada. | New Hampshire. |
|---|---|---|---|---|---|---|---|---|
| Under 1 | 37,587 | 42,585 | 24,824 | 40,754 | 65,120 | 15,665 | 1,311 | 6,141 |
| 1 | 33,051 | 38,788 | 22,150 | 33,646 | 54,999 | 13,539 | 1,130 | 5,690 |
| 2 | 36,424 | 42,216 | 23,352 | 41,265 | 65,253 | 14,299 | 1,318 | 6,224 |
| 3 | 35,989 | 41,774 | 23,722 | 40,041 | 63,237 | 14,504 | 1,278 | 6,228 |
| 4 | 36,256 | 42,487 | 23,161 | 40,170 | 62,314 | 14,149 | 1,260 | 6,290 |
| 5 | 36,554 | 40,883 | 22,315 | 39,893 | 62,346 | 13,537 | 1,215 | 6,151 |
| 6 | 35,380 | 40,283 | 21,698 | 39,607 | 63,729 | 12,932 | 1,172 | 6,254 |
| 7 | 34,624 | 37,842 | 20,529 | 36,061 | 58,848 | 12,361 | 981 | 6,002 |
| 8 | 32,948 | 37,487 | 20,522 | 36,786 | 59,266 | 11,991 | 1,049 | 6,096 |
| 9 | 32,089 | 35,906 | 18,523 | 29,681 | 55,637 | 11,154 | 886 | 5,727 |
| 10 | 33,873 | 38,830 | 19,710 | 35,074 | 60,065 | 11,772 | 963 | 6,122 |
| 11 | 30,338 | 34,410 | 16,884 | 23,860 | 50,583 | 9,693 | 828 | 5,878 |
| 12 | 33,593 | 37,289 | 18,161 | 32,349 | 57,706 | 10,527 | 796 | 6,402 |
| 13 | 31,043 | 34,097 | 16,865 | 25,372 | 50,772 | 9,117 | 759 | 6,187 |
| 14 | 32,578 | 33,732 | 16,162 | 25,388 | 49,693 | 8,862 | 704 | 6,080 |
| 15 | 30,817 | 29,523 | 14,708 | 21,140 | 42,542 | 7,358 | 684 | 5,980 |
| 16 | 31,825 | 32,412 | 15,801 | 22,345 | 46,369 | 7,982 | 693 | 6,061 |
| 17 | 31,864 | 31,683 | 15,697 | 18,580 | 43,954 | 7,872 | 614 | 6,180 |
| 18 | 36,626 | 35,139 | 17,571 | 26,646 | 52,571 | 9,087 | 905 | 7,098 |
| 19 | 36,463 | 34,242 | 16,412 | 19,840 | 46,977 | 8,786 | 916 | 6,736 |
| 20 | 39,453 | 35,317 | 17,470 | 26,233 | 49,410 | 8,867 | 1,199 | 7,310 |
| Total | 719,375 | 776,930 | 406,237 | 654,731 | 1,161,391 | 234,054 | 20,661 | 130,837 |

TABLE 5, *from the Census of* 1880, *showing the minor population, &c.*—Continued.

| Years of age. | New Jersey. | New York. | North Carolina. | Ohio. | Oregon. | Pennsylvania. | Rhode Island. | South Carolina. |
|---|---|---|---|---|---|---|---|---|
| Under 1 | 28,192 | 115,847 | 47,893 | 84,137 | 4,777 | 115,804 | 6,132 | 34,985 |
| 1 | 24,348 | 99,680 | 44,468 | 73,554 | 4,194 | 103,122 | 5,402 | 32,038 |
| 2 | 27,546 | 115,809 | 48,520 | 82,738 | 4,690 | 112,510 | 5,914 | 36,299 |
| 3 | 27,172 | 113,819 | 45,685 | 81,269 | 4,779 | 109,873 | 5,524 | 34,031 |
| 4 | 27,458 | 113,865 | 46,551 | 83,729 | 4,476 | 110,865 | 5,613 | 36,198 |
| 5 | 27,339 | 113,761 | 43,395 | 80,212 | 4,462 | 108,225 | 5,904 | 33,320 |
| 6 | 27,129 | 111,962 | 46,130 | 82,620 | 4,462 | 111,572 | 5,550 | 34,629 |
| 7 | 26,513 | 109,496 | 40,572 | 77,830 | 4,173 | 105,631 | 5,586 | 30,127 |
| 8 | 25,458 | 106,119 | 41,062 | 78,958 | 4,229 | 103,519 | 5,241 | 31,591 |
| 9 | 24,370 | 101,085 | 35,523 | 73,648 | 3,961 | 98,555 | 5,204 | 24,903 |
| 10 | 25,749 | 108,531 | 39,441 | 78,584 | 4,155 | 104,309 | 5,422 | 30,639 |
| 11 | 22,435 | 96,358 | 29,914 | 69,928 | 3,644 | 90,565 | 4,953 | 19,732 |
| 12 | 25,359 | 106,099 | 38,227 | 77,705 | 3,975 | 101,235 | 5,488 | 28,618 |
| 13 | 22,972 | 97,871 | 31,032 | 70,928 | 3,553 | 92,653 | 5,167 | 21,289 |
| 14 | 23,909 | 101,749 | 29,676 | 70,288 | 3,657 | 91,938 | 5,088 | 21,903 |
| 15 | 21,309 | 90,739 | 25,405 | 61,399 | 3,199 | 82,439 | 4,729 | 18,848 |
| 16 | 22,252 | 97,688 | 26,570 | 64,415 | 3,515 | 85,121 | 4,866 | 19,385 |
| 17 | 21,627 | 96,460 | 25,217 | 64,763 | 3,043 | 84,624 | 4,946 | 15,639 |
| 18 | 23,879 | 106,959 | 34,404 | 73,786 | 3,825 | 92,596 | 5,710 | 22,735 |
| 19 | 22,517 | 102,092 | 27,071 | 68,634 | 3,565 | 87,248 | 5,534 | 16,996 |
| 20 | 23,926 | 108,675 | 32,263 | 69,490 | 3,957 | 90,372 | 5,815 | 25,025 |
| Total | 521,459 | 2,214,664 | 779,019 | 1,568,615 | 84,291 | 2,082,776 | 113,788 | 568,930 |

| Years of age. | Tennessee. | Texas. | Vermont. | Virginia. | West Virginia. | Wisconsin. | Arizona. | Dakota. |
|---|---|---|---|---|---|---|---|---|
| Under 1 | 53,591 | 60,566 | 6,760 | 48,801 | 21,131 | 37,544 | 733 | 4,299 |
| 1 | 46,662 | 48,945 | 6,379 | 43,146 | 18,831 | 32,996 | 669 | 3,737 |
| 2 | 51,802 | 58,871 | 7,001 | 48,493 | 20,422 | 37,434 | 886 | 4,052 |
| 3 | 48,411 | 55,071 | 6,917 | 47,386 | 19,515 | 36,248 | 846 | 3,862 |
| 4 | 49,527 | 56,570 | 7,034 | 46,861 | 19,411 | 37,071 | 808 | 3,771 |
| 5 | 46,861 | 53,887 | 6,928 | 46,863 | 18,406 | 35,725 | 727 | 3,608 |
| 6 | 50,594 | 52,142 | 6,987 | 46,254 | 19,475 | 35,005 | 734 | 3,358 |
| 7 | 45,902 | 46,778 | 6,790 | 42,872 | 17,836 | 33,066 | 754 | 3,006 |
| 8 | 45,913 | 53,109 | 6,855 | 44,387 | 18,148 | 33,430 | 764 | 2,985 |
| 9 | 40,966 | 41,614 | 6,583 | 38,468 | 16,695 | 31,266 | 597 | 2,650 |
| 10 | 44,920 | 46,464 | 6,957 | 44,302 | 17,793 | 33,720 | 776 | 2,760 |
| 11 | 35,340 | 35,391 | 6,484 | 32,466 | 14,801 | 29,545 | 454 | 2,269 |
| 12 | 43,509 | 40,933 | 6,875 | 42,884 | 17,115 | 31,721 | 618 | 2,445 |
| 13 | 36,075 | 34,025 | 6,801 | 33,800 | 14,971 | 29,352 | 368 | 2,187 |
| 14 | 35,240 | 33,961 | 6,466 | 33,705 | 14,729 | 29,209 | 562 | 2,023 |
| 15 | 29,128 | 26,070 | 6,075 | 29,130 | 11,977 | 26,518 | 511 | 1,738 |
| 16 | 31,480 | 27,565 | 6,199 | 29,890 | 12,154 | 28,721 | 548 | 1,892 |
| 17 | 29,773 | 26,986 | 6,270 | 25,553 | 12,298 | 28,600 | 511 | 1,988 |
| 18 | 37,511 | 36,506 | 6,790 | 33,496 | 13,750 | 31,294 | 739 | 2,201 |
| 19 | 30,112 | 29,716 | 6,403 | 28,241 | 12,861 | 27,970 | 662 | 2,098 |
| 20 | 34,790 | 36,727 | 6,598 | 32,731 | 12,558 | 28,984 | 973 | 2,534 |
| Total | 868,107 | 901,897 | 140,152 | 819,729 | 344,877 | 675,419 | 14,240 | 59,463 |

TABLE 5, *from the Census of* 1880, *sh wing the minor population, &c.*—Continued.

| Years of age. | District of Columbia. | Idaho. | Montana. | New Mexico. | Utah. | Washington. | Wyoming. | The Union. |
|---|---|---|---|---|---|---|---|---|
| Under 1 | 4,624 | 895 | 844 | 3,597 | 5,551 | 2,143 | 533 | 1,447,983 |
| 1 | 3,370 | 773 | 717 | 2,354 | 5,009 | 1,999 | 452 | 1,256,956 |
| 2 | 4,153 | 865 | 808 | 3,440 | 5,290 | 2,107 | 493 | 1,427,086 |
| 3 | 4,219 | 852 | 777 | 3,520 | 4,837 | 2,051 | 501 | 1,381,274 |
| 4 | 4,269 | 799 | 764 | 3,238 | 4,904 | 2,010 | 455 | 1,401,217 |
| 5 | 4,190 | 763 | 742 | 3,265 | 4,549 | 1,972 | 436 | 1,357,706 |
| 6 | 4,150 | 739 | 705 | 3,175 | 4,538 | 1,851 | 402 | 1,374,878 |
| 7 | 4,121 | 682 | 658 | 3,093 | 4,037 | 1,797 | 381 | 1,281,392 |
| 8 | 3,940 | 676 | 595 | 3,266 | 4,242 | 1,856 | 337 | 1,295,094 |
| 9 | 3,681 | 561 | 560 | 2,651 | 3,812 | 1,610 | 320 | 1,170,590 |
| 10 | 3,952 | 647 | 520 | 3,332 | 4,091 | 1,757 | 307 | 1,282,253 |
| 11 | 3,427 | 528 | 504 | 2,222 | 3,374 | 1,440 | 245 | 1,056,657 |
| 12 | 3,995 | 585 | 493 | 3,268 | 3,695 | 1,648 | 248 | 1,232,949 |
| 13 | 3,541 | 482 | 430 | 2,345 | 3,197 | 1,372 | 212 | 1,072,883 |
| 14 | 3,490 | 533 | 381 | 2,468 | 3,501 | 1,400 | 233 | 1,070,444 |
| 15 | 3,214 | 430 | 331 | 2,566 | 3,112 | 1,237 | 176 | 934,297 |
| 16 | 3,122 | 434 | 389 | 2,416 | 3,043 | 1,321 | 239 | 987,598 |
| 17 | 2,904 | 434 | 388 | 1,628 | 2,872 | 1,160 | 218 | 949,026 |
| 18 | 3,387 | 498 | 534 | 2,816 | 2,837 | 1,383 | 329 | 1,131,132 |
| 19 | 3,481 | 523 | 533 | 1,904 | 2,864 | 1,337 | 354 | 1,009,362 |
| 20 | 3,936 | 600 | 794 | 3,175 | 2,969 | 1,498 | 513 | 1,113,569 |
| Total | 79,166 | 13,299 | 12,467 | 59,739 | 82,324 | 34,949 | 7,384 | 25,234,346 |

TABLE 6, *derived from the Census of* 1880, *showing the number of minors of legal school age, the number between six and sixteen years old, the numbers older and younger, and the difference between the school population and the population between six and sixteen; computed by the Bureau of Education.*

| States. | Under legal school age. | Of legal school age. | Over legal school age. | Under 6 years old. | Between 6 and 16. | Over 16 years old. | Surplus of school population over number between 6 and 16 years. |
|---|---|---|---|---|---|---|---|
| Alabama | 298,750 | 422,739 | ..... | 256,501 | 332,290 | 132,698 | 90,449 |
| Arkansas | 170,522 | 288,852 | ..... | 170,522 | 211,105 | 77,747 | 77,747 |
| California | 93,426 | 201,283 | 70,160 | 111,937 | 167,165 | 85,767 | 34,118 |
| Colorado | 22,956 | 44,098 | ..... | 22,956 | 28,373 | 15,725 | 15,725 |
| Connecticut | 49,896 | 146,009 | 60,877 | 75,807 | 120,098 | 60,877 | 25,911 |
| Delaware | 22,029 | 48,889 | ..... | 22,029 | 32,866 | 16,023 | 16,023 |
| Florida | 34,387 | 115,496 | ..... | 52,659 | 69,959 | 27,265 | 45,537 |
| Georgia | 312,124 | 461,016 | 104,635 | 312,124 | 404,793 | 160,858 | 56,223 |
| Illinois | 497,764 | 1,073,835 | ..... | 497,764 | 734,224 | 339,611 | 339,611 |
| Indiana | 308,522 | 708,182 | ..... | 308,522 | 484,387 | 223,795 | 223,795 |
| Iowa | 230,110 | 620,600 | ..... | 274,482 | 397,311 | 178,917 | 223,289 |
| Kansas | 151,704 | 376,551 | ..... | 181,384 | 248,732 | 98,139 | 127,819 |
| Kentucky | 296,872 | 548,522 | 59,509 | 296,872 | 428,880 | 179,151 | 119,642 |
| Louisiana | 179,822 | 271,414 | 57,371 | 179,822 | 239,936 | 88,849 | 31,478 |

TABLE 6, *derived from the Census of* 1880, *showing the number of minors, &c.*—Continued.

| States and Territories. | Under legal school age. | Of legal school age. | Over legal school age. | Under 6 years old. | Between 6 and 16. | Over 16 years old. | Surplus of school population over number between 6 and 16 years. |
|---|---|---|---|---|---|---|---|
| Maine | 51,122 | 220,194 | ..... | 77,481 | 128,964 | 64,871 | 91,230 |
| Maryland | 122,954 | 319,201 | 20,983 | 146,956 | 217,705 | 98,477 | 101,496 |
| Massachusetts | 179,307 | 333,020 | 207,048 | 215,861 | 327,283 | 176,231 | 5,787 |
| Michigan | 207,850 | 533,763 | 35,317 | 248,733 | 359,404 | 168,793 | 174,359 |
| Minnesota | 117,209 | 289,028 | ..... | 139,524 | 183,762 | 82,951 | 105,266 |
| Mississippi | 195,876 | 458,855 | ..... | 235,769 | 305,318 | 113,644 | 153,537 |
| Missouri | 373,269 | 738,712 | 49,410 | 373,269 | 548,841 | 239,281 | 189,871 |
| Nebraska | 72,156 | 161,898 | ..... | 85,693 | 105,767 | 42,594 | 56,131 |
| Nevada | 7,512 | 10,129 | 3,020 | 7,512 | 8,822 | 4,327 | 1,307 |
| New Hampshire | 30,573 | 60,899 | 39,365 | 36,724 | 60,728 | 33,385 | 171 |
| New Jersey | 134,716 | 316,421 | 70,322 | 162,055 | 245,203 | 114,201 | 71,218 |
| New York | 559,020 | 1,655,644 | ..... | 672,781 | 1,030,009 | 511,874 | 625,635 |
| North Carolina | 276,512 | 502,507 | ..... | 276,512 | 356,982 | 145,525 | 145,525 |
| Ohio | 485,639 | 1,082,976 | ..... | 485,639 | 741,888 | 341,088 | 341,088 |
| Oregon | 18,440 | 61,894 | 3,957 | 27,378 | 39,008 | 17,905 | 22,886 |
| Pennsylvania | 660,399 | 1,422,377 | ..... | 660,399 | 982,416 | 439,961 | 439,961 |
| Rhode Island | 28,585 | 58,332 | 26,871 | 34,489 | 52,428 | 26,871 | 5,904 |
| South Carolina | 206,871 | 262,279 | 99,780 | 206,871 | 262,279 | 99,780 | ..... |
| Tennessee | 296,854 | 571,253 | ..... | 296,854 | 407,587 | 163,666 | 163,666 |
| Texas | 432,830 | 251,536 | 217,531 | 333,910 | 410,487 | 157,500 | *a*158,951 |
| Vermont | 34,091 | 99,463 | 6,598 | 41,019 | 66,873 | 32,260 | 32,590 |
| Virginia | 234,687 | 585,042 | ..... | 281,550 | 388,268 | 149,911 | 196,774 |
| West Virginia | 117,716 | 227,161 | ..... | 117,716 | 163,540 | 63,621 | 63,621 |
| Wisconsin | 144,222 | 502,213 | 28,984 | 217,018 | 312,832 | 145,569 | 189,381 |
| Total | 7,657,294 | 16,052,283 | 1,161,738 | 8,145,094 | 11,606,513 | 5,119,708 | 4,445,770 |
| Arizona | 4,669 | 9,571 | ..... | 4,669 | 6,138 | 3,433 | 3,333 |
| Dakota | 19,721 | 39,742 | ..... | 23,329 | 25,421 | 10,713 | 14,321 |
| District of Columbia | 24,825 | 43,537 | 10,804 | 24,825 | 37,511 | 16,830 | 6,026 |
| Idaho | 4,184 | 9,115 | ..... | 4,947 | 5,863 | 2,489 | 3,252 |
| Montana | 3,146 | 9,321 | ..... | 4,652 | 5,177 | 2,638 | 4,144 |
| New Mexico | 22,589 | 29,255 | 7,895 | 19,414 | 28,386 | 11,939 | 869 |
| Utah | 30,140 | 43,514 | 8,670 | 30,140 | 37,599 | 14,585 | 5,915 |
| Washington | 10,310 | 24,639 | ..... | 12,282 | 15,968 | 6,699 | 8,671 |
| Wyoming | 3,272 | 4,112 | ..... | 2,870 | 2,861 | 1,653 | 1,251 |
| Total | 122,856 | 212,806 | 27,369 | 127,128 | 164,924 | 70,979 | 47,882 |
| Grand total | 7,780,150 | 16,265,089 | 1,189,107 | 8,272,222 | 11,771,437 | 5,190,687 | 4,493,652 |

*a* In Texas the school population was less than the number between 6 and 16.

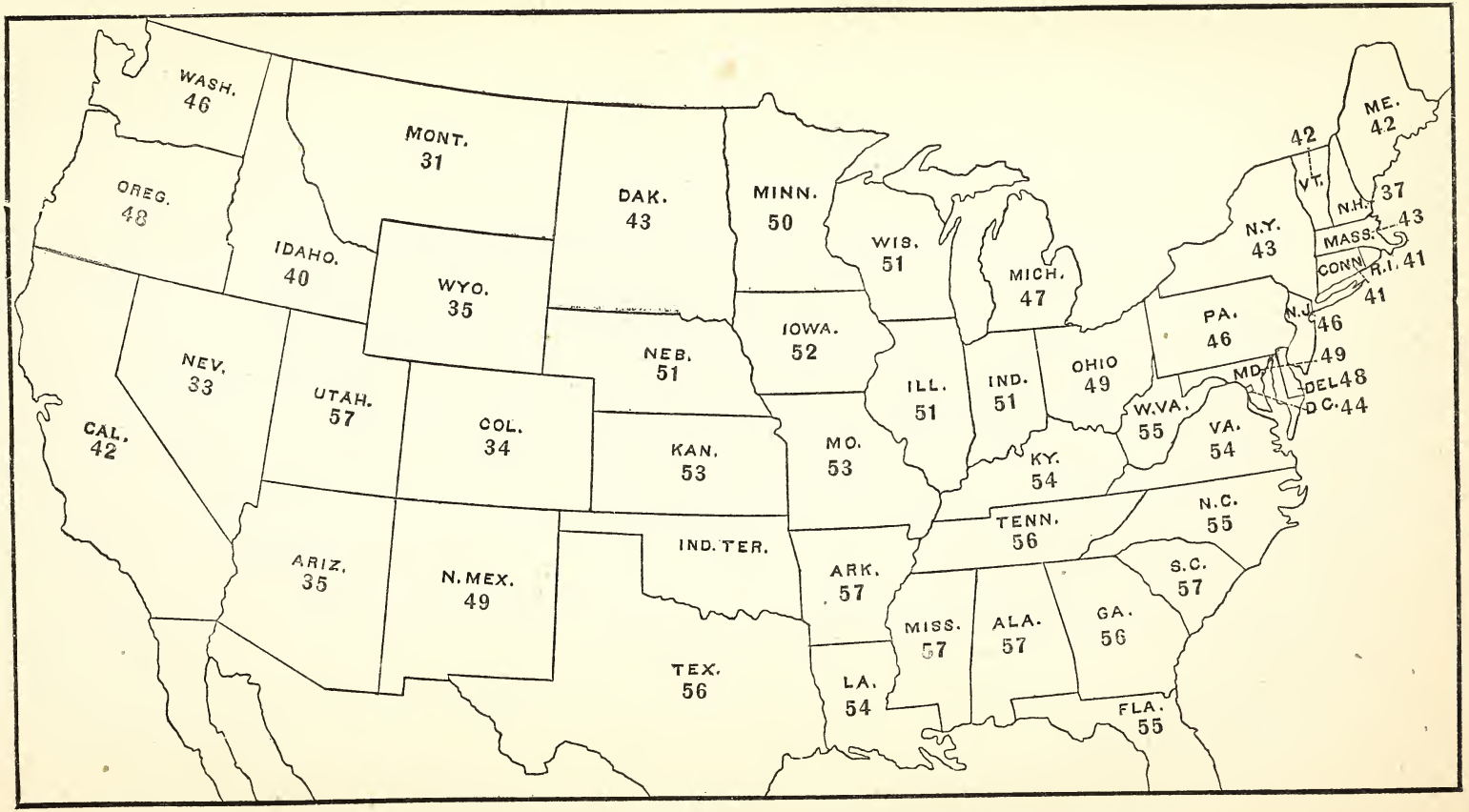



DIAGRAM No. 13.—Number of minors in 100 inhabitants of each State and Territory.

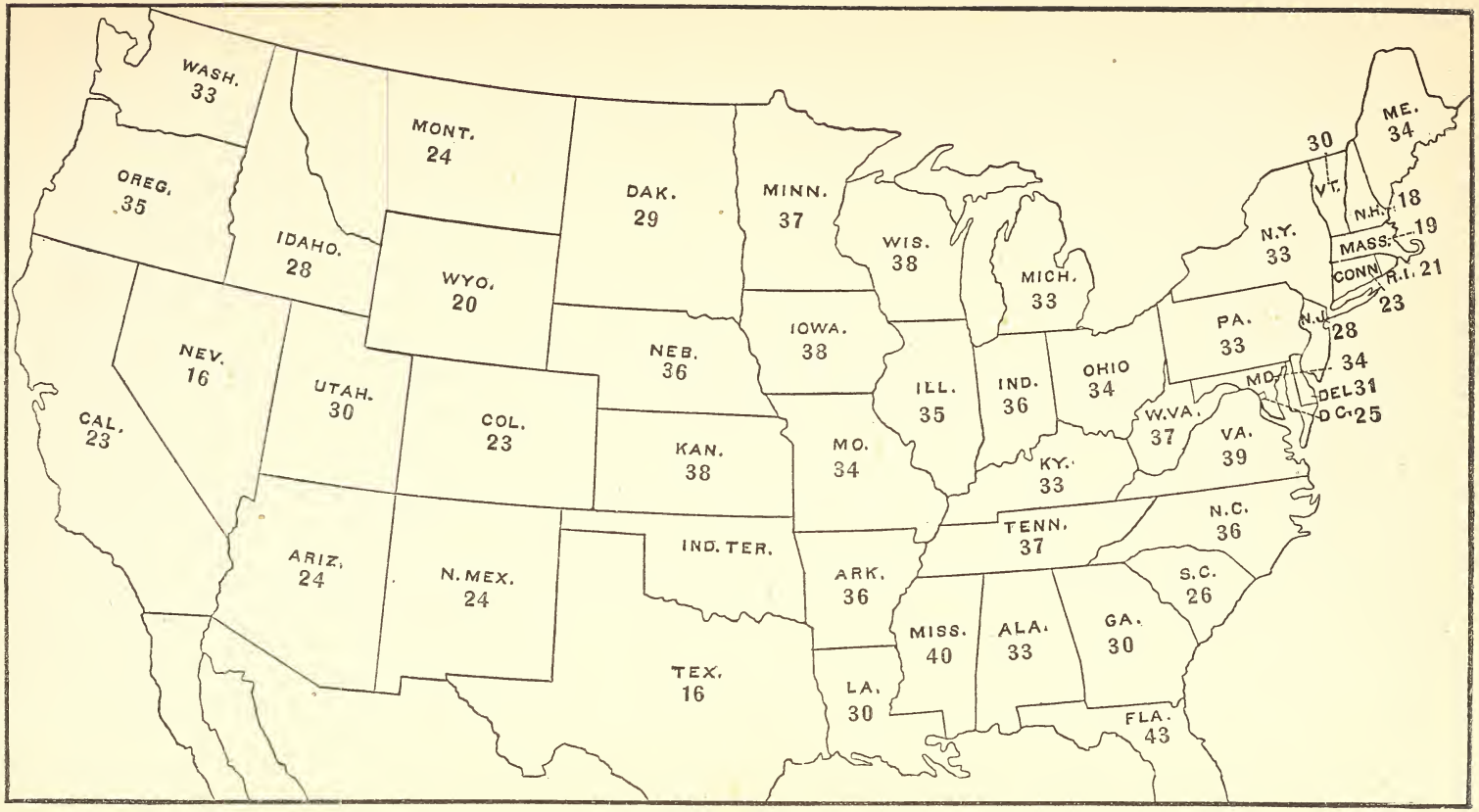



DIAGRAM No. 14.—Number of minors of legal school age to 100 inhabitants of each State and Territory.

*Table showing the ratio of minors and minors of school age to adult population throughout the Union.*

| In 100 inhabitants of— | There were— | | | In 100 inhabitants of— | There were— | | |
|---|---|---|---|---|---|---|---|
| | Adults (21 years and more). | Minors (under 21 years old). | Minors of legal school age. | | Adults (21 years and more). | Minors (under 21 years old). | Minors of legal school age. |
| Montana Territory | 69 | 31 | 24 | New Mexico Territory | 51 | 49 | 24 |
| Nevada | 67 | 33 | 16 | Minnesota | 50 | 50 | 37 |
| Colorado | 66 | 34 | 23 | The Union | 50 | 50 | 32 |
| Arizona Territory | 65 | 35 | 24 | Wisconsin | 49 | 51 | 38 |
| Wyoming Territory | 65 | 35 | 20 | Nebraska | 49 | 51 | 36 |
| New Hampshire | 63 | 37 | 18 | Indiana | 49 | 51 | 36 |
| Idaho Territory | 60 | 40 | 28 | Illinois | 49 | 51 | 35 |
| Connecticut | 59 | 41 | 23 | Iowa | 48 | 52 | 38 |
| Rhode Island | 59 | 41 | 21 | Kansas | 47 | 53 | 38 |
| Maine | 58 | 42 | 34 | Missouri | 47 | 53 | 34 |
| Vermont | 58 | 42 | 30 | Virginia | 46 | 54 | 39 |
| California | 58 | 42 | 23 | Kentucky | 46 | 54 | 33 |
| New York | 57 | 43 | 33 | Louisiana | 46 | 54 | 30 |
| Dakota Territory | 57 | 43 | 29 | Florida | 45 | 55 | 43 |
| Massachusetts | 57 | 43 | 19 | West Virginia | 45 | 55 | 37 |
| District of Columbia | 56 | 44 | 25 | North Carolina | 45 | 55 | 36 |
| Pennsylvania | 54 | 46 | 33 | Tennessee | 44 | 56 | 37 |
| Washington Territory | 54 | 46 | 33 | Georgia | 44 | 56 | 30 |
| New Jersey | 54 | 46 | 28 | Texas | 44 | 56 | 16 |
| Michigan | 53 | 47 | 33 | Mississippi | 43 | 57 | 40 |
| Oregon | 52 | 48 | 35 | Alabama | 43 | 57 | 33 |
| Delaware | 52 | 48 | 33 | Arkansas | 43 | 57 | 36 |
| Maryland | 51 | 49 | 34 | Utah Territory | 43 | 57 | 30 |
| Ohio | 51 | 49 | 34 | South Carolina | 43 | 57 | 26 |

The statistics in the above table and in Tables 5 and 6 supply material for reflection and furnish an argument that has not heretofore been advanced for the aid of the nation to education in the South.

Take, for the sake of contrast, the cases of Massachusetts and Mississippi. In 100 inhabitants Massachusetts had 57 adults and 43 minors and Mississippi had 43 adults and 57 minors. Even if the wealth of the two States per adult capita were the same, the adults of Mississippi would be more heavily taxed than those of Massachusetts in furnishing equal opportunities for education to all the population of school age. Further comment on this subject is deferred until a full presentation of the subject can be made in another form.

TABLES 7, 8, AND 9 FROM THE CENSUS OF 1880.

The seventh table which I present shows, by States and Territories, the number, nativity, and race of the males of legal school age, the total being 8,167,645, of whom 6,690,860 were native whites, 358,631 foreign-born whites, and 1,118,154 of other races.

The eighth table from the Census shows the same facts for the females of legal school age, the whole number being 8,097,444, of whom 6,611,147 were native whites, 361,298 foreign-born whites, and 1,124,999 of other races.

The ninth table from the Census is a combination of the last two, and shows that, of the 16,265,089 minors of legal school age in the country, 14,021,936 were white and 2,243,153 were of other races.

TABLE 7, *derived from the United States Census of* 1880, *showing number, nativity, and race of the minor males in the school population of the several States and Territories.*

| States and Territories. | Native white males. | Foreign white males. | Total white males. | Colored males. | Total males. |
|---|---|---|---|---|---|
| Alabama | 107,019 | 387 | 107,406 | 103,639 | 211,045 |
| Arkansas | 107,490 | 631 | 108,121 | 38,040 | 146,161 |
| California | 92,488 | 4,568 | 97,056 | 4,810 | 101,866 |
| Colorado | 21,282 | 2,112 | 23,394 | 441 | 23,835 |
| Connecticut | 68,019 | 4,374 | 72,393 | 1,227 | 73,620 |
| Delaware | 19,661 | 356 | 20,017 | 4,718 | 24,735 |
| Florida | 29,190 | 682 | 29,872 | 27,560 | 57,432 |
| Georgia | 116,449 | 195 | 116,644 | 116,951 | 233,595 |
| Illinois | 492,934 | 37,227 | 530,161 | 7,572 | 537,733 |
| Indiana | 343,236 | 6,092 | 349,328 | 6,572 | 355,900 |
| Iowa | 292,998 | 19,574 | 312,572 | 1,841 | 314,413 |
| Kansas | 174,434 | 10,682 | 185,116 | 8,666 | 193,782 |
| Kentucky | 239,988 | 1,344 | 241,332 | 35,894 | 277,226 |
| Louisiana | 63,771 | 704 | 64,475 | 71,045 | 135,520 |
| Maine | 104,029 | 6,448 | 110,477 | 338 | 110,815 |
| Maryland | 119,877 | 2,714 | 122,591 | 36,578 | 159,169 |
| Massachusetts | 152,190 | 13,220 | 165,410 | 1,632 | 167,042 |
| Michigan | 233,446 | 33,682 | 267,128 | 3,718 | 270,846 |
| Minnesota | 119,786 | 25,719 | 145,505 | 684 | 146,189 |
| Mississippi | 93,956 | 339 | 94,295 | 135,032 | 229,327 |
| Missouri | 340,337 | 7,808 | 348,145 | 24,914 | 373,059 |
| Nebraska | 72,243 | 10,960 | 83,203 | 411 | 83,614 |
| Nevada | 4,210 | 357 | 4,567 | 507 | 5,074 |
| New Hampshire | 28,082 | 2,567 | 30,649 | 71 | 30,720 |
| New Jersey | 145,445 | 7,761 | 153,206 | 4,967 | 158,173 |
| New York | 749,229 | 55,986 | 805,215 | 8,741 | 813,956 |
| North Carolina | 151,471 | 258 | 151,729 | 101,695 | 253,424 |
| Ohio | 508,760 | 18,772 | 527,532 | 13,252 | 540,784 |
| Oregon | 29,475 | 925 | 30,400 | 1,716 | 32,116 |
| Pennsylvania | 664,849 | 31,414 | 696,263 | 11,546 | 707,809 |
| Rhode Island | 24,963 | 3,555 | 28,518 | 612 | 29,130 |
| South Carolina | 48,110 | 114 | 48,224 | 84,779 | 133,003 |
| Tennessee | 209,794 | 678 | 210,472 | 76,835 | 287,307 |
| Texas | 90,272 | 3,915 | 94,187 | 34,590 | 128,777 |
| Vermont | 47,293 | 3,038 | 50,331 | 189 | 50,520 |
| Virginia | 163,477 | 753 | 164,230 | 128,464 | 292,694 |
| West Virginia | 109,751 | 683 | 110,434 | 4,861 | 115,295 |
| Wisconsin | 225,324 | 26,192 | 251,516 | 1,159 | 252,675 |
| Total | 6,605,328 | 346,786 | 6,952,114 | 1,106,267 | 8,058,381 |
| Arizona | 2,916 | 1,461 | 4,377 | 1,010 | 5,387 |
| Dakota | 14,478 | 5,856 | 20,334 | 330 | 20,664 |
| District of Columbia | 14,207 | 275 | 14,482 | 6,506 | 20,988 |
| Idaho | 4,285 | 336 | 4,621 | 229 | 4,850 |
| Montana | 4,138 | 313 | 4,451 | 571 | 5,022 |
| New Mexico | 13,272 | 375 | 13,647 | 1,308 | 14,955 |
| Utah | 19,659 | 2,312 | 21,971 | 148 | 22,119 |
| Washington | 10,711 | 633 | 11,344 | 1,649 | 12,993 |
| Wyoming | 1,866 | 284 | 2,150 | 136 | 2,286 |
| Total | 85,532 | 11,845 | 97,377 | 11,887 | 109,264 |
| Grand total | 6,690,860 | 358,631 | 7,049,491 | 1,118,154 | 8,167,645 |

TABLE 8, *derived from the United States Census of* 1880, *showing the number, nativity, and race of the minor females in the school population of the several States and Territories.*

| States and Territories. | Native white females. | Foreign white females. | Total white females. | Colored females. | Total females. |
|---|---|---|---|---|---|
| Alabama | 106,474 | 272 | 106,746 | 104,948 | 211,694 |
| Arkansas | 103,401 | 496 | 103,897 | 38,794 | 142,691 |
| California | 91,821 | 4,532 | 96,353 | 3,064 | 99,417 |
| Colorado | 18,428 | 1,482 | 19,910 | 353 | 20,263 |
| Connecticut | 66,680 | 4,380 | 71,060 | 1,329 | 72,389 |
| Delaware | 19,181 | 423 | 19,604 | 4,550 | 24,154 |
| Florida | 28,395 | 734 | 29,129 | 28,935 | 58,064 |
| Georgia | 113,043 | 185 | 113,228 | 114,193 | 227,421 |
| Illinois | 491,042 | 37,356 | 528,398 | 7,704 | 536,102 |
| Indiana | 339,380 | 6,015 | 345,395 | 6,887 | 352,282 |
| Iowa | 286,576 | 17,843 | 304,419 | 1,768 | 306,187 |
| Kansas | 164,433 | 9,596 | 174,029 | 8,740 | 182,769 |
| Kentucky | 234,421 | 1,462 | 235,883 | 35,413 | 271,296 |
| Louisiana | 63,951 | 798 | 64,749 | 71,145 | 135,894 |
| Maine | 101,860 | 7,188 | 109,048 | 331 | 109,379 |
| Maryland | 119,485 | 2,933 | 122,418 | 37,614 | 160,032 |
| Massachusetts | 150,689 | 13,612 | 164,301 | 1,677 | 165,978 |
| Michigan | 227,136 | 31,970 | 259,106 | 3,811 | 262,917 |
| Minnesota | 118,081 | 24,071 | 142,152 | 687 | 142,839 |
| Mississippi | 91,528 | 278 | 91,806 | 137,722 | 229,528 |
| Missouri | 332,844 | 7,415 | 340,259 | 25,394 | 365,653 |
| Nebraska | 67,834 | 10,000 | 77,834 | 450 | 78,284 |
| Nevada | 4,357 | 366 | 4,723 | 332 | 5,055 |
| New Hampshire | 27,449 | 2,661 | 30,110 | 69 | 30,179 |
| New Jersey | 144,931 | 8,161 | 153,092 | 5,156 | 158,248 |
| New York | 766,334 | 65,447 | 831,781 | 9,907 | 841,688 |
| North Carolina | 146,735 | 223 | 146,958 | 102,125 | 249,083 |
| Ohio | 509,151 | 19,309 | 528,460 | 13,732 | 542,192 |
| Oregon | 28,465 | 863 | 29,328 | 450 | 29,778 |
| Pennsylvania | 668,462 | 32,662 | 701,124 | 13,444 | 714,568 |
| Rhode Island | 24,928 | 3,635 | 28,563 | 639 | 29,202 |
| South Carolina | 46,102 | 124 | 46,226 | 83,050 | 129,276 |
| Tennessee | 204,757 | 665 | 205,422 | 78,524 | 283,946 |
| Texas | 84,729 | 3,611 | 88,340 | 34,419 | 122,759 |
| Vermont | 45,713 | 3,042 | 48,755 | 188 | 48,943 |
| Virginia | 161,124 | 700 | 161,824 | 130,521 | 292,348 |
| West Virginia | 106,517 | 753 | 107,270 | 4,596 | 111,866 |
| Wisconsin | 223,384 | 25,089 | 248,473 | 1,065 | 249,538 |
| Total | 6,529,821 | 350,352 | 6,880,173 | 1,113,729 | 7,993,902 |
| Arizona | 2,380 | 1,161 | 3,541 | 643 | 4,184 |
| Dakota | 13,219 | 5,539 | 18,758 | 320 | 19,078 |
| District of Columbia | 14,804 | 306 | 15,110 | 7,439 | 22,549 |
| Idaho | 3,929 | 298 | 4,227 | 38 | 4,265 |
| Montana | 3,614 | 189 | 3,803 | 496 | 4,299 |
| New Mexico | 12,754 | 351 | 13,105 | 1,195 | 14,300 |
| Utah | 18,937 | 2,324 | 21,261 | 134 | 21,395 |
| Washington | 10,163 | 529 | 10,692 | 954 | 11,646 |
| Wyoming | 1,526 | 249 | 1,775 | 51 | 1,826 |
| Total | 81,326 | 10,946 | 92,272 | 11,270 | 103,542 |
| Grand total | 6,611,147 | 361,298 | 6,972,445 | 1,124,999 | 8,097,444 |

TABLE 9, *derived from the Census of* 1880, *showing the number, nativity, and race of the legal school population in the several States and Territories.*

| States and Territories. | Native white | Foreign white. | Total white. | Colored, Oriental, and Indian. | Total. |
|---|---|---|---|---|---|
| Alabama | 213,493 | 659 | 214,152 | 208,587 | 442,739 |
| Arkansas | 210,891 | 1,127 | 212,018 | 76,834 | 288,852 |
| California | 184,309 | 9,100 | 193,409 | 7,874 | 201,283 |
| Colorado | 39,710 | 3,594 | 43,304 | 794 | 44,098 |
| Connecticut | 134,699 | 8,754 | 143,453 | 2,556 | 146,009 |
| Delaware | 38,842 | 779 | 39,621 | 9,268 | 48,889 |
| Florida | 57,585 | 1,416 | 59,001 | 56,495 | 115,496 |
| Georgia | 229,592 | 380 | 229,872 | 231,144 | 461,016 |
| Illinois | 983,977 | 74,583 | 1,058,559 | 15,276 | 1,073,835 |
| Indiana | 682,616 | 12,107 | 694,723 | 13,459 | 708,182 |
| Iowa | 579,574 | 37,417 | 616,991 | 3,609 | 620,600 |
| Kansas | 338,867 | 20,278 | 359,145 | 17,406 | 376,551 |
| Kentucky | 474,409 | 2,806 | 477,215 | 71,307 | 548,522 |
| Louisiana | 127,722 | 1,502 | 129,224 | 142,190 | 271,414 |
| Maine | 205,889 | 13,636 | 219,525 | 669 | 220,194 |
| Maryland | 239,362 | 5,647 | 245,009 | 74,192 | 319,201 |
| Massachusetts | 302,879 | 26,832 | 329,711 | 3,309 | 333,020 |
| Michigan | 460,582 | 65,552 | 526,234 | 7,529 | 533,763 |
| Minnesota | 237,867 | 49,790 | 287,657 | 1,371 | 289,028 |
| Mississippi | 185,484 | 617 | 186,101 | 272,754 | 458,855 |
| Missouri | 673,181 | 15,223 | 688,404 | 50,308 | 738,712 |
| Nebraska | 140,077 | 20,960 | 161,037 | 861 | 161,898 |
| Nevada | 8,567 | 723 | 9,290 | 839 | 10,129 |
| New Hampshire | 55,531 | 5,228 | 60,759 | 140 | 60,899 |
| New Jersey | 290,376 | 15,922 | 306,298 | 10,123 | 316,421 |
| New York | 1,151,563 | 121,433 | 1,636,996 | 18,648 | 1,655,644 |
| North Carolina | 298,206 | 481 | 298,687 | 203,820 | 502,507 |
| Ohio | 1,017,911 | 38,081 | 1,055,992 | 26,984 | 1,082,976 |
| Oregon | 57,940 | 1,788 | 59,728 | 2,166 | 61,894 |
| Pennsylvania | 1,333,311 | 64,076 | 1,397,387 | 24,990 | 1,422,377 |
| Rhode Island | 49,891 | 7,190 | 57,081 | 1,251 | 58,332 |
| South Carolina | 94,212 | 238 | 94,450 | 167,829 | 262,279 |
| Tennessee | 414,551 | 1,343 | 415,894 | 155,359 | 571,253 |
| Texas | 175,001 | 7,526 | 182,527 | 69,009 | 251,536 |
| Vermont | 93,006 | 6,080 | 99,086 | 377 | 99,463 |
| Virginia | 325,601 | 1,453 | 326,054 | 258,988 | 585,042 |
| West Virginia | 216,268 | 1,436 | 217,704 | 9,457 | 227,161 |
| Wisconsin | 448,708 | 51,281 | 499,989 | 2,224 | 502,213 |
| Total | 13,135,149 | 697,138 | 13,832,287 | 2,219,996 | 16,052,283 |
| Arizona | 5,296 | 2,622 | 7,918 | 1,653 | 9,571 |
| Dakota | 27,697 | 11,395 | 39,092 | 650 | 39,742 |
| District of Columbia | 29,011 | 581 | 29,592 | 13,945 | 43,537 |
| Idaho | 8,214 | 634 | 8,848 | 267 | 9,115 |
| Montana | 7,752 | 502 | 8,254 | 1,067 | 9,321 |
| New Mexico | 26,026 | 726 | 2,752 | 2,503 | 29,255 |
| Utah | 38,596 | 4,636 | 43,232 | 282 | 43,514 |
| Washington | 20,874 | 1,162 | 22,036 | 2,603 | 24,639 |
| Wyoming | 3,392 | 533 | 3,925 | 187 | 4,112 |
| Total | 166,858 | 22,791 | 189,649 | 23,157 | 212,806 |
| Grand total | 13,302,007 | 719,929 | 14,021,936 | 2,243,153 | 16,265,089 |

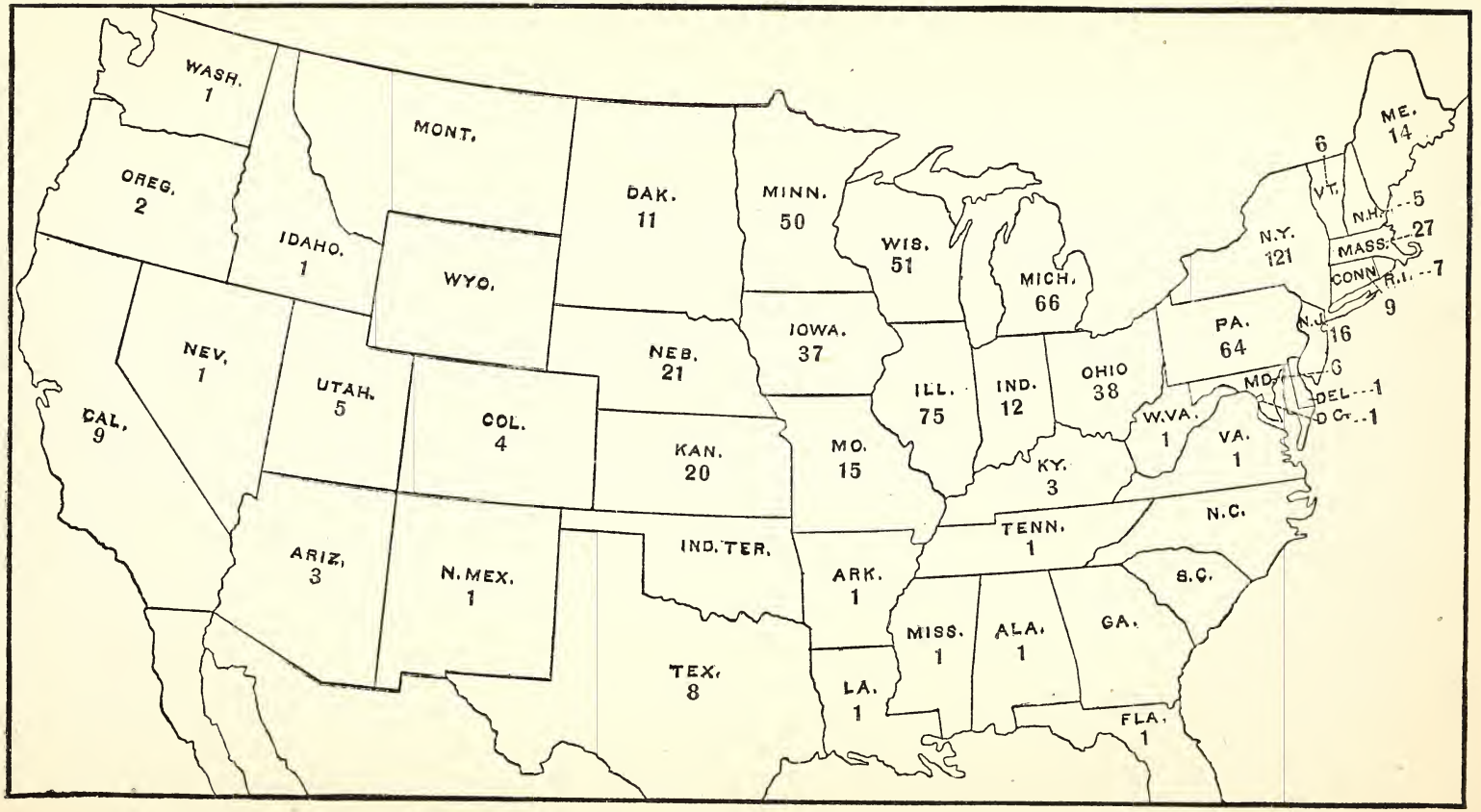



DIAGRAM No. 15.—The number, in thousands, of foreign whites in the legal school population of each State and Territory.

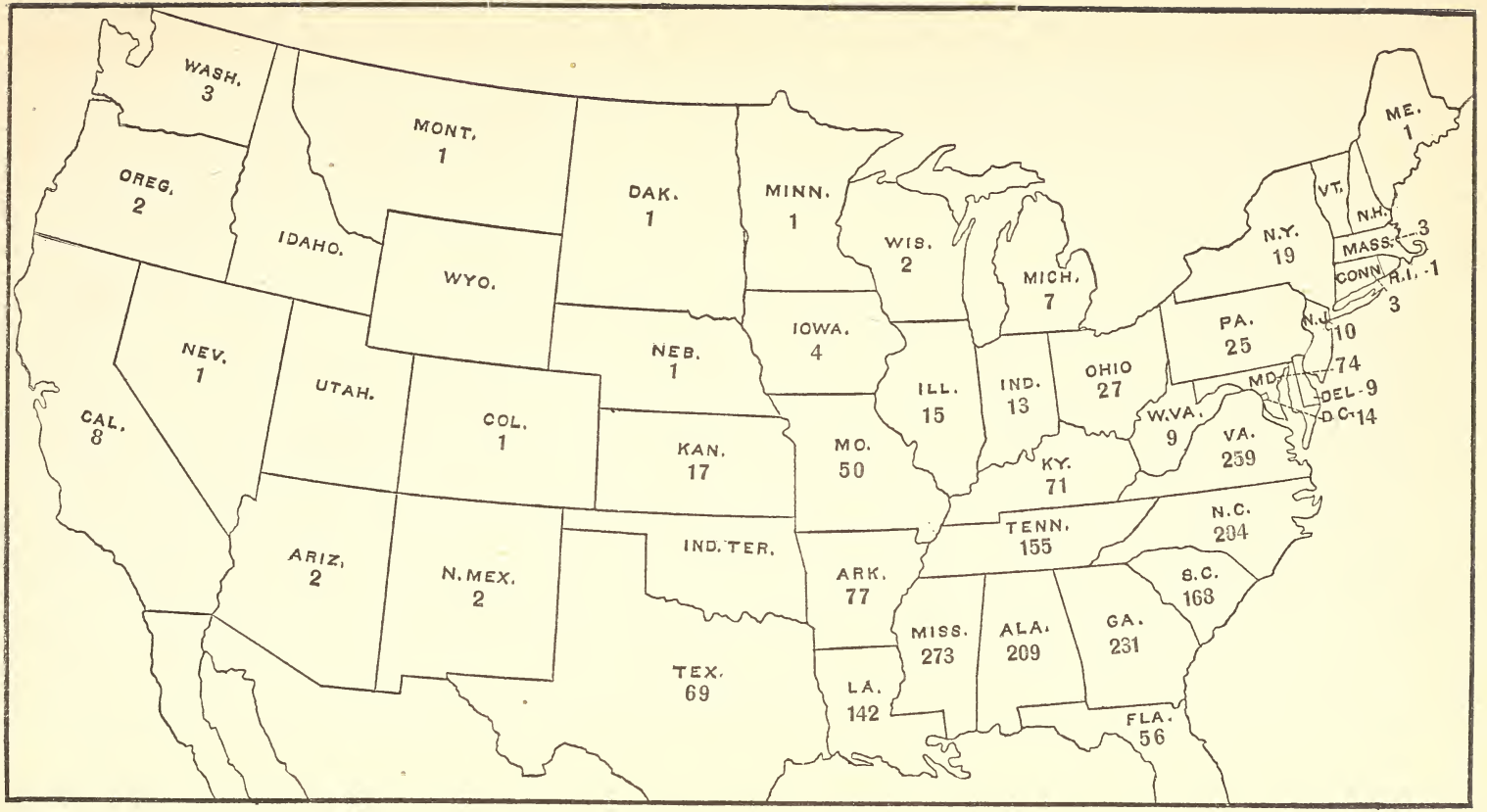



DIAGRAM No. 16—The number, in thousands, of colored, Indian and Oriental persons in the legal school-population of each State and Territory.

The analyses of population in the foregoing tables and diagrams afford important suggestions with reference to popular education in our country.

Our free schools are maintained under independent State systems. Each State makes its own school laws, cares for its own school fund, and develops its schools according to the intelligence, zeal, liberality, and forethought of its own citizens. The free schools have a national character in the sense that they have the sanction of law in every State and Territory of the Union, and that, by reason of the migration of the native population, the effort expended upon the children of one generation is likely to find its issues in some section remote from that which nurtured them. The similarity of the independent State systems is chiefly attributed to this shifting of the population, the standards and methods, good or bad, that are adopted in any one section being rapidly introduced into the others.

Viewing the country as a whole, one cannot fail to be impressed with the great diversity of races and nationalities of which it is composed. Four races are enumerated. Three of these maintain in our midst the relations of family life. Their children are to be formed by our institutions, and in turn the future of the institutions will be shaped by them. The fourth race, represented by the Chinese, live, as already pointed out, in an abnormal condition among us, but our school record shows that they are not entirely outside the operation of our educational provision. As the only agency by means of which these divers peoples can be moulded into a homogeneous population, having that unity of ideals, purposes, aspirations, and patriotic sentiment which make up national life, the schools are emphatically a national institution.

Those familiar with the history of free schools in America are aware that they have developed as circumstances allowed or compelled; some of their characteristics are accidental, some represent expedients which long ago served their purpose but remain through the natural persistence of precedents. On the whole the development has been upwards. This is true of the personnel of the service to such a degree that it may be said without exaggeration that the systems themselves furnish the men competent to make the adjustments required by our present society, which is larger, more complex, more comprehensive than that to which the schools originally ministered.

The excess of female over male teachers has become almost a national characteristic. The excess would naturally be expected in States in which the women outnumber the men: a comparison of diagrams 1–8, inclusive, with Table I, Part 1, Summary B, shows that it is not so limited. The causes are suggested in the diagrams. The native-born women exceed the native-born men in 12 of the 13 original States, together with Tennessee, Louisiana, and Alabama. In the northern section of this group of States the excess of women constitutes a portion of the white population industrious and intelligent by virtue of inherited tendencies and personal advantages. From this excess the body of public school teachers is constantly recruited. In the southern section, as is shown by diagram 8, the excess of native female population is largely derived from the colored race, and is not yet available to any great extent for the school service. Louisiana, it will be seen by reference to Table I, is the only one of the Southern States in which more female teachers are employed than male. The vast territory west of the Alleghanies and north of the Ohio and Red Rivers has an excess of male population; nevertheless, with the exception of Arkansas and Missouri (States having a large proportion of colored people), each of the 15 States included in the region and nearly all the Territories report a majority of women teachers. This is explained by the conditions of pioneer life previously noted and by the fact that the moment a new State becomes fairly populous the stream of emigration sets from it westward, and the excess of male population is gradually drawn off. In short, the economic and industrial conditions of the developing country account for the excess of women teachers.

The influence of the foreign-born population of the United States upon its school systems is an interesting subject which can only be touched upon in this place. The States

in which the Irish element abounds have had greatest disturbance from sectarian efforts to get control of some portion of the school funds, the influence of the Germans has been exercised in behalf of better methods of primary instruction, thorough training, and high standards in the intermediate and higher grade, the introduction of the German language into the schools, and science training, especially as related to the development of our internal resources.

The sturdy industry and stalwart vigor of the Swedes, Danes, and Norwegians is felt with immense effect along the northern border States and Territories. The race that produced the Vikings, the Normans, the Varangians, Rurik, Gustaf Adolf, Charles XII, Tycho Brahe, and Thorwaldsen has a great future before it in this new continent. Not the least of the advantages which attract these desirable settlers into our country are the schools. Accustomed by the policy of their own country to the responsibilities and privileges of popular education they give hearty support to the free schools of their adopted land. The record of local school history shows that the influence favorable or unfavorable of the other nationalities represented in our immigrant population has been fairly proportioned to their numbers. Through the action of all these various elements it has been made manifest that if proper watchfulness and activity are maintained by our people no foreign influence is likely to overcome that inherent quality of our school systems which is not easily characterized, but which marks them as essentially American.

TABLE I.—PART 1.—*Summary* (A) *of school age, population, enrolment, attendance, &c.*

| States. | School age. | School population. | Number between 6 and 16 years of age. | Number enrolled in public schools. | Average daily attendance. | Average duration of school in days. |
|---|---|---|---|---|---|---|
| Alabama | 7–21 | *a*422,739 | ..... | 176,289 | 115,316 | 80 |
| Arkansas | 6–21 | 272,841 | ..... | 98,744 | ..... | ..... |
| California | 5–17 | 211,237 | ..... | 163,855 | 105,541 | 115 |
| Colorado | 6–21 | 40,804 | 31,618 | 26,000 | 14,649 | *b*89 |
| Connecticut | 4–16 | 143,745 | *c*119,745 | 119,381 | *d*76,028 | 189 |
| Delaware | 6–21 | 37,285 | ..... | 29,122 | ..... | *e*153 |
| Florida *f* | 4–21 | 88,677 | ..... | 39,315 | 27,046 | ..... |
| Georgia | 6–18 | *a*461,016 | ..... | 244,197 | 149,908 | ..... |
| Illinois | 6–21 | 1,002,222 | ..... | 701,627 | 425,858 | 149 |
| Indiana | 6–21 | 714,343 | ..... | 503,855 | 306,301 | 135 |
| Iowa | 5–21 | 594,730 | *c*380,626 | 431,513 | 254,088 | 148 |
| Kansas | 5–21 | 348,179 | ..... | 249,034 | 139,776 | 117 |
| Kentucky | *g*6–20 | 553,638 | ..... | *e*238,440 | *e*149,226 | *f*102 |
| Louisiana | 6–18 | *a*271,414 | ..... | 62,370 | *f*45,626 | 100 |
| Maine | 4–21 | 213,927 | ..... | 150,067 | 99,500 | 118 |
| Maryland | 5–20 | *a*319,201 | ..... | 158,909 | 79,739 | ..... |
| Massachusetts | 5–15 | 312,680 | ..... | 325,239 | 233,108 | 178 |
| Michigan | 5–20 | 518,294 | ..... | 371,743 | *h*219,328 | 154 |
| Minnesota | 5–21 | 300,923 | ..... | 177,278 | 79,901 | 100 |
| Mississippi | 5–21 | 419,963 | ..... | 237,288 | 160,064 | *i*78 |
| Missouri | *f*6–20 | *f*723,484 | ..... | *f*476,376 | *fh*219,132 | *b*100 |
| Nebraska | 5–21 | 152,824 | ..... | 100,776 | 65,504 | 110 |

*a* United States Census of 1880.
*b* In 1879.
*c* Estimated by the State superintendent.
*d* For the winter term.
*e* For white schools only.
*f* In 1880.
*g* For colored population the school age is from 6 to 16.
*h* Estimated by the Bureau on the basis of estimates furnished in previous years by the State superintendent.
*i* In the country; 138 in cities.

TABLE I.—PART 1.—*Summary* (A) *of school age, population, enrolment, &c.*—Cont'd.

| States and Territories. | School age. | School population. | Number between 6 and 16 years of age. | Number enrolled in public schools. | Average daily attendance. | Average duration of school in days. |
|---|---|---|---|---|---|---|
| Nevada | 6–18 | 10,533 | ..... | 8,329 | 5,406 | 140.4 |
| New Hampshire | 5–15 | *a*60,899 | ..... | 63,235 | 43,943 | 97.15 |
| New Jersey | 5–18 | 335,631 | ..... | 203,542 | 110,052 | 190 |
| New York | 5–21 | 1,662,122 | ..... | 1,021,282 | 559,399 | 178 |
| North Carolina | 6–21 | 468,072 | ..... | 240,716 | 142,820 | *b*48 |
| Ohio | 6–21 | 1,063,337 | 811,253 | 744,758 | 468,141 | 155 |
| Oregon | 4–20 | 61,641 | ..... | 34,498 | 25,196 | 86 |
| Pennsylvania | 6–21 | *a*1,422,377 | ..... | 931,749 | 599,057 | 146.96 |
| Rhode Island | *c*5–15 | 53,077 | ..... | *d*44,920 | *d*28,836 | 186 |
| South Carolina | 6–16 | *a*262,279 | *a*262,279 | 133,458 | ..... | 73.33 |
| Tennessee | 6–21 | 545,875 | ..... | 283,468 | 180,509 | 70 |
| Texas | *e*8–14 | *e*230,527 | ..... | *e*186,786 | ..... | *ef*73 |
| Vermont | 5–20 | *a*99,463 | ..... | 74,646 | 49,700 | 124 |
| Virginia | 5–21 | 556,665 | 384,600 | 239,046 | 134,487 | 117.5 |
| West Virginia | 6–21 | 213,191 | 164,374 | 145,203 | 91,266 | 99 |
| Wisconsin | 4–20 | 491,358 | ..... | 300,122 | 190,878 | 175.6 |
| Total for States | ..... | 15,661,213 | ..... | 9,737,176 | 5,595,329 | ..... |
| Arizona | 6–21 | *a*9,571 | ..... | 3,844 | *e*2,847 | *e*109 |
| Dakota | 5–21 | 38,815 | ..... | 25,451 | ..... | ..... |
| District of Columbia | *c*6–17 | *a*43,558 | *a*40,654 | 27,299 | 20,730 | 190 |
| Idaho | 5–21 | 7,520 | ..... | 6,080 | 4,127 | 150 |
| Montana | 4–21 | 9,895 | ..... | 5,112 | 2,800 | 110 |
| New Mexico | 7–18 | *a*29,255 | ..... | *a*4,755 | *a*3,150 | ..... |
| Utah | 6–18 | 42,353 | ..... | 26,772 | 18,682 | 140 |
| Washington | 4–21 | 23,899 | ..... | 14,754 | *g*11,275 | *g*100 |
| Wyoming | 7–21 | *a*4,112 | ..... | *a*2,907 | *a*1,920 | ..... |
| Indian: | | | | | | |
| Cherokees | ..... | 3,715 | ..... | 3,048 | 1,792 | 180 |
| Chickasaws | ..... | 900 | ..... | 650 | 270 | 180 |
| Choctaws | ..... | 2,600 | ..... | 1,460 | 1,260 | 200 |
| Creeks | ..... | 1,700 | ..... | 799 | ..... | 180 |
| Seminoles | ..... | 400 | ..... | 226 | 174 | 180 |
| Total for Territories | ..... | 218,293 | ..... | 123,157 | 69,027 | ..... |
| Grand total | ..... | 15,879,506 | ..... | 9,860,333 | 5,664,356 | ..... |

*a* United States Census of 1880.
*b* Six months only of 1881 reported.
*c* Inclusive.
*d* Includes evening school reports.
*e* In 1880.
*f* In the counties.
*g* In 1879.

TABLE I.—PART 1.—*Summary* (B) *of the number of teachers employed in the public schools and the average monthly salary of teachers in the respective States and Territories.*

| States. | Number of teachers. | | Average monthly salary. | |
|---|---|---|---|---|
| | Male. | Female. | Male. | Female. |
| Alabama | 3,042 | 1,656 | (*a* $22 98) | |
| Arkansas | 1,688 | 481 | (*b*) | (*b*) |
| California | 1,198 | 2,539 | $79 50 | $64 74 |
| Colorado | 245 | 556 | 78 50 | 55 15 |
| Connecticut | *c*680 | *c*2,432 | 60 69 | 35 37 |
| Delaware | *d*222 | *d*305 | *de*31 49 | *de*27 56 |
| Florida | *f*675 | *f*420 | (*g*40 00) | |
| Georgia | (6,128) | | *f*50 00 | *f*30 00 |
| Illinois | 8,438 | 13,695 | 44 17 | 35 31 |
| Indiana | (13,418) | | 38 40 | 33 20 |
| Iowa | 6,546 | 15,230 | 32 56 | 27 25 |
| Kansas | 3,533 | 4,675 | 30 21 | 23 77 |
| Kentucky | 4,195 | 2,715 | (*h*23 87) | |
| Louisiana | 773 | 811 | (31 50) | |
| Maine | 2,257 | 4,683 | 35 99 | 22 28 |
| Maryland | 1,319 | 1,861 | (*f*41 06) | |
| Massachusetts | 1,134 | 7,727 | 85 54 | 38 49 |
| Michigan | 4,024 | 10,448 | 36 98 | 25 78 |
| Minnesota | 1,811 | 3,760 | 36 52 | 28 62 |
| Mississippi | 3,572 | 2,486 | (30 07) | |
| Missouri | *f*6,068 | *f*4,379 | *ij*35 00 | *ij*30 00 |
| Nebraska | 1,813 | 2,746 | 36 50 | 32 50 |
| Nevada | 44 | 132 | 99 50 | 74 76 |
| New Hampshire | 559 | 3,026 | 32 63 | 21 77 |
| New Jersey | 926 | 2,560 | 51 07 | 32 68 |
| New York | 7,669 | 23,157 | (42 24) | |
| North Carolina | 3,627 | 1,375 | (*k*22 25) | |
| Ohio | 11,453 | 12,517 | 37 00 | 28 00 |
| Oregon | 591 | 748 | 42 26 | 31 72 |
| Pennsylvania | 9,359 | 11,993 | 33 66 | 29 03 |
| Rhode Island | *l*253 | *l*1,034 | 76 00 | 41 89 |
| South Carolina | 1,904 | 1,345 | 25 45 | 24 48 |
| Tennessee | 5,393 | 1,487 | (26 59) | |

*a* For white teachers; for colored teachers the average salary is reported as $23.15.

*b* Average salary of male teachers of the first grade is $17.42; of female teachers, $40.90; in the second grade the salaries are $38.58 and $34.76, respectively; in the third grade, $31.64 and $29.15, respectively.

*c* Estimated.

*d* For white schools; in schools for colored children there were 56 teachers unclassified as to sex.

*e* The average monthly salary for colored teachers is $22.

*f* In 1880.

*g* In 1878.

*h* For white schools in the counties; the average for teachers in graded schools for whites in the cities is $71.25; in public high schools, $88.97.

*i* In 1879.

*j* In graded schools the average salary of men, in 1879, was $87; of women, $40.

*k* For white teachers; for colored teachers the average salary is $19.82.

*l* Includes evening school reports.

TABLE I.—PART 1.—*Summary* (B) *of the number of teachers employed, &c.*—Continued.

| States and Territories. | Number of teachers. | | Average monthly salary. | |
|---|---|---|---|---|
| | Male. | Female. | Male. | Female. |
| Texas | *a*3,083 | *a*1,278 | (*b*) | (*b*) |
| Vermont | 678 | 3,741 | $29 76 | $16 84 |
| Virginia | 3,208 | 2,184 | 29 18 | 24 92 |
| West Virginia | 3,079 | 1,208 | 27 96 | 28 70 |
| Wisconsin | 2,721 | 7,198 | *c*35 39 | *c*25 21 |
| Total number of teachers in States | (285,970) | | | |
| Arizona | (102) | | 84 06 | 68 19 |
| Dakota | 346 | 687 | 33 00 | 26 00 |
| District of Columbia | 35 | 425 | 91 13 | 61 27 |
| Idaho | (175) | | 65 00 | 50 00 |
| Montana | 59 | 118 | 79 88 | 57 47 |
| New Mexico | *d*128 | *d*36 | (*d*30 67) | |
| Utah | 270 | 295 | *c*35 00 | *c*22 00 |
| Washington | (89) 149 | 205 | *f*52 56 | *f*37 50 |
| Wyoming | *d*31 | *d*39 | (*d*60 23) | |
| Indian: | | | | |
| Cherokees | | | | |
| Chickasaws | | | | |
| Choctaws | | | *f*50 00 | *f*50 00 |
| Creeks | | | | |
| Seminoles | | | *f*50 00 | *f*50 00 |
| Total number of teachers in Territories | (3,189) | | | |
| Grand total | (289,159) | | | |

*a* In 1880.

*b* In the counties the average salary of white male teachers, in 1880, was $34; of white females, $28; in the cities, in 1880, the salaries were, respectively, $47 and $37; for colored males in the counties, $29; for colored females, $26; in the cities, respectively, $33 and $32.

*c* In the counties; in the cities the average salary of males is $93.85; of females, $36.25.

*d* United States Census of 1880.

*e* In 1878.

*f* In 1879.

TABLE I.—PART 2.—*Summary* (A) *of annual income and expenditure, &c.*

| States. | Annual income. | Annual expenditure. | | | | | Estimated real value of sites, buildings, and all other school property. |
|---|---|---|---|---|---|---|---|
| | | Sites, buildings, furniture, libraries, and apparatus. | Salaries of superintendents. | Salaries of teachers. | Miscellaneous. | Total. | |
| Alabama | $397,479 | ..... | $11,884 | $384,769 | *a*$14,037 | $410,690 | $285,976 |
| Arkansas | 710,462 | $29,505 | ..... | ..... | ..... | 388,412 | 283,125 |
| California | 3,680,161 | 299,976 | *b*48,339 | 2,346,056 | 401,573 | 3,047,605 | 6,998,825 |
| Colorado | 708,516 | ..... | ..... | ..... | ..... | 557,151 | 977,213 |
| Connecticut | 1,482,025 | 121,382 | 30,000 | 1,025,323 | 299,986 | 1,476,691 | ..... |
| Delaware | 147,360 | ..... | *c*2,300 | *c*138,819 | *c*64,472 | *cd*207,281 | *e*450,000 |
| Florida | *c*139,710 | ..... | *c*8,021 | *c*97,115 | *c*3,557 | *cf*114,895 | *c*132,729 |
| Georgia | 498,533 | ..... | ..... | ..... | ..... | 498,533 | ..... |
| Illinois | 7,922,169 | 837,256 | *g*72,977 | *h*4,722,349 | 2,225,832 | *i*7,858,414 | *j*16,956,310 |
| Indiana | 4,480,306 | 616,450 | ..... | *k*3,057,110 | 855,194 | 4,528,754 | 12,024,180 |
| Iowa | 5,006,024 | 870,334 | ..... | *l*3,040,716 | 1,218,769 | 5,129,819 | 9,533,493 |
| Kansas | 1,740,593 | 364,159 | 25,209 | 1,167,620 | 419,409 | 1,976,397 | 4,884,386 |
| Kentucky | 1,194,258 | ..... | ..... | ..... | ..... | 1,248,524 | 2,395,752 |
| Louisiana | 486,790 | *m*12,760 | 19,667 | 374,127 | 34,930 | 441,484 | *n*700,000 |
| Maine | 1,089,414 | 95,347 | 28,370 | *o*965,697 | ..... | 1,089,414 | 3,026,395 |
| Maryland | 1,608,274 | *p*174,684 | *q*40,138 | 1,162,429 | 227,329 | 1,604,580 | ..... |
| Massachusetts | *r*4,851,567 | 803,441 | 159,314 | *o*4,130,714 | 425,713 | *f*5,776,542 | ..... |
| Michigan | 3,645,328 | 730,611 | ..... | *l*2,114,567 | 573,055 | 3,418,233 | 10,500,000 |
| Minnesota | 1,679,297 | 238,520 | 16,600 | 993,997 | 217,375 | 1,466,492 | 3,715,769 |
| Mississippi | 716,342 | 68,327 | 12,607 | 644,352 | 32,472 | 757,758 | ..... |
| Missouri | *c*4,020,860 | *c*137,894 | ..... | *c*2,218,637 | *c*678,820 | *c*3,152,178 | *c*7,353,401 |
| Nebraska | 1,320,449 | 221,965 | 29,443 | 627,717 | 285,978 | 1,165,103 | 2,054,049 |
| Nevada | 138,640 | *ps*11,510 | ..... | *s*59,194 | *s*12,169 | 140,419 | 260,193 |
| New Hampshire | 586,139 | ..... | 14,373 | 408,554 | 154,095 | 577,022 | 2,113,851 |
| New Jersey | 1,914,447 | 172,942 | 38,557 | 1,510,830 | 192,118 | 1,914,447 | 6,275,067 |
| New York | 10,895,765 | 1,677,673 | 114,600 | 7,775,505 | 1,355,624 | 10,923,402 | 31,091,630 |
| North Carolina | 698,772 | 27,225 | 6,394 | 342,212 | 33,828 | 409,659 | 220,442 |
| Ohio | 8,129,326 | 843,696 | 154,805 | 5,151,448 | 1,983,673 | 8,133,622 | 22,103,982 |
| Oregon | 323,201 | 45,192 | 8,575 | 234,818 | 29,746 | 318,331 | 657,469 |
| Pennsylvania | 8,798,724 | *m*1,207,011 | *o*112,000 | 4,677,017 | 1,998,677 | 7,994,705 | 26,605,321 |
| Rhode Island | 582,965 | 50,834 | 10,376 | 408,993 | 79,734 | 549,937 | 1,954,444 |
| South Carolina | 452,965 | 17,334 | 18,445 | 309,855 | ..... | 345,634 | 435,289 |
| Tennessee | 706,152 | 58,852 | 13,076 | 529,618 | 36,463 | 638,009 | 868,713 |
| Texas | *c*891,235 | *c*27,565 | *c*12,648 | *c*674,869 | *c*38,264 | *c*753,346 | ..... |
| Vermont | 454,832 | *p*32,613 | ..... | 366,448 | 42,117 | *f*447,252 | ..... |
| Virginia | 1,335,984 | 137,239 | 44,927 | 823,310 | 94,763 | 1,100,239 | 1,199,333 |
| West Virginia | 855,466 | 102,858 | *g*11,725 | 539,648 | 107,019 | 761,250 | 1,753,144 |
| Wisconsin | 2,178,219 | 274,746 | 61,075 | 1,618,283 | 324,999 | 2,279,103 | 5,522,657 |
| Total for States | 86,468,749 | 10,309,901 | 1,126,445 | 54,642,716 | 14,461,790 | 83,601,327 | 183,333,138 |

*a* Includes $13,500 for normal schools.
*b* Paid out of the general fund of counties and not included in State expenditure.
*c* In 1880.
*d* Includes $1,690 expended for colored schools outside of Wilmington.
*e* For white schools only.
*f* Items not fully reported.
*g* Salaries of county superintendents only.
*h* Includes salaries of superintendents other than county.
*i* Exclusive of appropriations for normal schools and expense of State superintendency.
*j* Exclusive of normal school property.
*k* Total amount expended from tuition revenue.
*l* Includes salaries of superintendents.
*m* For rents, buildings, &c.
*n* In 1878.
*o* Includes miscellaneous expenditure.
*p* Includes expenditure for repairs.
*q* Supervision and office expenses.
*r* Exclusive of receipts for school buildings, permanent improvements, and ordinary repairs.
*s* Storey County not reporting these items.

TABLE I.—PART 2.—*Summary* (A) *of annual income and expenditure, &c.*—Continued.

| Territories. | Annual income. | Annual expenditure. | | | | | Estimated real value of sites, buildings, and all other school property. |
|---|---|---|---|---|---|---|---|
| | | Sites, buildings, furniture, libraries, and apparatus. | Salaries of superintendents. | Salaries of teachers. | Miscellaneous. | Total. | |
| Arizona | $58,768 | ..... | ..... | ..... | ..... | $44,628 | $121,318 |
| Dakota | *a*363,000 | ..... | *b*$8,616 | ..... | ..... | 314,484 | *c*532,267 |
| District of Columbia. | 555,644 | $120,533 | 10,860 | $295,668 | $100,251 | 527,312 | 1,326,888 |
| Idaho | 54,609 | 2,151 | ..... | 38,174 | 4,515 | 44,840 | ..... |
| Montana | 94,551 | ..... | 3,000 | 52,781 | ..... | 55,781 | 140,250 |
| New Mexico | *d*32,171 | ..... | ..... | *d*28,002 | *d*971 | *d*28,973 | *d*13,500 |
| Utah | 198,876 | 54,859 | ..... | 113,768 | 30,637 | 199,264 | 415,186 |
| Washington | 127,609 | *e*14,592 | *e*2,883 | *e*94,019 | *e*2,885 | *e*114,379 | *e*220,405 |
| Wyoming | *d*36,161 | ..... | ..... | *d*25,894 | *d*2,610 | *d*28,504 | *d*40,500 |
| Indian: | | | | | | | |
| Cherokees | 52,300 | ..... | ..... | ..... | ..... | 52,300 | ..... |
| Chickasaws | 33,550 | ..... | ..... | ..... | ..... | 33,550 | ..... |
| Choctaws | 31,700 | ..... | ..... | ..... | ..... | 31,700 | ..... |
| Creeks | 26,900 | ..... | ..... | ..... | ..... | 26,900 | ..... |
| Seminoles | 7,500 | ..... | ..... | ..... | ..... | 7,500 | ..... |
| Total for Territories. | 1,673,339 | 192,135 | 25,359 | 648,306 | 141,869 | 1,510,115 | 2,810,314 |
| Grand total | 88,142,088 | 10,502,036 | 1,151,804 | 55,291,022 | 14,603,659 | 85,111,442 | 186,143,452 |

*a* Items not fully reported.
*b* Salaries of county superintendents only.
*c* Value of school-houses only.
*d* United States Census of 1880.
*e* In 1879.

TABLE I.—PART 2.—*Summary* (B) *of per capita expenditure.*

| States and Territories. | Expenditure in the year per capita of the school population. *a* | Expenditure in the year per capita of pupils enrolled in public schools. *a* | Expenditure in the year per capita of average attendance in public schools. *a* | Expenditure in the year per capita of population between 6 and 16. *a* | Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property. *a* |
|---|---|---|---|---|---|
| Massachusetts | *b*$16 06 | *b*$15 44 | *b*$21 54 | ..... | ..... |
| Colorado | 13 65 | 21 43 | 38 03 | $17 63 | ..... |
| California | 13 15 | 16 95 | 26 32 | *c*13 15 | *c*$16 32 |
| Nevada | *b*12 30 | *b*15 57 | *b*23 97 | ..... | ..... |
| New Hampshire | 10 40 | 11 13 | 16 02 | ..... | ..... |
| District of Columbia | 9 50 | 15 16 | 19 97 | 10 18 | 11 96 |
| Rhode Island | 9 16 | 11 86 | 18 04 | ..... | ..... |
| Montana | 8 91 | 16 50 | ..... | ..... | ..... |
| Connecticut | 8 78 | 10 58 | 17 41 | 10 55 | ..... |
| Nebraska | 7 62 | 11 56 | 17 78 | ..... | ..... |
| Iowa | *d*7 25 | *d*9 99 | *d*16 97 | *d*11 32 | *d*12 82 |
| Illinois | 7 05 | 10 08 | 16 61 | ..... | ..... |
| Ohio | 6 98 | 9 85 | 15 68 | 9 15 | 10 80 |
| Wyoming | *be*6 93 | *be*9 81 | *be*14 85 | ..... | ..... |
| New York | 6 57 | 10 69 | 19 52 | ..... | ..... |
| Delaware | *ef*6 39 | *ef*8 12 | ..... | ..... | ..... |
| Indiana | *e*5 80 | *e*7 96 | *e*12 72 | ..... | ..... |
| Idaho | *b*5 69 | *b*7 04 | *b*10 38 | ..... | ..... |
| Michigan | *b*5 27 | *b*7 35 | *b*12 45 | ..... | ..... |
| New Jersey | 5 22 | 8 60 | 15 91 | 7 15 | 8 68 |
| Oregon | 5 02 | 8 98 | 12 29 | ..... | ..... |
| Maryland | *e*5 00 | *e*8 64 | *e*16 37 | ..... | ..... |
| Pennsylvania | *b*4 82 | *b*7 36 | *b*11 45 | ..... | ..... |
| Washington | *g*4 72 | *g*8 15 | *g*11 92 | ..... | ..... |
| Wisconsin | 4 68 | 7 67 | ..... | ..... | ..... |
| Kansas | 4 68 | 6 57 | 11 69 | ..... | ..... |
| Maine | 4 67 | 6 65 | 10 05 | ..... | ..... |
| Missouri | *be*4 18 | *be*6 34 | *be*13 79 | ..... | ..... |
| Minnesota | *b*4 13 | *b*7 01 | *b*15 55 | ..... | ..... |
| Utah | *b*3 51 | *b*5 55 | *b*7 96 | ..... | ..... |
| Texas | *be*3 16 | *be*3 89 | ..... | ..... | ..... |
| West Virginia | 3 08 | 4 59 | 7 31 | ..... | ..... |
| Kentucky | *h*2 26 | ..... | ..... | ..... | ..... |
| Mississippi | 1 93 | 3 38 | 4 75 | ..... | ..... |
| Virginia | 1 74 | 4 06 | 7 22 | 2 53 | 2 69 |
| Louisiana | *b*1 58 | *b*6 89 | *b*9 41 | ..... | ..... |
| Arkansas | *b*1 32 | *b*3 65 | ..... | ..... | ..... |
| Florida | *be*1 30 | *be*2 92 | *be*4 25 | ..... | ..... |

*a* In estimating these items only the interest on amounts expended for permanent objects (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

*b* Estimated by the Bureau, 6 per cent. being the rate used in calculating interest on permanent expenditure.

*c* Per capita of population between 5 and 17.

*d* Estimated by State superintendent.

*e* In 1880.

*f* Does not include expenditure for books.

*g* In 1879.

*h* An estimate including per capita of total permanent expenditure for the year.

TABLE I.—PART 2.—*Summary* (B) *of per capita expenditure*—Continued.

| States and Territories. | Expenditure in the year per capita of the school population. *a* | Expenditure in the year per capita of pupils enrolled in public schools. *a* | Expenditure in the year per capita of average attendance in public schools. *a* | Expenditure in the year per capita of population between 6 and 16. *a* | Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property. *a* |
|---|---|---|---|---|---|
| Tennessee | $1 17 | $2 25 | $3 53 | ..... | ..... |
| Georgia | 1 15 | 2 04 | 3 32 | ..... | ..... |
| Alabama | 1 06 | 2 33 | 3 56 | ..... | ..... |
| New Mexico | *b*c99 | *b*c6 09 | *b*c9 20 | ..... | ..... |
| North Carolina | 88 | 1 71 | 2 81 | ..... | ..... |
| Vermont | ..... | 6 00 | 8 99 | ..... | ..... |
| South Carolina | ..... | 2 46 | ..... | ..... | ..... |

*a* In estimating these items only the interest on amounts expended for permanent objects (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

*b* Estimated by the Bureau, 6 per cent. being the rate used in calculating interest on permanent expenditure.

*c* In 1880.

## GENERALIZATION BY YEARS AND BY TOPICS WITHOUT REFERENCE TO STATES.

*Statistical summary showing the school population, enrolment, attendance, income, expenditure, &c., for ten years, from* 1872 *to* 1881, *inclusive, as collected by the United States Bureau of Education.*

| | Year. | Number reporting. | | In States. | In Territories. |
|---|---|---|---|---|---|
| | | States. | Territories. | | |
| School population | 1872 | 37 | 7 | 12,740,751 | 88,097 |
| | 1873 | 37 | 11 | 13,324,797 | 134,128 |
| | 1874 | 37 | 11 | 13,735,672 | 139,378 |
| | 1875 | 36 | 8 | 13,889,837 | 117,685 |
| | 1876 | 37 | 8 | 14,121,526 | 101,465 |
| | 1877 | 38 | 9 | 14,093,778 | 133,970 |
| | 1878 | 38 | 9 | 14,418,923 | 157,260 |
| | 1879 | 38 | 9 | 14,782,765 | 179,571 |
| | 1880 | 38 | 8 | 15,351,875 | 184,405 |
| | 1881 | 38 | 10 | 15,661,213 | 218,293 |
| Number enrolled in public schools | 1872 | 34 | 7 | 7,327,415 | 52,241 |
| | 1873 | 35 | 10 | 7,865,628 | 69,968 |
| | 1874 | 34 | 11 | 8,030,772 | 69,209 |
| | 1875 | 37 | 11 | 8,678,737 | 77,922 |
| | 1876 | 36 | 10 | 8,293,563 | 70,175 |
| | 1877 | 38 | 10 | 8,881,848 | 72,630 |
| | 1878 | 38 | 10 | 9,294,316 | 78,879 |
| | 1876 | 38 | 10 | 9,328,003 | 96,083 |
| | 1880 | 38 | 10 | 9,680,403 | 101,118 |
| | 1881 | 38 | 10 | 9,737,176 | 123,157 |

*Statistical summary showing the school population, enrolment, &c.*—Continued.

| | Year. | Number reporting. | | In States. | In Territories. |
|---|---|---|---|---|---|
| | | States. | Territories. | | |
| Number in daily attendance | 1872 | 28 | 4 | 4,081,569 | 28,956 |
| | 1873 | 31 | 5 | 4,166,062 | 33,677 |
| | 1874 | 30 | 4 | 4,488,075 | 33,489 |
| | 1875 | 29 | 5 | 4,215,380 | 36,428 |
| | 1876 | 27 | 5 | 4,032,632 | 34,216 |
| | 1877 | 31 | 4 | 4,886,289 | 33,119 |
| | 1878 | 31 | 5 | 5,093,298 | 38,115 |
| | 1879 | 32 | 8 | 5,223,100 | 59,237 |
| | 1880 | 34 | 8 | 5,744,188 | 61,154 |
| | 1881 | 34 | 9 | 5,595,329 | 69,027 |
| Number of pupils in private schools | 1872 | 18 | 5 | 356,691 | 7,592 |
| | 1873 | 22 | 5 | 472,483 | 7,859 |
| | 1874 | 13 | 5 | 352,460 | 10,128 |
| | 1875 | 13 | 5 | 186,385 | 13,237 |
| | 1876 | 14 | 3 | 228,867 | 9,137 |
| | 1877 | 12 | 4 | 203,082 | 6,088 |
| | 1878 | 12 | 4 | 280,492 | 6,183 |
| | 1879 | 19 | 4 | 358,685 | 7,459 |
| | 1880 | 21 | 4 | 561,209 | 6,921 |
| | 1881 | 20 | 2 | 564,290 | 5,305 |
| Total number of teachers | 1872 | 33 | 7 | 216,062 | 1,177 |
| | 1873 | 35 | 6 | 215,210 | 1,511 |
| | 1874 | 35 | 8 | 239,153 | 1,427 |
| | 1875 | 36 | 9 | 247,423 | 1,839 |
| | 1876 | 37 | 9 | 247,557 | 1,726 |
| | 1877 | 37 | 9 | 257,454 | 1,842 |
| | 1878 | 38 | 9 | 269,162 | 2,012 |
| | 1879 | 38 | 9 | 270,163 | 2,523 |
| | 1880 | 38 | 10 | 280,034 | 2,610 |
| | 1881 | 38 | 9 | 285,970 | 3,189 |
| Number of male teachers | 1872 | 30 | 6 | 81,135 | 374 |
| | 1873 | 28 | 5 | 75,321 | 529 |
| | 1874 | 28 | 7 | 87,395 | 499 |
| | 1875 | 31 | 8 | 97,796 | 656 |
| | 1876 | 32 | 9 | 95,483 | 678 |
| | 1877 | 33 | 9 | 97,638 | 706 |
| | 1878 | 34 | 8 | 100,873 | 789 |
| | 1879 | 34 | 8 | 104,842 | 985 |
| | 1880 | 35 | 8 | 115,064 | 948 |
| | 1881 | 36 | 7 | 107,780 | 1,018 |
| Number of female teachers | 1872 | 30 | 6 | 123,547 | 633 |
| | 1873 | 28 | 5 | 103,734 | 786 |
| | 1874 | 28 | 7 | 129,049 | 731 |
| | 1875 | 31 | 8 | 132,185 | 963 |
| | 1876 | 32 | 9 | 135,644 | 898 |
| | 1877 | 33 | 9 | 138,228 | 986 |
| | 1878 | 34 | 8 | 141,780 | 1,027 |
| | 1879 | 34 | 8 | 141,161 | 1,342 |
| | 1880 | 35 | 8 | 156,351 | 1,306 |
| | 1881 | 36 | 7 | 158,588 | 1,805 |

*Statistical summary of the school population, enrolment, &c.*—Continued.

| | Year. | Number reporting. | | In States. | In Territories. |
|---|---|---|---|---|---|
| | | States. | Territories. | | |
| Public school income | 1872 | 35 | 6 | $71,988,718 | $641,551 |
| | 1873 | 35 | 10 | 80,081,583 | 844,666 |
| | 1874 | 37 | 10 | 81,277,686 | 881,219 |
| | 1875 | 37 | 8 | 87,527,278 | 1,121,672 |
| | 1876 | 38 | 9 | 86,632,067 | 717,416 |
| | 1877 | 37 | 9 | 85,959,864 | 906,298 |
| | 1878 | 38 | 10 | 86,035,264 | 942,837 |
| | 1879 | 38 | 10 | 82,767,815 | 1,020,259 |
| | 1880 | 38 | 10 | 82,684,489 | 1,255,750 |
| | 1881 | 38 | 10 | 86,468,749 | 1,673,339 |
| Public school expenditure | 1872 | 31 | 6 | 70,035,925 | 856,056 |
| | 1873 | 36 | 10 | 77,780,016 | 995,422 |
| | 1874 | 35 | 9 | 74,169,217 | 805,121 |
| | 1875 | 34 | 9 | 80,950,333 | 982,621 |
| | 1876 | 36 | 10 | 83,078,596 | 926,737 |
| | 1877 | 37 | 8 | 79,251,114 | 982,344 |
| | 1878 | 38 | 10 | 79,652,553 | 877,405 |
| | 1879 | 38 | 10 | 77,176,354 | 1,015,168 |
| | 1880 | 38 | 10 | 78,836,399 | 1,196,439 |
| | 1881 | 38 | 10 | 83,601,327 | 1,510,115 |
| Amount of school funds | 1872 | 31 | 1 | 65,850,572 | 64,385 |
| | 1873 | 28 | 1 | 77,870,887 | 137,507 |
| | 1874 | 28 | ..... | 75,251,008 | ..... |
| | 1875 | 28 | 3 | 81,486,158 | 323,236 |
| | 1876 | 30 | 2 | 97,227,909 | 1,526,961 |
| | 1877 | 26 | 2 | 100,127,865 | 2,106,961 |
| | 1878 | 32 | 1 | 106,138,348 | 1,506,961 |
| | 1879 | 30 | 2 | 110,264,434 | 2,776,593 |
| | 1880 | 33 | 2 | 119,184,029 | 3,694,810 |
| | 1881 | 34 | 2 | 123,083,786 | 1,089,015 |

In the compilation of Table I, the returns for the year 1880 were used for Florida, Missouri, and Texas. In the first two this was necessitated by the practice of issuing biennial reports corresponding to the time of the meeting of the legislatures, and the reports for 1879 and 1880 having been made in the winter of 1881 those for 1882 and 1883 will not be due till the winter of 1883. In Texas the records for 1881 were destroyed by fire, and though in many cases duplicate returns were made by the counties the totals thus obtained fall far short of showing the actual condition of the schools.

Two Territories, New Mexico and Wyoming, failed to report for 1881, and the statistics of the United States Census for 1880 were used in each case.

Under the head of school population, the figures for 8 States and 4 Territories are from the United States Census of 1880, and for the remaining 30 States and 6 Territories from returns made by local school officers. As the school moneys are distributed upon the basis of these estimates, it is for the interest of every community that they should be correct. The general conclusions to which they lead afford additional motives for accuracy. A comparison of the returns made to the several State offices with the corresponding figures of the recent census, or an examination of the same in the light of well known principles of relation, reveals errors that ought not to escape notice and correction by the local officers.

Enrolment in public schools is reported for all the States and Territories. The difficulties in the way of absolute exactness in the treatment of this particular are well understood by those experienced in the compilation of statistics. They were the subject of debate in the international conference upon statistics held at the Trocadéro Palace, Paris, during the International Exposition of 1878, when various methods of procedure were explained and many sources of error pointed out. Some of the difficulties brought up for discussion are peculiar to European countries, others are equally prevalent in the United States ; the most general and constant sources of error with us are duplicate enrolments, caused by the removal of scholars from one school to another without formal notice, and the omission of entire districts in the enumeration.

Under ordinary conditions school enrolment increases with school population. Both these totals show increase in 1881 over the same for 1880, but the returns from several States represent population and enrolment as changing inversely. Where this anomaly really occurs the causes should be sought for and set forth, if possible.

The average daily attendance for 34 States is 5,595,329 ; the four States failing to report under this head are Arkansas, Delaware, South Carolina, and Texas. Supposing the average daily attendance in each of these States to be the same percentage of the enrolment in each that the total average attendance in 34 States is of the enrolment in 34, we obtain an estimated average attendance for the four States of 268,866. So with the Territories: Dakota and the Creek Nation in the Indian Territory fail to report this item. Estimating the average daily attendance for the non-reporting Territories by the rule given above we have an estimated total for the Territories specified of 18,637.

The statistics of average daily attendance are then : States reported (34), 5,595,329 ; estimated, as explained above (4), 268,866. Territories reported (8 and 4 tribes of Indian Territory), 69,027; estimated as explained (Dakota and Creeks in Indian Territory), 18,637.

Thirty-one States and 4 Territories report an expenditure for sites, &c., of $10,502,036; 28 States and 4 Territories report $1,151,804 expended for salaries of superintendents. Three States do not separate this item of expenditure from the amount expended for salaries of teachers. Thirty-four States and 7 Territories report an amount expended for salaries of teachers of $55,291,022; 32 States and 6 Territories report a miscellaneous expenditure (i. e., for fuel, light, rent, repairs, &c.) of $14,603,659. Thirty-eight States and 10 Territories report the item of total expenditure for public schools, amounting to $85,111,442.

Thirty-one States and 8 Territories report the value of school property; Connecticut, Georgia, Maryland, Massachusetts, Mississippi, Texas, and Vermont are the States and Idaho and the Indian Territory the Territories failing to report this very important item.

The amount of school fund in the States, $123,083,786, includes the estimated fund in Ohio, omitted in 1880, which in 1876 was $3,742,760 and is now believed to amount to $3,795,206.

The United States deposit fund in New York, amounting to $4,014,521, which has been included in the statement of the permanent school fund for several years, is omitted for 1881. The superintendent writes that by legislative enactment the income of this fund is devoted to educational purposes, though the capital is not a school fund under any provision of the constitution.

The decrease in the permanent school fund in the Territories is apparent only, the reports for several previous years from the Indian Territory having included the national funds or general tribal funds, part interest of which could be devoted to school purposes. One million eighty-nine thousand and fifteen dollars, therefore, represent a small fund of the District of Columbia and the school funds only of the Cherokee, Choctaw, and Creek Indian tribes.

All the States and Territories report in some form the item of income, that for Massachusetts being exclusive of receipts for permanent purposes, that for Dakota being a

report of 25 only out of 49 counties. It is estimated that a full report would make the total revenue for Dakota over $500,000. The school income for the five civilized tribes is the amount given as total expenditures, which, however, it is stated was derived from tribal funds. A study of Table I of the appendix will also show that in some States the total current income includes a balance on hand from the last school year. The amount thus included is $2,104,301, which subtracted from the total reported income for 38 States leaves a total current income for the States of $84,364,448, and subtracted from the grand total leaves $86,037,787 as the total current income for public schools of the country.

The difference between cities and rural districts with respect to the conditions affecting education calls for a corresponding distinction in education reports. This classification is observed to some extent in State reports, but not so generally nor so completely as the interests of the rural schools require.

Graded and ungraded schools are expressions nearly synonymous with city and rural schools. Rhode Island is the only State reporting the two classes separately in which the graded are in excess of the ungraded schools, the numbers being, respectively, 536 and 294. The numbers reported from Michigan, viz, 6,115 ungraded and 411 graded, represent, it is believed, more nearly the proportions that obtain throughout the country.

Thus it will be seen that, while the city schools attract more attention, the rural schools affect a larger proportion of our youth, which fact alone gives a reason for the separate representation of their enrolment, attendance, resources, and general conduct. Information as to the funds available for their use is especially desirable. It can hardly be doubted that an annual statement under this head would have the effect of stimulating local effort and of promoting a more uniform distribution of school moneys. The increase of the means of education among our rural population and the improvement of the existing schools are matters of such great importance that it is incumbent upon school officers to present all information bearing upon the subject in the clearest possible light. As expressed in the report of the Massachusetts board of education—

> This material of clear fact is needed as the basis of the most judicious legislation. It is required as the means of testing finally the value of particular theories, methods, or appliances. And, altogether, it may be doubted whether any very great further advance can be made in our educational system until this record of things actually accomplished is in some better degree made up and set before us.

## THE DISTRICT SYSTEM.

The year has been characterized by active measures against the "district school system." The system exists under various names, but has everywhere the same general character and the same unfortunate effects. Under its operations a State becomes an assemblage of small independent districts, which may be subdivisions of existing civil units or formed irrespective of such units, according to the pleasure of the citizens with whom the motion for a school district originates. Each district has its separate body of officers intrusted to a greater or less degree with the management of its school affairs. These officers, termed directors, trustees, &c., are sometimes appointed by the county boards or superintendents of education, but are more generally elected by the voters of their respective districts, and their constituencies are so small that they must be said to represent individual dispositions, opinions, and prejudices, rather than public sentiment or policy. They hold office from one to four years, too often have no qualification for their duties, and are always comparatively irresponsible. The system had its advantages in the early period of public school effort, especially while public funds were largely supplemented by tuition fees, but in the present stage of popular education it has no advantages that offset its evils, and none that may not be preserved under a system which makes the school district coincident with the smallest civil district, as in Pennsylvania and Indiana. In Alabama the township was made the unit of the school system by the act approved by the general assembly February 7, 1879. The excellent effects of the legislation are freely admitted in the current reports. A bill for the abolition of the district system is now

before the Massachusetts legislature and will undoubtedly pass during the present session. The following extracts from reports of the year indicate the prevailing opinion of State superintendents upon the subject:

One-third of the schools of the State do not number more than twelve and nearly one-ninth do not number more than six scholars. This is a troublesome fact when we reflect that such schools, as a rule, must be very short and inferior. The want of money in such districts necessitates the employment of low priced and hence poor or inexperienced teachers. If for any reason a good teacher consents to instruct, the lack of numbers fails to impart the inspiration necessary to the best work. Besides, the intercourse and competitions of a large school, which are potent factors in education, are lost to children so circumstanced. An opportunity for an equable distribution of intelligence and a fair development of faculties among all the members of society is a chief purpose of public instruction. Our district system at present seems to defeat this object. We refuse to unite or abolish districts, but find it hard to defend, on considerations of public welfare, a scheme which gives forty weeks of schooling to one child and only four to another.—(Report of Hon. J. W. Patterson, superintendent of public instruction, New Hampshire.)

The present system in the rural districts of Ohio seems to tend to evils which only very positive and persistent effort will even measurably remedy, so long as this system subsists. A very few of these evils may be more directly referred to, so that, if the system continues, special effort may, if possible, be made to avoid them.

Owing to changes in the population of some localities, many of the subdistricts now enumerate but five, seven, ten, or fifteen children, and schools are actually kept up with only two or three pupils in average attendance, leaving them whole days and weeks without any pupils. This exhausts the money of the townships and tends to deprive the boards of the means of supplying such advantages as are needed for advanced pupils. The diminutive schools occasion very little interest or profit.

Each school being entirely isolated in its work of instruction, old methods of discipline and teaching are likely to be perpetuated indefinitely; this, too, in their most objectionable forms, the spirit having died out of these methods, the form alone remaining. Local interests being given full sway under this very local management, this evil is perpetuated by the common and growing practice of employing as teachers only those who have secured all the education they have in these schools themselves. * * *

These difficulties are also aiding to promote another serious evil: the growing desire for carving special districts out of the more populous and wealthy parts of the townships, thus leaving the subdistricts disconnected, often poor, and for all time incapable of any common interest. In some cases townships are cut across, or even diagonally, in this way. Cases have even occurred where all but a single poor subdistrict were absorbed in special districts. The law now renders this disintegration easy, and the evil is becoming so serious as to demand careful consideration.—(Report of Hon. D. F. De Wolf, State commissioner of common schools, Ohio.)

Districts should all be governed by a board holding office for a number of years and chosen by all the electors in the district. The civil township should be the unit, but it should not be subdivided in subdistricts, to be in part governed by a subdirector. The only exception to the township district should be the town or city districts, as we have them now. * * *

The objections to the division into rural independent districts are a needless multiplication of officers, for which often suitable persons cannot be found; the unnecessary expense of paying so many secretaries and treasurerers; and the inability of many of these districts to provide proper school faculties, owing to the lack of means.—(Report of Hon. C. W. von Coelln, superintendent of public instruction, Iowa.)

These opinions, which might be multiplied indefinitely, are summed up in the statement that the district system is in the way of every measure of progress suggested by experience. It prevents economy in the use of funds, efficient supervision, the advantageous location of school buildings, and equality of school provision for the children of different portions of the same civil district.

The system of parish or local boards in Great Britain has given rise to similar complaints, and a proposition for county boards has already been started in influential quarters. It is not proposed to do away with the existing boards, but to confine their functions to those interests which are purely local.

In a system of popular education like our own, originating with the people and sustained by voluntary taxation, the preservation of local interest is of the first importance; experience shows that it need not be sacrificed by the abolishment of the district system.

## QUALIFICATIONS AND APPOINTMENT OF TEACHERS.

The means of improving the teaching force in the rural schools has been a prominent subject of discussion during the year. The following conditions have engaged attention: standards of qualifications, modes of appointment, tenure of office, inspection.

The standard of qualification for teachers appears to be lower in the United States, taken as a whole, than in other countries in which provision has been made for the education of the masses. In England a school cannot receive the parliamentary grant unless the principal teacher is certificated or, if the attendance does not exceed 60 scholars, provisionally certificated. Both classes of certificates are awarded upon examination; for a full certificate the candidate must also serve as a teacher and secure two favorable reports from an inspector. In France the law requiring primary teachers to pass the examination for a "certificate of aptitude" is not as yet strictly enforced. In Prussia and Switzerland admission to the work of teaching is as carefully regulated as admission into any of the learned professions.

The teachers of the United States bear favorable comparison with those of England and France, in which countries it must be remembered popular education is of recent development; the advantage does not seem to be with us if the comparison be extended to Prussia and Switzerland. There are exceptional districts in which the teachers are carefully chosen, well paid, and retained from year to year, but in general our rural schools are suffering the natural consequences of a low estimate of the requirements of the service as expressed in careless appointment, meagre wages, uncertain tenure, and absence of systematic, efficient supervision.

Where the methods of examination and appointment have improved, the complaint of incompetent teachers has not ceased; on the contrary, the examining boards are embarrassed in carrying out their instructions by the limited attainments of candidates. The current reports offer much information bearing upon this subject.

The Rhode Island board of education made a special effort during the year to obtain from each town information touching the qualifications of teachers. As a result of the inquiry it appears that about 4 per cent. of the teachers employed in the State have had a collegiate education; 62 per cent. have had either a high school or an academic education; 21 per cent., normal school training; while 13 per cent. have had only a common or district school preparation. Of the whole number 7 per cent. were reported as having had no experience. The system of examination and appointment in Rhode Island is unsatisfactory, but its tendencies are largely counteracted by other conditions, among which the rate of salaries must not be counted least. The average salaries in 1881 were for men $76 a month, for women $41.89, the average duration of the schools being 9 months and 6 days. The lowest average salary paid in any town was for men $25.94 a month for a session of 7.9 months, and for women $17.88 a month for session of 7.4 months. In three of the five counties of the State, the average salaries for men were above $80 a month and for women above $30 a month.

George A. Walton, special agent of the Massachusetts board of education, commenting upon the results of the examination of the schools of Bristol County, uses the following language: "Let all the towns apply 25 per cent. more to the wages of teachers and expend the money in securing and retaining the best the market affords, and the schools could be made one-fourth better."

The revised school law of Michigan, which became operative July 1, 1881, introduces an important improvement in providing for the examination of teachers by county boards, but unfortunately the decline in salaries, which has worked such mischief in the schools heretofore, continues. The average salaries in ungraded school districts were, for men, $26.30 a month, a decrease of $1.22 below the same in 1880; for women, $18.49, a decrease of 26 cents since 1880; the average duration of the schools was 7.4 months.

The school law of Pennsylvania makes excellent provision for the examination and appointment of teachers, but experience proves that the system can effect little against low salaries. In his report for 1880, Hon. J. P. Wickersham, the State superintendent, says: "The character of the teaching done in the schools has greatly improved, but it has not yet reached even a medium standard of excellence." He speaks from intimate knowledge of the facts and his statement is supported by the majority of the county superintendents whose reports accompany his own. The latter almost invariably ascribe difficulty in securing or retaining competent teachers to the low salaries. For 1881, the average salaries in the State, excluding Philadelphia, were, for men, $32.64 a month; for women, $26.04, the average length of the school term being 6.28 months. The reports from Southern States show still lower salaries, with consequences proportionately worse.

In Alabama the average pay of teachers in white schools is $22.98 a month; in colored schools, $23.15; the average total paid to each teacher yearly, $85.30. The funds allowed the white schools to be maintained on an average 84 days in 1881; the colored schools, 76 days. The impossibility of securing satisfactory results under such circumstances was so evident that in many districts the funds for the white schools were supplemented by voluntary contributions or tuition fees; in some instances the same was done for the colored schools.

The average salary in Mississippi, estimated for the entire State, was $30.05.

The average salaries in all the States are set forth in Table I, Part 1, Summary B, p. xlv, which should be studied in connection with column 6, Table I, Part 1, Summary A, p. xliii.

To secure a general advance above these rates two measures seem necessary: first, a fixed minimum salary in each State; second, increased funds for the payment of teachers. The former measure has been repeatedly urged upon State legislatures by governors, school officials, and public spirited citizens, but their recommendations have not prevailed against the opposition of wealthy districts to schemes of taxation or distribution that oblige them to share the burden of poorer districts. The latter measure involves many considerations; that which chiefly engages attention at the present time is the proposition for national aid to elementary education.

All the bills introduced into Congress agree in providing that a large part of the proposed fund shall be applied to teachers' salaries, a consideration that adds weight to the other arguments in support of the measure. Where the salaries justify the expectation of competent teachers, the means of deciding upon the merits of applicants should be carefully considered. Normal school diplomas ought to be sufficient guarantees for the service, and in most States are so regarded. In the case of candidates who are not normal graduates, examination is required. The improvement in this respect is one of the most encouraging indications of progress in public school affairs. It is noticeable in the constitution of examining boards, in the subject matter of examination, and in the gradation of certificates. While no uniform rule can be given for the organization of an examining board, experience shows that it should represent a district large enough to prevent the undue effect of local influences; that it should have a professional rather than a business character, and should possess some element of continuity, in order that the matter and standards of examination may not be altered frequently or suddenly. The change from township to county examining boards, the appointment of teachers upon the examining boards, and the division of the members into classes whose terms of service expire at different dates are in accordance with these requirements.

In a number of States the evidence of admission to the highest grade among teachers is a life certificate, which is recognized throughout the State and relieves the holder from further examination. It is gratifying to observe an increasing desire on the part of teachers to obtain these certificates, as it indicates a disposition to make teaching a permanent vocation and gives additional ground for the recognition of teaching as a profession. It is teachers of this class who may be relied upon to encourage the best efforts in all departments of instruction.

The conditions upon which the life certificates shall be awarded are determined by a council or committee composed in part of teachers of approved scholarship and established reputation. By this arrangement teachers may exercise something of the same control over their calling that lawyers and doctors exercise over their respective professions. It will be seen from my annual reports that the professions of medicine and law are becoming more vigilant in admitting persons to practice and more exacting respecting standards of qualification. The bar unites with the courts in providing methods of examination for those applying for admission to practice; and members of the various medical associations and faculties of medical colleges are seeking the coöperation of legitimate State action to protect their profession against incompetent physicians. Engineers are taking somewhat similar action, and teachers may profitably follow their example.

The want of coöperation between the appointing and examining powers is a conspicuous defect in school administration and one which ought to be immediately remedied. In this connection the statement of Hon. M. A. Newell, secretary of the State board of education, Maryland, with respect to the harmonious action of the school authorities of that State, is suggestive:

In the first place the local trustees nominate the teacher, but cannot appoint him nor fix his salary. They can recommend the making of repairs on school-houses, but cannot order them to be made. It requires the action of the county school board to give effect to the wishes of the local trustees in all important matters. If there is a disagreement among teachers, patrons, and local trustees, it may be referred to the county school board for settlement. If it is not settled there, there is an appeal to the State board. The number of appeals to the State board has been remarkably few; but the fact that such an appeal can be made, and that in no ordinary case is any resort to the courts of law necessary, has largely tended to promote peace and harmony. The powers of the State board are ample. The right to construe and explain the school law and settle disputes secures to a great extent uniformity in its execution and prevents petty disputations. The authority to enact a code of by-laws for the guidance of teachers and county school boards gives elasticity to the management, and makes a biennial reconstruction by the legislature entirely unnecessary. The majority of the State board are necessarily experts in school management; they know practically the diseases and the appropriate remedies. The power which they possess, to suspend or dismiss an incompetent teacher or examiner, has never been exercised as yet, because the board has not been fully satisfied that there was any necessity to do so. The examiner or secretary is appointed by the county school board, but cannot be dismissed by them before the expiration of the term for which he was appointed. The power of dismissal is lodged with the State board. Thus the powers of local trustees, the county school boards, and the State board of education mutually check, supplement, and support one another.

A well ordered system of appointment and the union of the various bodies charged with the business interests, the supervision, and inspection of school affairs into an organic whole, having vital connection between all its parts, would do much to place the teachers' tenure of office upon a satisfactory basis. These conditions, supplemented by fair salaries and enlightened public sentiment, would make the teacher's position as secure as the circumstances of a rapidly developing country allow.

## SCHOOL SUPERVISION.

Theoretically, a supervising agency is included in the school systems of the several States; practically, the service is wanting in the rural districts, with few exceptions. Its importance need no longer be argued, as it is admitted by all competent to judge of the purposes and processes of popular education: its neglect arises from the want of funds or the apathy that can only be overcome by the compulsion of law and the pressure of public opinion. The most significant record of the year under this head is in the report of the Massachusetts board of education, which body has been earnestly endeavoring to devise a plan for the efficient supervision of the schools of the State. It should be premised that the Massachusetts board is more restricted in its authority than many State boards, nevertheless it illustrates substantially the relation between State and local authorities with reference to education in the several States. The province of the Massachusetts board is described as follows in the report of 1880–'81:

It will thus be seen that, as to the common schools, the duty of the board is fixed by law, and lies almost wholly in the line of gathering and spreading information respecting them. * * * This is a distinctive feature of the oversight which the State has provided for its schools. It does no more, by its own officials, than to cause an inspection and report, more or less complete, to be made concerning them. The State appoints by law that the schools of a certain grade and range of study shall be opened, and for a designated length of time, and requires that the children within prescribed limits shall attend upon them; but it does not itself undertake directly to manage the schools; and, if they fail to reach such a degree of efficiency as might be desired, the State does not attempt, or has not thus far attempted, to do more than to call attention to the failure and the means for improvement. The care of the schools, their direct management, and the whole practical control of them rest with the school authorities and with the people themselves in each city and town. Thus, in the matter of common school administration, the State itself, through its own officials, does little more than to observe what is done, and cause it to be known as widely as it may, and to make suggestions of improvement. * * *

It is evident that this policy may have its elements both of weakness and of strength. It may allow to be left for a long time untouched many errors and defects in the management of the schools which might be at once removed if the State were to lay its hand directly upon them; and it may seem thus to fail, and may perhaps really fail, in bringing the schools with sufficient promptness to the best attainable results. But, on the other side, in its reliance upon the intelligence and carefulness of the people themselves, in their several localities, and through the necessity of working only through such agencies, it may secure, in a more permanent manner, the gains that are made.

After a brief review of what the State has accomplished for the improvement of the schools, the report continues:

We are thus brought to the consideration of a topic which has been presented with urgency in former reports; that is, the desirableness of providing for a more efficient supervision of the schools throughout the whole State than now exists. It is not needful to repeat the arguments that have been set forth at length on other occasions to exhibit the necessity of such a provision. The oversight referred to would be of a kind to offer no interference whatever with the full control of the schools by the local boards and to involve thus no new departure from that line of State policy which has just been sketched. The board does not ask for officials to be intrusted with direct management or administration, but officials to carry on further and more fully the work, now in part undertaken, of diffusing knowledge concerning the best modes of management and of collecting information respecting the actual condition of the schools.

It is difficult to see how the number of officers required could be secured excepting by a system of county or township superintendence. Certain facts to which Hon. J. W. Dickinson, secretary of the Massachusetts board, calls attention, indicate that this is likely to be the issue of the experiment in that State:

There is a demand for more agents. Until the towns are organized so as to supply themselves with special school directors the State should supply them, that the best and largest results which our system of schools is capable of producing may be secured.

Sections 44 and 45 of chapter 44 of the public laws give authority to any two or more towns to form a district for the purpose of employing a superintendent of public schools therein, who shall perform in each town the duties prescribed by law. Two districts have been organized under these provisions of the statutes, Waltham and Watertown forming one and Canton and Milton the other. The first named district is under the superintendency of Mr. John F. Prince; the second, of Mr. G. I. Aldrich. These union superintendents are doing a grand work for their districts, and are solving the problems relating to district supervision. If all the smaller towns of the Commonwealth could be united into convenient districts, and in this way supplied with adequate school superintendence, experience is proving that the conditions of good schools would be supplied.

Two such officials, termed agents of the board, have been employed for several years. The plan of inspection adopted by them indicates the character of the oversight which ought to be extended to all the schools of the country. The following is the outline as presented in the report for 1880–'81:

(1) School buildings, including site and grounds; size of rooms; lighting, heating, and ventilation; furniture and outbuildings, including location, construction, drainage, and use.

(2) Studies, including course of studies (branches); means of teaching, as apparatus, libraries, and reference books.

(3) Results, including reading, silent and oral; alphabet, with elementary sounds; spelling, oral and written; language; geography, numbers, and arithmetic, &c.

(4) Teachers and teaching; methods of teaching; physical training; moral instruction.

The schools which were visited before this plan was adopted embraced a part of those in eight of the cities and towns. Visits to these were made not only for the purpose of inspection, but also for the purpose of teaching in the schools and addressing the teachers and people.

Efficient inspection of the nature here indicated is the great desideratum of our rural schools. It would be a support to the ablest teachers and a means of securing from inferior teachers a fair average of results. Such a conception of the duties of county superintendents or equivalent officers as is represented in the plan quoted above implies corresponding qualifications in those officials. This opens up a matter concerning which very crude notions are entertained and very unsatisfactory practices tolerated. The various pedagogical associations, which do so much by their discussions and publications to promote educational reforms, are giving serious thought to this interest, and already measures have been taken to improve the county superintendency in the States in which it exists. A bill with this end in view was introduced into the Illinois legislature during the winter. The bill provides that—

No person shall be eligible to the said office of county superintendent of schools who is not twenty-five years of age and who has not had three years' experience in actual school work, either as a teacher or a superintendent of schools, nor unless he shall be the holder of (1) a State certificate of qualification granted in accordance with the provisions of section 50 of the school law; or (2) the diploma of a chartered college granted to such as have completed the regular course of academic or scientific study; or (3) the diploma of some State normal school granted to such as have completed the regular course of academic and professional study; or (4) of a certificate to be obtained by a specified examination.

## COURSES OF STUDY.

Within a few years much attention has been given to the order and conduct of studies in rural schools, and in a number of States definite courses of study have been adopted and measures taken for enforcing their use. As regards the subjects which are universally included in elementary instruction, viz, reading, writing, and arithmetic, these courses differ little from one another or from those employed in foreign schools. History, geography, grammar, elementary science, physiology, and civil government, as embodied in the Constitution of the United States and of individual States, make up the list of additional subjects. In Nevada drawing is included in the course for ungraded schools, but, as a rule, that branch and three others which appear in nearly all foreign programmes, viz, music, gymnastics, and needlework (for girls' schools), have no place in our programmes. Opinions are various with reference to the relative importance and proper sequence of these several branches. The objection has been urged against the programmes generally that they include too much for the meagre term of school life. The case is well stated by Hon. N. A. Luce, State superintendent of common schools of Maine, in his report for the year 1881. After citing the list of studies required by law, viz, "reading, writing, spelling, English grammar, geography, arithmetic, history, physiology, book-keeping, civil government (in the form of the constitution of Maine and of the United States), and such other branches as school committees may desire to introduce into the schools under their charge," he continues:

Can this specifically prescribed course of study be completed with any fair degree of thoroughness in the average school life of the average pupil? Evidently not. That life, five years of thirty-eight weeks each, would, in the very nature of things, appear to be too short for such and so much work. The statistics, indeed, show this to be the case. In only about half the ungraded schools is history a study; book-keeping in about a third, and physiology in about a fourth. Considered in relation to present average length of schools alone, then, the course of study prescribed for them is too extensive. Considered in relation to the character of the work done in them, too (the teach-

ing), the same is true. Not broad enough, considered in its relations to the work which ought to be demanded and which the purposes they ought to subserve do demand of the school; and too broad, considered in its relations to the actual work which the schools can accomplish in their present condition, the practical question is, shall the prescribed course of study be modified to suit the actual conditions of the schools or shall the schools be so increased in length and improved in quality as to enable them to do the work set for them in that course? There can be but one right answer: the schools must be increased in average length, and, for still stronger reasons, their great diversity in length heretofore noticed must cease to exist and their quality must be improved.

Few will dissent from his conclusions. In determining the outline courses, two points must be kept in view: first, the branch upon which classification shall be based; second, the daily programme. In a graded school the studies are uniform for all the members of the same class. In an ungraded school this uniformity is impossible, and some study must be selected as the basis for the division into classes. The choice is between arithmetic and reading. The latter is generally to be preferred, as children differ much less with respect to their capacity for reading than for computation. In arranging the daily programme it should be remembered that some studies require more time than others and that some are a greater tax upon the mind than others. These severer studies should be assigned to the hours when the children are freshest and brightest, viz, the forenoon and the hour immediately following recess. The chief difficulty in classifying ungraded schools arises in connection with scholars who grade in more than one class. Some authorities object to this provision altogether, but those who have the true interests of scholars at heart will recognize its necessity; the proper ideal of a school is the greatest good to the individual consistent with the interests of the majority, and under this conception flexible classification must be allowed within reasonable limits.

Where definite courses of study for ungraded schools have been adopted it is desirable that superintendents should embody the same in their reports, with such comment as observation and experience may suggest. This has been done in several instances in the reports for 1881.

Hon. W. H. Ruffner, superintendent of public instruction for Virginia, presents the following outline for a course of nine five months' terms:

GRADED COURSE FOR PRIMARY SCHOOLS OF ONE TEACHER.

(Completed in nine five months' terms.)

*First term.*— (1) Alphabet: by word and phonic method, followed by reading and spelling first half of First Reader.

(2) Writing: making letters and words on blackboard and slate.

(3) Numbers: counting objects; naming and making figures.

(4) Oral instruction: daily, not only on the regular branches, but on various topics, such as correct speech, objects, hygiene, music, morals and manners; and this done on Friday especially.

*Second term.*— (1) Reading and spelling: to the end of the First Reader. If Leigh's method be used more rapid progress may be made.

(2) Writing: in tracing book and in copying short sentences from Reader.

(3) Arithmetic: numeration begun, and addition; constructing and mastering the addition table; making some use of elementary text book, chiefly for objects and simple problems. Where Grube's method is employed these directions will not suit.

*Third term.*— (1) Reading: Second Reader begun; spelling and vocal drill continued; meaning of words determined, chiefly by their use in sentences constructed for the purpose by teacher and pupils.

(2) Writing: first copy book and copying from Reader. Blackboard and chart used in illustrating forms and principles of letters.

(3) Arithmetic: numeration continued; subtraction and multiplication; mental and written exercises alternating throughout the course; elementary text book in regular use.

*Fourth term.*— (1) Reading: Second Reader finished, Third Reader begun; spelling and defining words in lessons.

(2) Writing: copy book and dictation from Reader to be copied by pupil.

(3) Arithmetic: division; fractions and decimals explained in connection with numer-

ation, but not studied in detail; a few simple denominate tables learned; elementary book finished.

*Fifth term.*—(1) Reading: Third Reader finished; phonic analysis and defining never given up.

(2) Spelling: spelling book begun.

(3) Writing: copy book and dictation; principles made familiar; particular letters taught.

(4) Arithmetic: the complete arithmetic commenced. Mental and written constantly intermingled. Walton's tables used.

(5) Geography begun: oral; globe; points of the compass, practice in direction, location, and distance; local maps constructed; outline wall maps explained; geographic terms written, explained, and illustrated by objects or pictures.

*Sixth term.*—(1) Reading: Fourth Reader begun; constant attention to enunciation and expression; use of dictionary as a book of reference taught.

(2) Spelling: in spelling book and by all other means except dictionary.

(3) Writing: copy book and the substance of reading lessons.

(4) Arithmetic: omitting puzzles, repetends, duodecimals, and (as they may be hereafter reached) the more complex and less used rules, such as alligation and the progressions.

(5) Geography: intermediate text book begun; map drawing practised throughout the course; good map studied carefully, though not in extreme detail; indifferent or inaccurate maps not allowed.

(6) Grammar: the correction of errors in language used by pupils attended to always; systematic oral instruction begun.

*Seventh term.*—(1) Reading: Fourth Reader finished and Fifth begun; exercise varied by skipping and introduction of parallel reading.

(2) Writing: copy book and letter writing.

(3) Arithmetic: quickness and accuracy in performing the most practically useful operations to be sought rather than following curious details or subtle principles, or aiming at going over the whole book.

(4) Geography: text book expurgated of such details as may in after life be readily supplied as wanted, and geographical principles, forms, and outlines chiefly insisted upon.

(5) Grammar: elementary text book begun.

*Eighth term.*—(1) Reading: Fifth Reader; small United States History (200 pages).

(2) Writing: practice; study of particular letters continued; and careful attention to details of posture, pen holding, and careful formation of letters throughout the course.

(3) Arithmetic: the mental effect attended to.

(4) Geography: intermediate geography finished; and geographical questions considered in connection with reading history.

(5) Grammar: parsing, analysis (diagrams used).

*Ninth term.*—(1) Reading: Fifth Reader and History of Virginia; spelling practised to the last.

(2) Writing: faithfully studied and practised to the end.

(3) Arithmetic: completed.

(4) Geography: geography of Virginia.

(5) Grammar: elementary completed.

Mr. Ruffner believes this course to be well suited to the ordinary term of rural school education.

It is impossible to examine the various courses without being struck with the general neglect of elementary science. The rural schools would seem to be favorably situated for the study of nature in some one of her varied aspects. The well known effect of such study upon the mind, its value as a resource to the individual, and its relation to the tendency of modern thought are so many reasons for its introduction into these courses. Here is a practical matter for the consideration of superintendents, teachers' associations, and the faculties of normal schools, and one whose consideration can no longer be deferred if our people are to share in the progress of the age.

The instruction contemplated would not interfere with what must be regarded as the great end of elementary schools, viz, the training of the youth of a community so that they may be able to read intelligently, write legibly and correctly, and compute accurately. Where this end is attained under conditions well adapted to the physical, intellectual, and moral needs of the young the schools are a success; so far as the schools fall

short of this end or accomplish it at the cost or the neglect of the moral nature of the young people committed to their care, they are failures.

The attainments specified are so important that we may well question whether all examinations of elementary schools should not be directed simply to testing their efficiency within this limit; but if such were the accepted criterion there would still be large choice of subjects and methods and large opportunity for the study of adaptation.

If the problem which is before the schools be reduced to the simplest possible conditions the necessity for definite schemes of study remains.

The experience of the world with reference to this means of regulating and directing the work of schools is illustrated in the following extract from the circular of Mr. Van Humbéeck, Belgian minister of education, dated 20th July, 1880: "Contrary to what has been for a long time the practice in all the countries which have at heart the development of popular education, the Belgian government, according to the law of 1842, did not deem it necessary to decree a plan of studies for the public primary schools. Some large cities, some provincial inspectors, had of their own initiative formulated programmes of study; but in the majority of the communes the teachers were left to be the sole judges of the manner of interpreting the intentions of the law on that subject. Experience has condemned this system; wherever the schools have followed definite programmes, progress has been marked, while for the most part in the schools left to themselves routine has taken firm hold." The circular was accompanied by a programme of studies to be used in the communal schools.

## ILLITERACY AMONG MINORS.

In reviewing the educational reports of the several States and Territories the question arises in thoughtful minds, how far has the elaborate provision accomplished its purpose in the instruction of the young? The statistics of minor illiteracy from the Census go far to answer the inquiry.

### TABLES 10 AND 11 FROM THE CENSUS OF 1880.

Tables 10 and 11 show the number of minor whites of each sex between ten and fourteen and between fifteen and twenty, the number of the same unable to write, and the per cent. of the illiterate. It will be observed that the percentage of female illiteracy is less than that of male illiteracy. Colorado, Arizona, and New Mexico are the only exceptions in either age.

| Name. | Percentage of illiterates 10 to 14. | | | Percentage of illiterates 15 to 20. | | | Percentage of illiterates 10 to 20. | | |
|---|---|---|---|---|---|---|---|---|---|
| | Males. | Females. | Both sexes. | Males. | Females. | Both sexes. | Males. | Females. | Both sexes. |
| Colorado | 11.8 | 12.4 | 12.1 | 5.6 | 10.5 | 7.5 | 8.0 | 11.3 | 9.5 |
| Arizona | 25.8 | 21.2 | 23.7 | 22.5 | 22.9 | 22.7 | 23.8 | 22.2 | 23.1 |
| New Mexico | 60.3 | 64.5 | 62.3 | 52.1 | 72.5 | 62.6 | 56.2 | 68.7 | 62.4 |

TABLE 10, *from the Census of* 1880, *showing the illiteracy of white persons, male and female, ten to fourteen years old, both ages included.*

| States and Territories. | White persons from 10 to 14 years of age, both inclusive. | | | White males from 10 to 14 years of age, both inclusive. | | | White females from 10 to 14 years of age, both inclusive. | | |
|---|---|---|---|---|---|---|---|---|---|
| | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | |
| | Number. | Number. | Per cent. | Number. | Number. | Per cent. | Number. | Number. | Per cent. |
| Maine | 64,781 | 2,182 | 3.4 | 33,153 | 1,294 | 3.9 | 31,628 | 888 | 2.8 |
| New Hampshire | 30,605 | 1,233 | 4.0 | 15,477 | 635 | 4.1 | 15,128 | 598 | 4.0 |
| Vermont | 33,449 | 1,210 | 3.6 | 17,150 | 728 | 4.2 | 16,299 | 482 | 3.0 |
| Massachusetts | 159,921 | 1,949 | 1.2 | 80,270 | 996 | 1.2 | 79,651 | 953 | 1.2 |
| Rhode Island | 25,587 | 2,122 | 8.3 | 12,879 | 1,156 | 9.0 | 12,708 | 966 | 7.6 |
| Connecticut | 58,456 | 1,273 | 2.2 | 29,543 | 715 | 2.4 | 28,913 | 558 | 1.9 |
| New York | 505,144 | 12,152 | 2.4 | 254,441 | 6,691 | 2.6 | 250,703 | 5,461 | 2.2 |
| New Jersey | 116,569 | 3,484 | 3.0 | 58,614 | 1,957 | 3.3 | 57,955 | 1,527 | 2.6 |
| Pennsylvania | 472,606 | 19,368 | 4.1 | 239,304 | 11,376 | 4.8 | 233,302 | 7,992 | 3.4 |
| Ohio | 358,269 | 12,466 | 3.5 | 181,491 | 7,230 | 4.0 | 176,778 | 5,236 | 3.0 |
| Michigan | 175,904 | 5,124 | 2.9 | 89,780 | 3,028 | 3.4 | 86,124 | 2,096 | 2.4 |
| Indiana | 238,068 | 13,241 | 5.6 | 121,245 | 7,518 | 6.2 | 116,823 | 5,723 | 4.9 |
| Wisconsin | 152,837 | 4,151 | 2.7 | 77,419 | 2,250 | 2.9 | 75,418 | 1,901 | 2.5 |
| Illinois | 357,748 | 19,413 | 5.4 | 180,959 | 11,180 | 6.2 | 176,789 | 8,233 | 4.7 |
| Minnesota | 87,386 | 3,317 | 3.8 | 44,228 | 1,842 | 4.2 | 43,158 | 1,475 | 3.4 |
| Iowa | 195,178 | 5,051 | 2.6 | 99,409 | 3,047 | 3.1 | 95,769 | 2,004 | 2.1 |
| Nebraska | 49,719 | 2,145 | 4.3 | 25,906 | 1,255 | 4.8 | 23,813 | 890 | 3.7 |
| Kansas | 114,839 | 5,441 | 4.7 | 59,831 | 3,319 | 5.5 | 55,008 | 2,122 | 3.9 |
| Total | 3,197,066 | 115,322 | 3.6 | 1,621,099 | 66,217 | 4.0 | 1,575,967 | 49,105 | 3.1 |
| Delaware | 13,178 | 1,017 | 7.7 | 6,760 | 587 | 8.7 | 6,418 | 430 | 6.7 |
| Maryland | 82,130 | 5,548 | 6.8 | 41,439 | 3,128 | 7.5 | 40,691 | 2,420 | 5.9 |
| District of Columbia | 12,670 | 231 | 1.8 | 6,348 | 129 | 2.0 | 6,322 | 102 | 1.6 |
| Virginia | 103,948 | 27,094 | 26.1 | 53,157 | 15,196 | 28.6 | 50,791 | 11,898 | 23.4 |
| West Virginia | 76,214 | 19,911 | 26.1 | 39,162 | 10,850 | 27.7 | 37,052 | 9,061 | 24.5 |
| Kentucky | 173,312 | 55,558 | 32.1 | 88,386 | 30,524 | 34.5 | 84,926 | 25,034 | 29.5 |
| North Carolina | 99,797 | 45,324 | 45.4 | 51,757 | 24,592 | 47.5 | 48,040 | 20,732 | 43.2 |
| Tennessee | 142,267 | 61,316 | 43.1 | 73,004 | 33,536 | 45.9 | 69,263 | 27,780 | 40.1 |
| South Carolina | 45,200 | 15,328 | 33.9 | 22,984 | 8,242 | 35.9 | 22,216 | 7,086 | 31.9 |
| Georgia | 96,137 | 35,972 | 37.4 | 49,475 | 20,018 | 40.5 | 46,662 | 15,954 | 34.2 |
| Alabama | 77,782 | 31,788 | 40.9 | 40,156 | 17,442 | 43.4 | 37,626 | 14,346 | 38.1 |
| Florida | 17,028 | 5,581 | 32.8 | 8,708 | 3,047 | 35.0 | 8,320 | 2,534 | 30.5 |
| Mississippi | 57,805 | 16,860 | 29.2 | 29,694 | 9,624 | 32.4 | 28,111 | 7,236 | 25.7 |
| Missouri | 250,789 | 40,880 | 16.3 | 127,940 | 23,252 | 18.2 | 122,849 | 17,628 | 14.3 |
| Arkansas | 72,133 | 31,668 | 43.9 | 37,249 | 17,229 | 46.3 | 34,884 | 14,439 | 41.4 |
| Louisiana | 54,072 | 14,363 | 26.6 | 26,995 | 7,565 | 28.0 | 27,077 | 6,798 | 25.1 |
| Texas | 138,719 | 39,707 | 28.6 | 71,635 | 22,762 | 31.8 | 67,084 | 16,945 | 25.3 |
| Total | 1,513,181 | 448,146 | 29.6 | 774,849 | 247,723 | 31.9 | 738,332 | 200,423 | 27.1 |
| California | 77,934 | 1,517 | 1.9 | 39,077 | 821 | 2.1 | 38,857 | 696 | 1.8 |
| Oregon | 18,617 | 1,112 | 6.0 | 9,460 | 687 | 7.3 | 9,157 | 425 | 4.6 |
| Nevada | 3,728 | 37 | 1.0 | 1,863 | 17 | 0.9 | 1,865 | 20 | 1.1 |
| Colorado | 13,026 | 1,575 | 12.1 | 6,643 | 785 | 11.8 | 6,383 | 790 | 12.4 |
| Arizona | 2,321 | 551 | 23.7 | 1,297 | 334 | 25.8 | 1,024 | 217 | 21.2 |
| Washington | 6,955 | 330 | 4.7 | 3,651 | 207 | 5.7 | 3,304 | 123 | 3.7 |
| Idaho | 2,730 | 192 | 7.0 | 1,397 | 108 | 7.7 | 1,333 | 84 | 6.3 |
| Utah | 17,735 | 1,904 | 10.7 | 9,000 | 1,072 | 11.9 | 8,735 | 832 | 9.5 |
| Montana | 2,060 | 55 | 2.7 | 1,058 | 28 | 2.6 | 1,002 | 27 | 2.7 |

TABLE 10, *from the Census of* 1880, *showing the illiteracy, &c.*—Continued.

| Territories. | White persons from 10 to 14 years of age, both inclusive. | | | White males from 10 to 14 years of age, both inclusive. | | | White females from 10 to 14 years of age, both inclusive. | | |
|---|---|---|---|---|---|---|---|---|---|
| | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | |
| | Number. | Number. | Per cent. | Number. | Number. | Per cent. | Number. | Number. | Per cent. |
| Dakota | 11,481 | 621 | 5.4 | 6,040 | 355 | 5.9 | 5,441 | 266 | 4.9 |
| Wyoming | 1,218 | 58 | 4.8 | 654 | 38 | 5.8 | 564 | 20 | 3.5 |
| New Mexico | 12,479 | 7,774 | 62.3 | 6,484 | 3,910 | 60.3 | 5,995 | 3,864 | 64.5 |
| Total | 170,284 | 15,726 | 9.2 | 86,624 | 8,362 | 9.6 | 83,660 | 7,364 | 8.8 |
| Grand total | 4,880,531 | 579,194 | 11.8 | 2,482,572 | 322,392 | 12.9 | 2,397,959 | 256,892 | 10.7 |

TABLE 11, *from the Census of* 1880, *showing the illiteracy of white persons fifteen to twenty years old, both ages inclusive.*

| States. | White persons from 15 to 20 years of age, both inclusive. | | | White males from 15 to 20 years of age, both inclusive. | | | White females from 15 to 20 years of age, both inclusive. | | |
|---|---|---|---|---|---|---|---|---|---|
| | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | |
| | Number. | Number. | Per cent. | Number. | Number. | Per cent. | Number. | Number. | Per cent. |
| Maine | 76,848 | 3,342 | 4.3 | 37,898 | 1,789 | 4.7 | 38,950 | 1,553 | 4.0 |
| New Hampshire | 39,283 | 2,281 | 5.8 | 19,127 | 1,127 | 5.9 | 20,156 | 1,154 | 5.7 |
| Vermont | 38,203 | 1,599 | 4.2 | 19,134 | 943 | 4.9 | 19,069 | 656 | 3.4 |
| Massachusetts | 205,162 | 7,038 | 3.4 | 97,256 | 3,319 | 3.4 | 107,906 | 3,719 | 3.4 |
| Rhode Island | 31,049 | 2,811 | 9.1 | 14,705 | 1,400 | 9.5 | 16,344 | 1,411 | 8.6 |
| Connecticut | 70,645 | 2,151 | 3.0 | 34,436 | 1,051 | 3.1 | 36,209 | 1,100 | 3.0 |
| New York | 595,600 | 13,973 | 2.3 | 281,106 | 6,954 | 2.5 | 314,494 | 7,019 | 2.2 |
| New Jersey | 131,080 | 3,217 | 2.5 | 63,206 | 1,785 | 2.8 | 67,874 | 1,432 | 2.1 |
| Pennsylvania | 512,709 | 16,327 | 3.2 | 249,344 | 8,901 | 3.6 | 263,365 | 7,426 | 2.8 |
| Ohio | 392,752 | 10,409 | 2.7 | 192,080 | 5,930 | 3.1 | 200,672 | 4,479 | 2.2 |
| Michigan | 195,412 | 5,517 | 2.8 | 99,033 | 3,459 | 3.5 | 96,379 | 2,058 | 2.1 |
| Indiana | 259,124 | 10,081 | 3.9 | 128,226 | 5,650 | 4.4 | 130,898 | 4,431 | 3.4 |
| Wisconsin | 171,375 | 4,284 | 2.5 | 84,796 | 2,243 | 2.6 | 86,579 | 2,041 | 2.4 |
| Illinois | 394,785 | 13,657 | 3.5 | 195,115 | 7,619 | 3.9 | 199,670 | 6,038 | 3.0 |
| Minnesota | 97,206 | 2,544 | 2.6 | 49,317 | 1,402 | 2.8 | 47,889 | 1,142 | 2.4 |
| Iowa | 210,208 | 3,471 | 1.7 | 106,373 | 2,091 | 2.0 | 103,835 | 1,380 | 1.3 |
| Nebraska | 49,669 | 960 | 1.9 | 25,831 | 536 | 2.1 | 23,838 | 424 | 1.8 |
| Kansas | 110,756 | 2,352 | 2.1 | 57,230 | 1,430 | 2.5 | 53,526 | 922 | 1.7 |
| Total | 3,581,866 | 106,014 | 2.9 | 1,754,213 | 57,629 | 3.2 | 1,827,653 | 48,385 | 2.6 |
| Delaware | 15,401 | 867 | 5.6 | 7,554 | 448 | 5.9 | 7,847 | 419 | 5.3 |
| Maryland | 90,258 | 4,613 | 5.1 | 43,364 | 2,503 | 5.8 | 46,894 | 2,110 | 4.5 |
| District of Columbia | 13,521 | 188 | 1.4 | 6,001 | 100 | 1.7 | 7,520 | 88 | 1.2 |
| Virginia | 101,412 | 16,594 | 16.4 | 49,505 | 8,944 | 18.1 | 51,907 | 7,650 | 14.7 |
| West Virginia | 72,246 | 9,986 | 13.8 | 35,908 | 5,152 | 14.3 | 36,338 | 4,834 | 13.3 |
| Kentucky | 176,525 | 34,216 | 19.4 | 87,312 | 17,954 | 20.6 | 89,213 | 16,262 | 18.2 |
| North Carolina | 103,927 | 30,271 | 29.1 | 51,308 | 15,052 | 29.3 | 52,619 | 15,219 | 28.9 |
| Tennessee | 141,064 | 36,177 | 25.6 | 69,703 | 18,468 | 26.5 | 71,361 | 17,709 | 24.8 |
| South Carolina | 44,988 | 10,114 | 22.5 | 21,803 | 5,212 | 23.9 | 23,185 | 4,902 | 21.1 |

TABLE 11, *from the Census of* 1880, *showing the illiteracy of white persons, &c.*— Continued.

| States and Territories. | White persons from 15 to 20 years of age, both inclusive. | | | White males from 15 to 20 years of age, both inclusive. | | | White females from 15 to 20 years of age, both inclusive. | | |
|---|---|---|---|---|---|---|---|---|---|
| | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | |
| | Number. | Number. | Per cent. | Number. | Number. | Per cent. | Number. | Number. | Per cent. |
| Georgia | 96,856 | 21,269 | 22.0 | 46,712 | 10,827 | 23.2 | 50,144 | 10,442 | 20.8 |
| Alabama | 79,999 | 19,805 | 24.8 | 38,501 | 10,117 | 26.3 | 41,498 | 9,688 | 23.3 |
| Florida | 16,396 | 3,297 | 20.1 | 7,951 | 1,755 | 22.1 | 8,445 | 1,542 | 18.3 |
| Mississippi | 56,369 | 8,799 | 15.6 | 27,602 | 4,828 | 17.5 | 28,767 | 3,971 | 13.8 |
| Missouri | 261,781 | 21,706 | 8.3 | 129,153 | 11,991 | 9.3 | 132,628 | 9,715 | 7.3 |
| Arkansas | 67,311 | 16,639 | 24.7 | 33,586 | 8,524 | 25.4 | 33,725 | 8,115 | 24.1 |
| Louisiana | 53,673 | 9,775 | 18.2 | 25,100 | 4,959 | 19.8 | 28,573 | 4,816 | 16.9 |
| Texas | 135,429 | 19,088 | 14.1 | 68,086 | 10,731 | 15.8 | 67,343 | 8,357 | 12.4 |
| Total | 1,527,156 | 263,404 | 17.2 | 749,149 | 137,565 | 18.3 | 778,007 | 125,839 | 16.2 |
| California | 86,665 | 1,948 | 2.2 | 43,299 | 1,221 | 2.8 | 43,366 | 727 | 1.7 |
| Oregon | 19,039 | 327 | 1.7 | 9,820 | 218 | 2.2 | 9,219 | 109 | 1.2 |
| Nevada | 3,915 | 71 | 1.8 | 2,081 | 61 | 2.9 | 1,834 | 10 | 0.5 |
| Colorado | 17,299 | 1,306 | 7.5 | 10,285 | 573 | 5.6 | 7,014 | 733 | 10.5 |
| Arizona | 3,188 | 723 | 22.7 | 1,795 | 403 | 22.5 | 1,393 | 320 | 22.9 |
| Washington | 6,700 | 88 | 1.3 | 3,471 | 59 | 1.7 | 3,229 | 29 | 0.9 |
| Idaho | 2,728 | 82 | 3.0 | 1,508 | 58 | 3.8 | 1,220 | 24 | 2.0 |
| Utah | 17,460 | 848 | 4.9 | 8,590 | 498 | 5.8 | 8,870 | 350 | 3.9 |
| Montana | 2,615 | 51 | 2.0 | 1,587 | 35 | 2.2 | 1,028 | 16 | 1.6 |
| Dakota | 12,238 | 330 | 2.7 | 6,503 | 175 | 2.7 | 5,735 | 155 | 2.7 |
| Wyoming | 1,695 | 31 | 1.8 | 993 | 25 | 2.5 | 702 | 6 | 0.9 |
| New Mexico | 13,103 | 8,200 | 62.6 | 6,379 | 3,324 | 52.1 | 6,724 | 4,876 | 72.5 |
| Total | 186,645 | 14,005 | 7.5 | 96,311 | 6,650 | 6.9 | 90,334 | 7,355 | 8.1 |
| Grand total | 5,295,667 | 383,423 | 7.2 | 2,599,673 | 201,844 | 7.7 | 2,695,994 | 181,579 | 6.7 |

TABLES 12 AND 13 FROM THE CENSUS OF 1880.

Tables 12 and 13, from the Census, show the whole number of the colored minors, male and female, between ten and fourteen years and between fifteen and twenty years (both ages inclusive), and the illiterates of corresponding sex and age, with the percentage of such illiteracy:

TABLE 12, *from the Census of* 1880, *showing the illiteracy of colored persons ten to fourteen years old, both ages inclusive.*

| States. | Colored persons from 10 to 14 years of age, both inclusive. | | | Colored males from 10 to 14 years of age, both inclusive. | | | Colored females from 10 to 14 years of age, both inclusive. | | |
|---|---|---|---|---|---|---|---|---|---|
| | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | |
| | Number. | Number. | Per cent. | Number. | Number. | Per cent. | Number. | Number. | Per cent. |
| Maine | 190 | 27 | 14.2 | 96 | 11 | 11.5 | 94 | 16 | 17.0 |
| New Hampshire | 64 | 4 | 6.3 | 28 | 3 | 10.7 | 36 | 1 | 2.8 |
| Vermont | 134 | 12 | 9.0 | 71 | 6 | 8.5 | 63 | 6 | 9.5 |
| Massachusetts | 1,504 | 31 | 2.1 | 765 | 18 | 2.4 | 739 | 13 | 1.8 |
| Rhode Island | 531 | 49 | 9.2 | 258 | 25 | 9.7 | 273 | 24 | 8.8 |
| Connecticut | 1,006 | 64 | 6.4 | 481 | 31 | 6.4 | 525 | 33 | 6.3 |

TABLE 12, *from the Census of* 1880, *showing the illiteracy of colored persons, &c.*—Continued.

| States and Territories. | Colored persons from 10 to 14 years of age, both inclusive. | | | Colored males from 10 to 14 years of age, both inclusive. | | | Colored females from 10 to 14 years of age, both inclusive. | | |
|---|---|---|---|---|---|---|---|---|---|
| | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | |
| | Number. | Number. | Per cent. | Number. | Number. | Per cent. | Number. | Number. | Per cent. |
| New York | 5,464 | 528 | 9.7 | 2,678 | 273 | 10.2 | 2,786 | 255 | 9.2 |
| New Jersey | 3,855 | 686 | 17.8 | 1,921 | 361 | 18.8 | 1,934 | 325 | 16.8 |
| Pennsylvania | 8,094 | 1,155 | 14.3 | 3,962 | 600 | 15.1 | 4,132 | 555 | 13.4 |
| Ohio | 9,164 | 925 | 10.1 | 4,648 | 489 | 10.5 | 4,516 | 436 | 9.7 |
| Michigan | 2,454 | 439 | 17.9 | 1,231 | 244 | 19.8 | 1,223 | 195 | 15.9 |
| Indiana | 4,469 | 699 | 15.6 | 2,223 | 352 | 15.8 | 2,246 | 347 | 15.4 |
| Wisconsin | 710 | 152 | 21.4 | 378 | 87 | 23.0 | 332 | 65 | 19.6 |
| Illinois | 5,203 | 1,389 | 26.7 | 2,651 | 736 | 27.8 | 2,552 | 653 | 25.6 |
| Minnesota | 396 | 127 | 32.1 | 197 | 73 | 37.1 | 199 | 54 | 27.1 |
| Iowa | 1,121 | 123 | 11.0 | 584 | 58 | 9.9 | 537 | 65 | 12.1 |
| Nebraska | 252 | 40 | 15.9 | 119 | 17 | 14.3 | 133 | 23 | 17.3 |
| Kansas | 5,625 | 1,638 | 29.1 | 2,883 | 889 | 30.5 | 2,742 | 749 | 27.3 |
| Total | 50,236 | 8,088 | 16.1 | 25,174 | 4,273 | 16.9 | 25,062 | 3,815 | 15.2 |
| Delaware | 3,075 | 1,453 | 47.3 | 1,572 | 754 | 48.0 | 1,503 | 699 | 46.5 |
| Maryland | 24,603 | 11,086 | 45.1 | 12,289 | 5,693 | 46.3 | 12,314 | 5,393 | 43.8 |
| District of Columbia | 5,735 | 853 | 14.9 | 2,717 | 430 | 15.8 | 3,018 | 423 | 14.0 |
| Virginia | 83,209 | 53,843 | 64.7 | 42,204 | 28,109 | 66.6 | 41,005 | 25,734 | 62.8 |
| West Virginia | 3,195 | 1,324 | 41.4 | 1,691 | 727 | 43.0 | 1,504 | 597 | 39.7 |
| Kentucky | 34,068 | 21,370 | 62.7 | 17,255 | 11,326 | 65.6 | 16,813 | 10,044 | 59.7 |
| North Carolina | 68,493 | 51,889 | 75.8 | 34,775 | 26,676 | 76.7 | 33,718 | 25,213 | 74.8 |
| Tennessee | 52,817 | 35,419 | 67.1 | 26,617 | 18,280 | 68.7 | 26,200 | 17,139 | 65.4 |
| South Carolina | 76,981 | 57,072 | 74.1 | 39,323 | 29,314 | 74.5 | 37,658 | 27,758 | 73.7 |
| Georgia | 94,522 | 73,930 | 78.2 | 48,496 | 38,222 | 78.8 | 46,026 | 35,708 | 77.6 |
| Alabama | 77,036 | 57,905 | 75.2 | 39,626 | 30,153 | 76.1 | 37,410 | 27,752 | 74.2 |
| Florida | 15,947 | 10,676 | 66.9 | 8,085 | 5,425 | 67.1 | 7,862 | 5,251 | 66.8 |
| Mississippi | 84,238 | 58,806 | 69.8 | 43,231 | 30,366 | 70.2 | 41,007 | 28,440 | 69.4 |
| Missouri | 18,030 | 7,823 | 43.4 | 9,101 | 4,169 | 45.8 | 8,929 | 3,654 | 40.9 |
| Arkansas | 25,815 | 18,658 | 72.3 | 13,230 | 9,605 | 72.6 | 12,585 | 9,053 | 71.9 |
| Louisiana | 57,914 | 41,919 | 72.4 | 29,586 | 21,603 | 73.0 | 28,328 | 20,316 | 71.7 |
| Texas | 52,055 | 37,384 | 71.8 | 26,259 | 19,165 | 73.0 | 25,796 | 18,219 | 70.6 |
| Total | 777,733 | 541,410 | 69.6 | 396,057 | 280,017 | 70.7 | 381,676 | 261,393 | 68.5 |
| California | 2,875 | 1,199 | 41.7 | 1,638 | 613 | 37.4 | 1,237 | 586 | 47.4 |
| Oregon | 367 | 142 | 38.7 | 229 | 94 | 41.0 | 138 | 48 | 34.8 |
| Nevada | 322 | 148 | 46.0 | 187 | 79 | 42.2 | 135 | 69 | 51.1 |
| Colorado | 181 | 20 | 11.0 | 89 | 13 | 14.6 | 92 | 7 | 7.6 |
| Arizona | 457 | 149 | 32.6 | 238 | 66 | 27.7 | 219 | 83 | 37.9 |
| Washington | 662 | 247 | 37.3 | 365 | 135 | 37.0 | 297 | 112 | 37.7 |
| Idaho | 45 | 14 | 31.1 | 28 | 8 | 28.6 | 17 | 6 | 35.3 |
| Utah | 123 | 58 | 47.2 | 60 | 33 | 55.0 | 63 | 25 | 39.7 |
| Montana | 268 | 138 | 51.5 | 144 | 86 | 59.7 | 124 | 52 | 41.9 |
| Dakota | 203 | 103 | 50.7 | 94 | 49 | 52.1 | 109 | 54 | 49.5 |
| Wyoming | 27 | 10 | 37.0 | 15 | 6 | 40.0 | 12 | 4 | 33.3 |
| New Mexico | 1,156 | 1,045 | 90.4 | 591 | 525 | 88.8 | 565 | 520 | 92.0 |
| Total | 6,686 | 3,273 | 48.8 | 3,678 | 1,707 | 46.4 | 3,008 | 1,566 | 52.0 |
| Grand total | 834,655 | 552,771 | 66.2 | 424,909 | 285,997 | 67.3 | 409,746 | 266,774 | 65.1 |

TABLE 13, *from the Census of* 1880, *showing the illiteracy of colored persons fifteen to twenty years old, both ages inclusive.*

| States and Territories. | Colored persons from 15 to 20 years of age, both inclusive. | | | Colored males from 15 to 20 years of age, both inclusive. | | | Colored females from 15 to 20 years of age, both inclusive. | | |
|---|---|---|---|---|---|---|---|---|---|
| | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | |
| | Number. | Number. | Per cent. | Number. | Number. | Per cent. | Number. | Number. | Per cent. |
| Maine | 230 | 50 | 21.7 | 117 | 18 | 15.4 | 113 | 32 | 28.3 |
| New Hampshire | 82 | 9 | 11.0 | 37 | 6 | 16.2 | 45 | 3 | 6.7 |
| Vermont | 132 | 15 | 11.4 | 60 | 10 | 16.7 | 72 | 5 | 6.9 |
| Massachusetts | 1,886 | 70 | 3.7 | 847 | 37 | 4.4 | 1,039 | 33 | 3.2 |
| Rhode Island | 551 | 61 | 11.1 | 246 | 32 | 13.0 | 305 | 29 | 9.5 |
| Connecticut | 1,278 | 100 | 7.8 | 641 | 45 | 7.0 | 637 | 55 | 8.6 |
| New York | 7,013 | 763 | 10.9 | 3,083 | 367 | 11.9 | 3,930 | 396 | 10.1 |
| New Jersey | 4,430 | 670 | 15.1 | 2,075 | 292 | 14.1 | 2,355 | 378 | 16.1 |
| Pennsylvania | 9,691 | 1,327 | 13.7 | 4,162 | 525 | 12.6 | 5,529 | 802 | 14.5 |
| Ohio | 9,735 | 1,279 | 13.1 | 4,639 | 691 | 14.9 | 5,096 | 588 | 11.5 |
| Michigan | 2,909 | 594 | 20.4 | 1,370 | 298 | 21.8 | 1,539 | 296 | 19.2 |
| Indiana | 4,837 | 858 | 17.7 | 2,274 | 411 | 18.1 | 2,563 | 447 | 17.4 |
| Wisconsin | 712 | 192 | 27.0 | 359 | 106 | 29.5 | 353 | 86 | 24.4 |
| Illinois | 5,307 | 1,185 | 22.3 | 2,559 | 598 | 23.4 | 2,748 | 587 | 21.4 |
| Minnesota | 453 | 144 | 31.8 | 222 | 76 | 34.2 | 231 | 68 | 29.4 |
| Iowa | 1,229 | 191 | 15.5 | 651 | 112 | 17.2 | 578 | 79 | 13.7 |
| Nebraska | 233 | 66 | 23.3 | 124 | 27 | 21.8 | 159 | 39 | 24.5 |
| Kansas | 5,236 | 1,452 | 27.7 | 2,490 | 728 | 29.2 | 2,746 | 724 | 26.4 |
| Total | 55,994 | 9,026 | 16.1 | 25,956 | 4,379 | 16.5 | 30,038 | 4,647 | 15.4 |
| Delaware | 3,512 | 1,680 | 47.8 | 1,819 | 863 | 47.4 | 1,693 | 817 | 48.3 |
| Maryland | 26,568 | 12,729 | 47.9 | 12,423 | 6,155 | 49.5 | 14,145 | 6,574 | 46.5 |
| District of Columbia | 6,523 | 1,490 | 22.8 | 2,490 | 519 | 20.8 | 4,033 | 971 | 24.1 |
| Virginia | 77,629 | 47,477 | 61.2 | 37,024 | 23,629 | 63.8 | 40,605 | 23,848 | 58.7 |
| West Virginia | 3,352 | 1,276 | 38.1 | 1,728 | 666 | 38.5 | 1,624 | 610 | 37.6 |
| Kentucky | 35,806 | 21,787 | 60.8 | 17,250 | 11,092 | 64.3 | 18,556 | 10,695 | 57.6 |
| North Carolina | 67,003 | 45,902 | 68.5 | 32,678 | 22,174 | 67.9 | 34,325 | 23,728 | 69.1 |
| Tennessee | 51,730 | 32,137 | 62.1 | 24,930 | 15,808 | 63.4 | 26,800 | 16,329 | 60.9 |
| South Carolina | 73,640 | 52,936 | 71.9 | 34,465 | 24,105 | 69.9 | 39,175 | 28,831 | 73.6 |
| Georgia | 91,920 | 70,234 | 76.4 | 43,709 | 33,185 | 75.9 | 48,211 | 37,049 | 76.8 |
| Alabama | 75,947 | 56,897 | 74.9 | 35,928 | 26,673 | 74.2 | 40,019 | 30,224 | 75.5 |
| Florida | 15,669 | 9,991 | 63.8 | 7,032 | 4,392 | 62.5 | 8,637 | 5,599 | 64.8 |
| Mississippi | 78,415 | 52,825 | 67.4 | 36,502 | 24,167 | 66.2 | 41,913 | 28,658 | 68.4 |
| Missouri | 20,042 | 8,064 | 40.2 | 9,561 | 4,077 | 42.6 | 10,481 | 3,987 | 38.0 |
| Arkansas | 23,466 | 16,371 | 69.8 | 11,143 | 7,596 | 68.2 | 12,323 | 8,775 | 71.2 |
| Louisiana | 52,072 | 38,721 | 74.4 | 23,536 | 17,476 | 74.3 | 28,536 | 21,245 | 74.4 |
| Texas | 48,141 | 33,309 | 69.2 | 22,572 | 15,635 | 69.3 | 25,569 | 17,674 | 69.1 |
| Total | 751,435 | 503,826 | 67.0 | 354,790 | 238,212 | 69.6 | 396,645 | 265,614 | 66.9 |
| California | 13,763 | 4,041 | 29.4 | 11,764 | 2,860 | 24.3 | 1,999 | 1,181 | 59.1 |
| Oregon | 2,065 | 551 | 26.7 | 1,893 | 481 | 25.4 | 172 | 70 | 40.7 |
| Nevada | 1,096 | 368 | 33.6 | 825 | 236 | 28.6 | 271 | 132 | 48.7 |
| Colorado | 441 | 83 | 18.8 | 271 | 58 | 21.4 | 170 | 25 | 14.7 |
| Arizona | 756 | 236 | 31.2 | 539 | 136 | 25.2 | 217 | 100 | 46.1 |
| Washington | 1,236 | 329 | 26.6 | 928 | 191 | 20.6 | 308 | 138 | 44.8 |
| Idaho | 191 | 37 | 19.4 | 182 | 30 | 16.5 | 9 | 7 | 77.8 |
| Utah | 237 | 113 | 47.7 | 157 | 60 | 38.2 | 80 | 53 | 66.2 |
| Montana | 354 | 161 | 45.5 | 225 | 83 | 36.9 | 129 | 78 | 60.5 |

TABLE 13, *from the Census of* 1880, *showing the illiteracy of colored persons, &c.*—Continued.

| Territories. | Colored persons from 15 to 20 years of age, both inclusive. | | | Colored males from 15 to 20 years of age, both inclusive. | | | Colored females from 15 to 20 years of age, both inclusive. | | |
|---|---|---|---|---|---|---|---|---|---|
| | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | | Enumerated. | Returned as unable to write. | |
| | Number. | Number. | Per cent. | Number. | Number. | Per cent. | Number. | Number. | Per cent. |
| Dakota | 213 | 103 | 48.4 | 103 | 52 | 50.5 | 110 | 51 | 46.4 |
| Wyoming | 134 | 28 | 20.9 | 108 | 23 | 21.3 | 26 | 5 | 19.2 |
| New Mexico | 1,402 | 1,305 | 93.1 | 736 | 667 | 90.6 | 666 | 638 | 95.8 |
| Total | 21,888 | 7,355 | 33.6 | 17,731 | 4,877 | 27.5 | 4,157 | 2,478 | 59.6 |
| Grand total | 829,317 | 520,207 | 62.7 | 398,477 | 247,468 | 62.1 | 430,840 | 272,739 | 63.3 |

A comparison of these tables with the tenth and eleventh, previously given, will enable the reader to see how great is the need for special effort toward the cultivation and improvement of the colored youth in our nation. The surplus of percentage of colored minor over white minor illiteracy for the Union as a whole is 55.

*Minor illiteracy compared by age, race, sex, and location.*

| Age. | Race. | Northern group. | | | Southern group. | | | Pacific group. | | | The Union. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male. | Female. | Both sexes. | Male. | Female. | Both sexes. | Male. | Female. | Both sexes. | Male. | Female. | Both sexes. |
| 10—14 | Colored | 16.9 | 15.2 | 16.1 | 70.7 | 68.5 | 69.6 | 46.4 | 52.0 | 48.8 | 67.3 | 65.1 | 66.2 |
| | White | 4.0 | 3.1 | 3.6 | 31.9 | 27.1 | 29.6 | 9.6 | 8.8 | 9.2 | 12.9 | 10.7 | 11.8 |
| | Surplus of colored. | 12.9 | 12.1 | 12.5 | 38.8 | 41.4 | 40.0 | 36.8 | 43.2 | 39.6 | 54.4 | 54.4 | 54.4 |
| 15—20 | Colored | 16.5 | 15.4 | 16.1 | 69.6 | 66.9 | 67.0 | 27.5 | 59.6 | 33.6 | 62.1 | 63.3 | 62.7 |
| | White | 3.2 | 2.6 | 2.9 | 18.3 | 16.2 | 17.2 | 6.9 | 8.1 | 7.5 | 7.7 | 6.7 | 7.2 |
| | Surplus of colored. | 13.3 | 12.8 | 13.2 | 51.3 | 50.7 | 50.8 | 20.6 | 51.5 | 26.1 | 54.4 | 56.6 | 55.5 |

## BRIEF SUMMARY OF THE EDUCATIONAL CONDITION OF THE UNION.

### NEW ENGLAND STATES—MAINE.

There was here an evident improvement in school-houses, 180 more being reported in good condition. The valuation of school property, accordingly, was $22,934 higher. Expenditures and receipts for public schools were also increased by over $41,000; teachers received better pay, and 42 more of them were graduates of normal schools, while 4,713 had had some experience. Hence, out of a school population less by 729, there were 240 more brought into the public schools. From some cause, however, probably from the fact that under 20 per cent. of all the teachers were thoroughly fitted for school work, the average attendance did not correspond with the increased enrolment, but fell off 3,615; the average school term was also 2 days shorter. For the first time we learn that, of 483 towns reported, 437 were well supplied with text books, that 384 had uniformity in

these, and that 37 schools had globes, 1,476 had wall maps, 21 also having charts. The superintendent thinks that on the whole there was a gain in the quality of schools, but that any great improvement is impossible till a township system supersedes the district system generally.

NEW HAMPSHIRE.

There was here a decrease of 1,106 in public school enrolment and of 5,023 in average daily attendance, 730 more youth of school age being out of school, although private schools enrolled 486 more; the average public school term was shortened by more than 8 days; there was a decrease in the estimated value of public school property, in the average pay of teachers, and in the number of these from normal schools. More public schools were taught, however; more of them were graded and high, and more were supplied with maps and globes; 125 more teachers were employed, and 105 more taught for successive terms.

VERMONT.

Enrolment in public schools was 592 less and in private schools 383 more than in 1880, but the average daily attendance on public schools was 1,094 more, an increase of nearly 2 per cent. on the number enrolled. Fewer public schools were taught, the term was a day shorter, and the whole expenditure $7,033 less. Fewer men and more women were employed, but the average monthly pay of men was $1.92 greater and that of women 60 cents less. The ungraded district schools, which enroll six-sevenths of the pupils, suffer from a tendency of the population to collect in business centres, thus leaving the rural districts thinly populated and schools generally poorly sustained. Graded schools, however, were more numerous and improved in quality.

MASSACHUSETTS.

The statistics show about 5,000 more children of school age, 18,000 more of all ages in public schools, 19 fewer in average daily attendance, 784 more in average membership, and 378 fewer attending private and academic schools than during 1879–'80. More pupils attended public high schools and more were in average attendance on evening schools, although the enrolment in the latter was slightly less. The number of public schools increased by 431 and the average term by 1 day. The average monthly pay of teachers was increased by $18 for men and $7.90 for women, and the whole expenditure for public school purposes by $619,811. Among other evidences of popular interest in the schools the report notes the amount of money raised for their support, which allowed $18.47 for every child of legal school age; the large attendance on public schools; the efforts teachers were making to prepare themselves for their work by attendance on normal schools and institutes, and the increase of institutes and similar educational meetings.

RHODE ISLAND.

This State reports an increase of 804 in youth 5 to 15 years of age and of 386 in the enrolment, with a decrease of 120 in the average number belonging and of 279 in average daily attendance; fewer public school buildings by 2, but an increase of $60,322 in the value of school property; 6 more schools taught, the average term being 2 days longer; 170 more teachers employed in day and evening public schools and 78 more who had been trained in normal schools; an increase of $5.76 in the average monthly pay of men, a decrease of $1.10 in that of women, and $5,737 more expended for public school purposes. The increase of absence from the schools is deplored by the State board, which reports 12,730 youth of school age as not attending, while 2,551 attended for less time than the 12 weeks required by law. To the evils inseparable from the district system the board chiefly ascribes these poor results, and recommends that municipalities desiring to do so be allowed to abolish the system; also, that there be a more effective compulsory attendance law and better local supervision.

CONNECTICUT.

There was here an increase of 3,510 in youth 4 to 16 years of age, but the enrolment in public schools and in schools of all kinds decreased, and more children of school age by 3,980 did not attend any school. Still, more public schools were taught, the expenditure for them was $68,316 greater, and the average term was a little longer. Six more schools were graded; and, although 4 fewer houses were built, 10 more were reported in good or fair condition. The decrease in attendance shown will not, it is claimed, justify the inference that education was considered less important than heretofore. It is thought that the attendance on private schools was greater than the number given, these schools not being required by law to report to the school authorities. The decrease in public school enrolment is explained by the facts (1) that increased business prosperity caused more youth of school age to be withdrawn for work and (2) that a larger number than usual of children under 5 were excluded. Almost all the youth 8 to 14 were, it is believed, in attendance on some school for a portion of the year.

MIDDLE ATLANTIC STATES — NEW YORK.

With an increase of nearly 21,000 in the number of youth 5 to 21 years of age, there was a decrease of over 10,000 in public school enrolment and of over 13,000 in average daily attendance, private school attendance having also decreased slightly. This decline in school attendance is ascribed by the superintendent to the business activity of the year, which led many of the youth over 14 to leave school for work. He thinks the schools increased in efficiency in greater proportion than the attendance fell off, and that the results attained justified the expenditure, which was $511,026 greater than the previous year. There were 205 more pupils in academies, 191 more in normal schools, 2,610 more in colleges, 490 more in medical schools, and 50 fewer in law schools, the total loss in attendance on all classes being 7,123. The figures show a smaller number of public school-houses, but a greater estimated value of school property; 28,498 fewer volumes in district school libraries; an average school term 1 day shorter; fewer men and more women teaching, but a slight increase in their average pay; 27 more teachers licensed through normal schools, 188 more by local officers, and 119 fewer by the State superintendent.

NEW JERSEY.

For the first time in many years there appear evidences of decline in school work. With an increase of 4,946 in the number of youth 5 to 18 years of age, there was a decrease of 1,419 in the number attending public schools (with 126 more in private or church schools), the average daily attendance on public schools being 5,142 less and the number not in any school 5,995 greater. The average public school term was 2 days shorter and the average pay of teachers decreased, as did also the number of men teaching, their places being filled by women. There were, however, more certificates of a higher and fewer of a lower grade issued to teachers, and more evening schools were taught, their terms being a little longer and the attendance greater.

PENNSYLVANIA.

With about a million and a half of youth of school age, there were 931,749 enrolled in public and 26,710 in private schools, a decrease for the year of 5,561 in public and of 842 in private schools. The number of public graded schools increased, as did the expenditure for public schools and the value of school property. Throughout the State, exclusive of Philadelphia, which does not report on these points, drawing was taught in 693 more public schools and the higher branches in 82 more. There were more first class public school-houses and more with suitable furniture; fewer were reported badly ventilated, but more as "unfit for use." Improvement in the quality of teaching is indicated by an increased number of teachers with long experience (649 more having been employed over five years continuously), as well as by the fact that 158 more had attended State normal schools and 138 more were graduates of such schools.

DELAWARE.

Here the statistics show an increase during the year of 1,826 in school population and of 1,299 pupils enrolled in free schools. The average pay of teachers in schools for whites was slightly increased, as also was the number of schools taught, although the average term was 5 days shorter. Attendance on colored schools diminished by 226, while the number of that race within the school age was 198 greater. In 1881, for the first time, the State recognized its obligation to aid in the education of the colored people by making an appropriation of $2,400 from the treasury for their schools.

MARYLAND.

This State reports a decrease of 3,522 in the whole public school enrolment and of 6,039 in average daily attendance; of 3,293 in the enrolment of colored pupils and of 1,167 in their average attendance; of 5 schools taught, but $60,214 more expended on them. A severe winter and unusual sickness are said to account in part for this falling off; but the main difficulty in the way of improvement is the inadequacy of school revenues. The Census of 1880 reveals the presence in the State of 134,488 illiterates over 10 years of age, 90,172 of them being colored. In order to drive this army of illiterates from the field more money is necessary, and, as the superintendent says, "The people of Maryland, however willing, do not feel able to increase their taxes."

VIRGINIA.

With only 858 more youth of school age reported, there was an increase of 18,310 in public school enrolment and of 6,083 in average daily attendance, a very fair proportion of this advance being in attendance of colored pupils. More pupils studied the higher branches, more were supplied with free text books, more schools were taught, more were graded, the average school term was $4\frac{1}{2}$ days longer, and $154,130 more were expended on schools. There were 69 more school-houses built than in 1880, and 288 more were owned by districts, the value of school property having increased by $21,788. Great benefit to the schools had resulted from the improvement of teachers in methods of instruction, due to their attendance on normal institutes, held by means of aid received from the Peabody fund.

SOUTH ATLANTIC STATES — NORTH CAROLINA.

An increase appears of 2,010 in the number of white youth 6 to 21, and of 6,738 in that of colored youth, with 3,830 more white and 11,280 more colored enrolled in public schools, the whole increased enrolment of both races being 15,110, against an increase of only 8,748 in youth of school age. There were $56,777 more expended during the year for public schools, but the State school fund decreased by $100,000. A want of uniformity in statistics for the two years in respect to average attendance and some other points renders of little value any comparison which might be instituted. The figures show a decrease in average attendance of 4,982 for both races, but a full report was not made for either of the two years. Much was done to improve the teaching force by a number of normal schools, more or less permanent in character, established by religious associations in other States.

SOUTH CAROLINA.

The statistics show an increase of 120 white and a decrease of 734 colored pupils enrolled in public schools, the average attendance of neither race being reported; 84 more public schools taught, at an added cost of $21,006, the average term for the State being $3\frac{1}{3}$ days longer; 190 more school-houses and 91 more owned by districts, school property being valued at $84,272 more than the preceding year; a slight increase in the average monthly payment of teachers; and a decrease of 22 in the number of white teachers, with an increase of 100 in that of colored employed. The decrease in attendance of colored

pupils was due in some cases to the unusually severe winter weather and in others to the use of school funds for the improvement and erection of school-houses, leaving little for tuition. The superintendent says there are evidences of progress which cannot be expressed in figures. Among them are mentioned the holding of two State normal institutes, one for white and one for colored teachers, which, besides their other good results, aroused a deeper popular interest in the schools. Educational questions, he says, are now more often discussed in the newspapers, in public meetings, and in general conversation; there was increased efficiency in educational officers; the school fund was better administered; and popular prejudice against free public schools was diminishing.

GEORGIA.

With 461,016 youth 6 to 18 years of age in 1880, there were 244,197 pupils enrolled in public schools in 1881. There was an increase of 3,022 in white pupils and of 4,642 in colored, the whole increased enrolment being 7,664, with 4,718 more in average daily attendance. There were, however, 1,662 fewer pupils reported in elementary private schools, 1,211 fewer in academic and 2,245 fewer in collegiate institutions. The number of public schools increased by 139, and the money raised for their support by $27,504.

FLORIDA.

In the absence of statistics for 1880–'81, no comparison of the educational condition of that year with the preceding one can be made. Even the secretary and agent of the Peabody fund trustees, on whom the State has to depend for special aid towards the improvement of its schools, has not been able to obtain statistics later than for 1879–'80. There was at that time a public school enrolment of 39,315 pupils out of 74,213 youth 4 to 21 years of age — nearly 53 per cent. — with an average daily attendance of 27,046.

GULF STATES — ALABAMA.

The public schools received in 1880–'81 $9,466 more for their support than in the previous year and had $35,225 more spent on them; they also had a larger force of teachers at higher average pay; yet the figures which indicate results are almost wholly on the losing side, enrolment having diminished by 3,201 (though the United States Census shows a much larger number of school age to draw from) and average daily attendance on school exercises declining by 2,662. In elementary studies, such as spelling, reading, and writing, there were from 1,782 to 13,476 fewer pupils, and only in the more popular ones of geography and arithmetic an increase; in the former, of 42; in the latter, of 9,653. No explanation is presented in the State report of these temporarily disappointing results in what certainly appears to be a much improved school system.

MISSISSIPPI.

In this State the results presented are greatly more encouraging. With $22,683 less raised for public schools and $72,947 less spent on them and with a smaller school population by 6,726 to draw from for filling them, there were yet 634 more pupils on the rolls, 9,680 more in average belonging, and 3,303 more in average daily attendance. Considering the low estate and poor condition of the great body of the colored people, the number of their children put into the schools and going to make up this large increase in attendance is very remarkable.

LOUISIANA.

With 16,191 more youth of age for public school instruction, with 195 more public schools to receive these, and with an increase of $29,626 in expenditure for support of the State schools, giving an average pay of $4 more a month for teachers, there were yet 6,070 fewer pupils brought under instruction in the State system. Lack of such teachers as

longer terms of school and consequently better annual pay would bring into the service; lack of good school-houses, with the needful appliances for comfort; and lack of efficient local supervision, which can only be obtained through more remunerative salaries than are now given to the few existing parish superintendents, are among the reasons indicated in the State report for this disappointing educational condition.

TEXAS.

The original returns for 1880–'81 having been consumed by a fire in the State office and duplicates of these having been in many cases unattainable, the statistics of only 109 counties against 132 in the preceding year appear in the State report. Any fair comparison of year with year cannot, of course, be made in such circumstances. The figures, as presented, appear to indicate retrogression at every point; but the secretary of the State board of education, whose opportunities for knowledge of all the facts were of the best, declares that there was large increase in the number of the public schools maintained, and also of the pupils in them. He admits, however, that the system is defective, and that there can be no approach to perfection in the working of it till there is more effective supervision, with better teachers, longer school terms, and permission to lay general local taxes to supplement State school funds.

SOUTHERN CENTRAL STATES—ARKANSAS.

Here we find an increase for the year of 27,772 pupils enrolled in the public schools, while only 25,294 more youth 6 to 21 were reported in the State; a corresponding increase in teachers and school-houses, school property valued at $84,517 more; and $150,356 more applied to public school purposes.

KANSAS.

The statistics from this State show progress at almost all points. With an increased enumeration of 7,532 youth 5 to 21, there were 17,600 more pupils enrolled in public schools and 2,109 more in daily average attendance. More school districts reported and more had uniform text books; public school-houses increased in number and school property in value; the average term was 10 days longer and the public school expenditure was $158,010 more. The average monthly pay of teachers, however, decreased by $2.26 for men and $2.21 for women.

MISSOURI.

Missouri reports 741,632 youth 6 to 20 years of age and 488,091, or nearly 66 per cent., enrolled in public schools, an increase for the year of 11,715 in the number enrolled. There were 172 more schools for whites taught and 9 more for colored; 17,807 more sittings were provided, the value of school property increasing by $168,294 and the whole amount expended for school purposes by $316,561.

KENTUCKY.

With 483,404 white youth 6 to 20 years of age in the State there were 238,440, or not quite 50 per cent., enrolled in public schools, and only 149,226 in average daily attendance, a decrease of 6,918 enrolled and 8,992 in average attendance, with an increase of 4,807 in youth of school age. The colored school population (6 to 16) numbered 70,234, but the enrolment of these is not reported. Fifty-three more districts sustained schools for white and 21 more schools for colored children; 29 more school-houses for whites were reported, the value of their school property increasing by $166,697 and the whole expenditure for public schools by $381,124.

TENNESSEE.

The statistics here show 545,875 youth 6 to 21, 283,468 enrolled in public schools, and 180,509 in average daily attendance, an increase for the year of 1,013 in school popula-

tion, with a decrease of 6,673 in public school enrolment and of 10,952 in average daily attendance. The number of pupils attending private schools also decreased, leaving 12,687 fewer pupils in both classes of schools. An increase of 6,915 appears in the number of colored youth enrolled in public schools, but even with this there was not quite 49 per cent. of the school population in attendance. The decrease of 13,588 white pupils enrolled left about 53 per cent. in the schools. More public schools were taught, also more private and more consolidated schools (the last being a union of the first two); the average public school term was 2 days longer, but the whole expenditure was $86,853 less, although 926 more teachers were employed and their average pay was only 7 cents a month less. The number of school-houses was 2 more than the previous year, but the estimated value of school property was $198,282 less, although considerable improvement is reported in school-houses, more than 500 old structures giving place to new ones and many being supplied with better furniture. Such inconsistent statistics are doubtless the result of imperfect reports, 3 counties having failed to report at all in 1880, and 6 in 1881. Possibly, too, some of the serious retrogression above noted may be due to the same cause, since encouraging reports are given of the condition of the schools by the State superintendent and the popular sentiment regarding them is said to be improving.

### WEST VIRGINIA.

The report from this State shows encouraging educational progress: improvement in methods of instruction; a demand for better teachers; an increased interest of parents in the schools; improved school buildings, with better furniture and apparatus; an increased number of county educational meetings held; and provision made by the legislature for the free education of 18 colored normal students at Storer College, Harper's Ferry. There was an increase of 2,353 pupils enrolled in public schools against 3,078 more youth 6 to 21. The increased enrolment of white pupils was nearly equal to the increase in white school population; but the enrolment of colored pupils fell off, while the number of school age increased. Indeed, not quite 48 per cent. of the colored youth of school age attended public schools for any part of the year; and the per cent. of whites attending was only 69. The decrease in average daily attendance was not large, and was about the same for both races, though proportionately much greater for the colored. More public schools were taught and $44,386 more were expended for school purposes, but the average pay of teachers decreased and the average term of schools was 9 days shorter. More school buildings were reported and the valuation of school property was $82,609 greater.

### NORTHERN CENTRAL STATES—OHIO.

Ohio reports 1,063,337 youth 6 to 21 years of age, 744,758 enrolled in public schools, and 468,141 in average daily attendance, with 30,362 in private schools, or nearly 73 per cent. of the school population under instruction during some portion of the year. The statistics show an increase during the year of 17,112 in school population, with a decrease of 2,380 enrolled in public schools and an increase of 1,712 in private schools, leaving a small decrease in the number of pupils under instruction in both classes of schools, with a largely increased number to be educated. There was also a decrease of 8,138 in the average daily attendance on public schools. But it must be remembered, in dealing with the statistics of this State, that for some time past each alternate year has been one of depression. The public school enrolment increased largely during 1875–'76, 1877–'78, and 1879–'80, falling off in every intervening year. Comparing the statistics of 1879 and 1881, we find, indeed, about 20,000 more youth to be educated in 1881, with only 10,000 more enrolled in public schools and 8,000 more in average daily attendance, but the per cent. of attendance on enrolment, counting public and private school pupils, was about the same. It appears, too, that, notwithstanding the decrease reported for 1881 in public school enrolment and average attendance, there were 92 more

school-houses, having 134 more rooms occupied, school property increasing $252,264 in value; 286 more teachers were employed, though at reduced pay; $429,173 more were expended for school purposes, and the average term was 5 days longer.

INDIANA.

Although the annual enumeration showed 10,785 more youth to be instructed in 1880–'81 and although 217 more districts reported schools for such instruction as having been taught in that year, the fine record of the previous year was not maintained. Enrolment in the public schools fell off by 7,428 and average daily attendance on them by 15,358. Even with this falling off the enrolment was about 70.5 per cent. of the youth of school age and the average attendance about 60.7 per cent. of the number enrolled, which would be thought in most States very fair. The private schools in public buildings, which are here allowed by the school law in the intervals of public sessions, were 101 more and enrolled 1,702 more pupils, bringing up a little higher the percentage of all under instruction; while graded schools, with their superior training, though less numerous by 22 in districts, were more so by 125 in townships, giving an absolute increase of 103, making the general average of the public teaching better. The new school-houses, with their greater comforts and advantages, were also 56 more than in the previous year, school property thus rating $206,225 higher. Receipts and expenditures for public schools showed an increase of $77,456 in the former and of $36,904 in the latter.

ILLINOIS.

In this State, as in Indiana, the year's record was a fair one, but inferior to that of the preceding year. Instead of a public school enrolment that included more than the whole increase in youth of school age and an additional average attendance more than double this large increase of enrolment, there was a decline of 2,414 in one and of 5,780 in the other, attendance on private and church schools also diminishing. Still, here also the enrolment, thus diminished, took in 70 per cent. of the school youth of the State (75.9 per cent., if private and church schools are included), and the average attendance was about 60.7 per cent. of the enrolment. The public schools, too, gained on the private, the latter reported being 34 less, the graded schools in the public system 30 more, with 42 more houses for public schools and an increase of $1,080,744 in school property as valued. Then receipts for public schools were greater, expenditures for them $326,472 more, and the average pay of teachers of both sexes considerably better than for two preceding years.

MICHIGAN.

Michigan, with more than 518,000 youth of school age (5 to 20), had 371,743 attending public and1 9,788 attending private schools, or over 71 per cent. of the school population enrolled in public schools and over 75 per cent. in both classes, an increase for the year of 12,073 in school population and of 9,187 in public school enrolment, with 934 more in private schools. There were 175 more public school-houses, with 8,595 more sittings, school property being valued at $406,857 more, and 17,891 more volumes were reported in public school libraries. There was an increase in the number of teachers employed and in the number attending State institutes. The permanent school fund was $159,241 more and $307,683 more were expended on public schools, although the average pay of teachers decreased slightly; the average term of schools was 4 days longer.

WISCONSIN.

Wisconsin reports over 300,000 pupils in public and 26,252 in private schools out of 491,358 youth 4 to 20 years of age. Counting 4,724 who attended State normal schools and academies gives us over 67 per cent. of the school population attending. There were also 2,971 students in collegiate and theological schools (an increase for the year of

384), besides 1,938 under instruction in benevolent institutions. Comparing these statistics with those of the previous year we find 8,129 more youth of school age, but only 665 more enrolled in public schools, while the average daily attendance decreased by 6,632. There were more pupils in private schools, however, by 314. There were fewer public schools taught by 141, but more of these were graded and high, and the average term was over 13 days longer; the expenditure for public schools was $48,331 more; the amount of public school fund increased by $42,370, and the normal school fund by $27,793, while there were smaller advances in the university and agricultural college funds. The superintendent finds in the above, and in other facts, evidence of a steady and healthful advancement. He reports greater harmony and zeal in the management and teaching of the schools; more apparent willingness to remedy defects in the system; a slight growth of sentiment favorable to the employment of better teachers for longer terms; a wider dissemination of information in respect to hygienic laws in their application to school-houses, grounds, and the care of children while in school; and a marked progress in methods of instruction in the country schools, through the adoption of a graded course of study.

MINNESOTA.

Owing to the death of State Superintendent Burt before completing his report for 1880–'81, full statistics for that year cannot be obtained. The return sent by his successor shows a decrease of 2,970 in public school pupils enrolled and of $239,622 expended for them, but an increase of 6 days in the average school term, of 356 in the number of teachers (who received a slight advance in pay), of $559,559 in the estimated value of public school property, and of $385,748 in the State school fund.

IOWA.

With 594,730 youth 5 to 21 years of age, there were 431,513, or over 72 per cent., enrolled in public schools and more than 15,000 attending private schools, which raised the percentage of pupils under instruction to 75. There was an increase for the year of 8,174 in youth of school age, which was nearly met by an increased enrolment of 5,456 in public and of 2,374 in private schools, but the average attendance on public schools decreased by 5,748. More school-houses were reported, at an increased valuation of $290,250; more teachers were employed, their average monthly pay was slightly advanced, and the permanent school fund was increased by $62,713.

NEBRASKA.

Here the public schools enrolled 100,776 out of 152,824 youth 5 to 21, or about 66 per cent., but only 65,504 were in average daily attendance. The number of pupils in private or church schools was not reported. A comparison of these figures with those of the previous year shows an advance in nearly all respects. There were 10,476 more youth of school age, 8,227 more enrolled in public schools, and 5,348 more in average daily attendance. With an increase of 269 in school districts there were 517 more having school 6 months and over, while fewer reported no schools and the average term for the State was a day longer. More teachers were employed, at a slight advance in average pay; $27,108 more were expended for public school purposes and the permanent State school fund increased by $1,803,348.

COLORADO.

In this State, out of 40,804 youth 6 to 21 years of age, 26,000, or 63 per cent., were enrolled in public schools, 14,649 being in average daily attendance. The number attending private and church schools was not reported. An advance for the year appears of 3,881 in pupils enrolled and of 2,031 in average daily attendance, with 5,238 more of

school age, which was met by an addition of 5,977 sittings for pupils in 22 school buildings, 112 more teachers, and $161,624 more expended on the schools. There were 1,395 more volumes in the school libraries, the valuation of school property was $294,803 more, and the average monthly pay of teachers in ungraded schools advanced considerably, men receiving $10.84 and women $6.56 more, while men teaching graded schools were paid $1.58 more, but women $1.52 less.

STATES ON THE PACIFIC SLOPE—NEVADA.

The decay of mining interests still shows its effect on the population and the schools, 22 fewer districts making report of schools and the number reported being 29 below that reported in 1879–'80, the reported value of school property going down also $15,081; teachers 21 fewer, with smaller salaries; youth of school age reported, 59 less; the average length of term was 2.4 days less; enrolment in public schools 716 less, with a corresponding diminution in the private schools. Yet, with all this falling off, the average attendance in public schools increased a little; 20 more schools were sustained without rate bills; receipts for public schools were $4,079 greater, and the growth of the State school fund was $149,000.

CALIFORNIA.

In this State there are clear signs of educational advance in the State school system, as is learned from the report of the superintendent, received since the abstract (page 13) was prepared. Although the census takers reported 4,741 fewer youth of age for free instruction, 985 more of that age were brought into the public schools, while, including those under and over the school age, 5,090 more pupils were enrolled. In average daily attendance, too, 4,575 more were reported. Per contra, youth in private schools fell off 1,055. To meet the considerable additional number of public school pupils there were 149 more public schools, 46 more of the districts reporting good school accommodations and 30 more good furniture. Of the 142 more teachers, also, 95 were graduates of normal schools. Enrolment, average belonging, average attendance, all were largely in excess of like items in any former year, while the per cent. of non-attendance was less than for seven preceding years.

OREGON.

School districts were more numerous by 30 and 28 more reported their statistics. These showed the existence of 87 more school-houses, adding $89,606 to the value of school property; showed a school population of 2,026 more to be instructed; showed funds for such instruction $20,139 greater; showed that 12 more first grade certificates had been issued to teachers and 80 more second grade; but yet showed also that 3,035 fewer pupils were enrolled in the public schools and that 2,239 fewer had been in average daily attendance; this, too, though private schools, which increased by 44, had gathered in 612 additional pupils. The only gain exhibited in attendance on the public system was in the districts with graded schools, and as these are almost wholly in the towns and cities the considerable decrease indicated must have been in the comparatively poor and unattractive country schools.

THE TERRITORIES—ALASKA.

The accounts show increase of educational facilities, of school attendance, and of improvement from these in this yet unorganized vast territory. New buildings for schools and teachers were erected among the Chilkats, Hoonyahs, and Hydahs at large expense and with great labor, owing to the immense distances of these tribes from each other and from the sources of supply. Attendance appears to have increased from about 250 to nearly 500, with an average of at least half this, while in one instance a school of much promise was formed substantially by a set of Indian boys, who voluntarily withdrew from the degradation of bad native homes to secure themselves an education, even at

the expense of daily labor for their own support while getting it. All this is from a report of the active Presbyterian agent in the field; the Methodists, who are said to be entering it, not having yet sent any report of work, and none having come from the Alaska Company's schools on the Seal Islands.

ARIZONA.

Although the report of the territorial superintendent indicates that the school returns here are incomplete, falling far short of showing the actual educational condition, it is evident from even these returns that public schools had increased in number, 148 being reported against 101 "rooms for study" reported in 1879–'80, while school property was rated $8,244 higher. Receipts and expenditures for schools, however, were less by several thousand dollars, as presented, and the enrolment reported was 368 less than that of the preceding year, perhaps because there were 9 private or church schools, not previously reported, working as rivals of the public schools.

DAKOTA.

Reports from this great Territory are defective, from the fact that important towns and cities have charters which release them from obligation to make returns of school affairs and from the further fact that county officers too often do not make them. Still, from the United States Census of 1880 and from reports of the territorial authorities for the latter part of 1881, it may be seen that there was in the latter year an increase of probably at least 11,000 youth of school age, an enrolment in the public schools of so many additional pupils as to more than cover this large increase, a provision of over 500 more schools for those enrolled, with a corresponding addition to the teaching force, while the receipts for schools, by the reported figures, exceeded by $108,000 the highest estimate of those of 1880, and, in the opinion of the superintendent of instruction, exceeded them by about a quarter of a million.

DISTRICT OF COLUMBIA.[1]

Of the school population shown here by the United States Census of 1880 there were 62.7 per cent. enrolled in public schools in 1880–'81, and, of those enrolled, 75.9 per cent. were in average daily attendance, the colored pupils especially distinguishing themselves in respect to this attendance. Receipts for all school purposes were $78,687 greater than in the previous year and expenditures $88,745 greater; school property, through the addition of new buildings and repair of old ones, rose in value $120,533. There was an increase of 27 teachers, and every new teacher appointed in the primary grades has received normal training.

IDAHO.

The most important county here not reporting its educational statistics and those from some other counties being too uncertain to form a basis for definite conclusions, it is diffi-

[1] There is a natural desire in the District of Columbia and abroad in the country that education of the people at the capital of the nation should be in all respects a model for the study of the rest of the country and for the observation of foreigners. Great advances have been made in the last fifteen years, but much remains to be accomplished. The system should be complete; certainly a school for the reform of girls and special schools to give instruction in various industries and school-houses embodying the best results of pedagogical study and sufficient to accommodate all the children should be erected. No one can observe the large number of wayward or neglected children in the streets without acknowledging the necessity of providing for their care and instruction, and perhaps ample authority may be found in an old act passed by the city government providing for the binding out of poor orphan children and the children of drunkards, vagrants, and paupers, passed October 31, 1820. The child or children of drunkards, vagrants, or paupers who appear to be bringing up their children in ignorance and vice, sloth, and idleness, or who suffer them to be begging or holding horses for hire at public places, may be taken in charge by the trustee or justice of the peace, and, if a male child, may be bound out until he shall have arrived at the age of 21 years, and, if a female, till she shall have arrived at the age of 16 years.

cult to determine whether there was in 1880–'81 an educational advance or not. The territorial superintendent, however, thinks there has been "substantial progress."

INDIAN TERRITORY.

Under this head all education of the Indians, except in Alaska, has been included. Among the 5 great tribes in the Indian Territory proper, the reports respecting youth of school age were defective; among other tribes throughout the United States, there was an increase of 4,382 in such youth. Still, in the former there were 85 more presented as under instruction against 869 more among the latter; while average attendance on the schools taught appears from the figures to have been wonderfully good for children and youth in such unfavorable circumstances. The training of selected Indian youth, with the consent of their parents, away from the hindering influences of savage life and amidst the surroundings of civilization, continued through the year with such encouraging success as to draw forth from high authorities strong words of commendation and to lead to a resolution to extend the system.

MONTANA.

With about 10,000 youth of school age here, there were 5,112 pupils reported in the territorial public schools and 2,800 in average attendance. For a Territory of immense extent and with a population greatly scattered this is a fair showing, quite up to that of several States long and well settled and beyond that of some States. Within the two years presented there was considerable advance in youth to be educated, in attendance upon schools, in teachers employed, and in their qualifications.

NEW MEXICO.

In the absence of territorial reports on education the United States Census of 1880 affords the latest information. This shows that with 29,255 youth of school age (7–18) there were 4,755 under instruction in the nominally public schools and 3,150 in average daily attendance. If these figures look discouraging, they yet indicate a far better state of things than in 1870, when, with an approximate number of children of school age, only 1,798 were reported as in school. In a population separated from the prosperous States and scattered thinly over a vast area, where the older residents are averse to unsectarian public schools and Spanish and Indian languages largely prevail, the schools have not prospered; but, as important railroads are pushing through the Territory and bringing in a better people eager for all advantages, another census must show figures very different from those above.

UTAH.

With 42,353 youth 6 to 18, the Territory of Utah reports 26,772 attending public schools. Public school enrolment increased 2,446 during the year and average daily attendance 1,504, the increase in school population being only 1,681. More schools were taught and more teachers employed; the average public school term was 12 days longer; and $67,070 more were expended on public schools. Improvement in the qualifications of teachers and in the style and quality of school-houses is also reported.

WASHINGTON TERRITORY.

This Territory reports 23,899 youth 4 to 21 years of age; 14,754, or a little over 60 per cent., enrolled in public schools; and 11,275 in average daily attendance. There were 729 more pupils in average attendance than the year before, with a slight decrease in the number enrolled and 2,750 fewer of school age. Fewer public school-houses were reported and fewer teachers, but there was an increase in the average pay of teachers and in the amount of public school income.

WYOMING.

It appears from the report of the governor to the legislature that public schools continued to prosper and new ones were opened, liberal sums were expended in building and repairing school-houses, and efforts were made to secure better teachers. The statistics show an enrolment of 2,544 pupils in public schools, a decrease for the year of 363. The number of school age is not given for 1880–'81, but for 1879–'80 it was 4,112.

COMPARATIVE STATISTICS OF EDUCATION IN THE SOUTH.

*Table showing comparative population and enrolment of the white and colored races in the public schools of the recent slave States, with total annual expenditure for the same in* 1881.

| States. | White. | | | Colored. | | | Total expenditure for both races.[a] |
|---|---|---|---|---|---|---|---|
| | School population. | Enrolment. | Percentage of the school population enrolled. | School population. | Enrolment. | Percentage of the school population enrolled. | |
| Alabama | *b*214,152 | 107,338 | 50 | *b*208,587 | 68,951 | 33 | $410,690 |
| Arkansas | *c*199,109 | *d*74,384 | 37 | *c*65,206 | *d*24,360 | 37 | 388,412 |
| Delaware | 33,133 | 26,578 | 80 | 4,152 | 2,544 | 61 | *e*207,281 |
| Florida | *ce*46,410 | *cd*18,871 | *e*41 | *ce*42,099 | *ed*20,444 | *e*49 | *e*114,895 |
| Georgia | *b*229,872 | 153,156 | 67 | *b*231,144 | 91,041 | 39 | 498,533 |
| Kentucky | *f*483,404 | 238,440 | 49 | *f*70,234 | *e*20,223 | 29 | 1,248,524 |
| Louisiana | *b*129,224 | 38,870 | 30 | *b*142,190 | 23,500 | 17 | 441,484 |
| Maryland | *b*245,009 | 133,981 | 55 | *b*74,192 | 24,928 | 34 | 1,604,580 |
| Mississippi | 180,530 | 111,655 | 62 | 239,433 | 125,633 | 52 | 757,758 |
| Missouri | *e*681,995 | *e*454,218 | *e*67 | *e*41,489 | *e*22,158 | *e*53 | *e*3,152,178 |
| North Carolina | 293,780 | 140,311 | 48 | 174,292 | 100,405 | 58 | 409,659 |
| South Carolina | *b*94,450 | 61,339 | 65 | *b*167,829 | 72,119 | 43 | 345,634 |
| Tennessee | 402,580 | 215,702 | 54 | 143,295 | 67,766 | 47 | 638,009 |
| Texas | *eg*171,426 | *e*138,912 | *e*81 | *eg*62,015 | *e*47,874 | *e*77 | *e*753,346 |
| Virginia | *e*314,827 | 162,087 | 51 | *e*240,980 | 76,959 | 32 | 1,100,239 |
| West Virginia | 205,087 | 141,319 | 69 | 8,104 | 3,884 | 48 | 761,250 |
| District of Columbia | *b*29,612 | 17,716 | 60 | *b*13,946 | 9,583 | 69 | 527,312 |
| Total | 3,954,600 | 2,234,877 | ..... | 1,929,187 | 802,372 | ..... | 13,359,784 |

*a* In Delaware, in addition to the school tax collected from colored citizens, which has heretofore been the only State appropriation for the support of colored schools, the legislature now appropriates annually $2,400 from the State treasury for educating the colored children of the State; in Kentucky, in 1881, the school tax collected from colored citizens was the only money coming from the State for the support of their schools—there was, however, in this year a growth in the movement to give to colored children of school age equal advantages with the white children in the common school fund of the State; in Maryland there is a biennial appropriation; in the District of Columbia one-third of the school funds is set apart for colored public schools; in South Carolina the school moneys are distributed in proportion to the average attendance without regard to race; and in the other States mentioned above the school moneys are divided in proportion to the school population without regard to race.

*b* United States Census of 1880.

*c* Several counties failed to make race distinctions.

*d* Estimated.

*e* In 1880.

*f* For whites, the school age is 6–20; for colored, 6–16.

*g* These numbers include some duplicates; the actual school population is 230,527.

*Statistics of institutions for the instruction of the colored race for* 1881.

| Name. | Location. | Religious denomination. | Instructors. | Students. |
|---|---|---|---|---|
| NORMAL SCHOOLS. | | | | |
| Rust Normal Institute | Huntsville, Ala | Meth | 2 | 111 |
| State Normal School for Colored Teachers | Huntsville, Ala | | 3 | 134 |
| Lincoln Normal University | Marion, Ala | | 5 | 222 |
| Emerson Institute | Mobile, Ala | Cong | 8 | 350 |
| Alabama Baptist Normal and Theological School | Selma, Ala | Bapt | 6 | 126 |
| Normal department of Talladega College | Talladega, Ala | Cong | 3 | 48 |
| Tuskegee Normal School | Tuskegee, Ala | | 4 | 112 |
| Southland College and Normal Institute | Helena, Ark | | 8 | 311 |
| State Normal School for Colored Students | Pine Bluff, Ark | | 4 | 123 |
| Normal department of Atlanta University | Atlanta, Ga | Cong | | a224 |
| Haven Normal School | Waynesboro', Ga | Meth | a2 | a200 |
| Normal department of Berea College | Berea, Ky | Cong | 7 | 148 |
| Normal department of Straight University | New Orleans, La | Cong | 4 | 61 |
| Peabody Normal School | New Orleans, La | | | |
| Baltimore Normal School for Colored Teachers | Baltimore, Md | | 6 | 145 |
| Centenary Biblical Institute | Baltimore, Md | M. E | b4 | 96 |
| Natchez Seminary | Natchez, Miss | Bapt | 4 | 94 |
| Tougaloo University | Tougaloo, Miss | Cong | 8 | 247 |
| Lincoln Institute | Jefferson, Mo | | a4 | a97 |
| State Normal School for Colored Students | Fayetteville, N. C | | 3 | 109 |
| Whitin Normal School | Lumberton, N. C | | 1 | 83 |
| New Berne State Normal School | New Berne, N. C | | 3 | 65 |
| St. Augustine's Normal School | Raleigh, N. C | P. E | | |
| Shaw University | Raleigh, N. C | Bapt | b9 | 211 |
| Normal School | Wilmington, N. C | Cong | 6 | 236 |
| Institute for Colored Youth | Philadelphia, Pa | Friends | | a291 |
| Avery Normal Institute | Charleston, S. C | Cong | 10 | 459 |
| Normal department of Brainerd Institute | Chester, S. C | Presb | 3 | 40 |
| Normal School of Claflin University | Orangeburg, S. C | M. E | 4 | 128 |
| Fairfield Normal Institute | Winnsboro', S. C | Presb | 4 | 348 |
| The Warner Institute | Jonesboro', Tenn | Friends | 6 | 105 |
| Knoxville College | Knoxville, Tenn | Presb | 7 | 188 |
| Freedmen's Normal Institute | Maryville, Tenn | Friends | 6 | 207 |
| Le Moyne Normal Institute | Memphis, Tenn | Cong | 8 | 284 |
| Morristown Seminary | Morristown, Tenn | | 2 | 109 |
| Central Tennessee College, normal department | Nashville, Tenn | M. E | 4 | 149 |
| Nashville Normal and Theological Institute | Nashville, Tenn | Bapt | b9 | 197 |
| Normal department of Fisk University | Nashville, Tenn | Cong | a6 | a166 |
| Tillotson Collegiate and Normal Institute | Austin, Tex | Cong | 4 | 252 |
| State Normal School of Texas for Colored Students. | Prairie View, Tex | | a3 | a49 |
| Hampton Normal and Agricultural Institute c | Hampton, Va | Cong | b48 | b385 |
| St. Stephen's Normal School | Petersburg, Va | P. E | 7 | 250 |
| Richmond Normal School | Richmond, Va | | 3 | 66 |
| Storer College | Harper's Ferry, W. Va | | 8 | 170 |
| Miner Normal School | Washington, D. C | | 4 | 18 |
| Normal department of Howard University | Washington, D. C | Non-sect | 3 | 97 |
| Normal department of Wayland Seminary | Washington, D. C | Bapt | 5 | d110 |
| Total | | | 258 | 7,621 |

*a* In 1880.

*b* For all departments.

*c* In addition to the aid given by the American Missionary Association, this institute is aided from the income of Virginia's agricultural college land fund.

*d* 39 of these are also in the theological department.

*Statistics of institutions for the instruction of the colored race for* 1881—Continued.

| Name. | Location. | Religious denomination. | Instructors. | Students. |
|---|---|---|---|---|
| INSTITUTIONS FOR SECONDARY INSTRUCTION. | | | | |
| Trinity Normal School | Athens, Ala | Non-sect | 2 | 216 |
| Lowery's Industrial Academy | Huntsville, Ala | | | |
| Talladega College | Talladega, Ala | Cong | 7 | 142 |
| Walden Seminary | Little Rock, Ark | M. E | *a*2 | *a*60 |
| Cookman Institute | Jacksonville, Fla | M. E | 6 | 162 |
| Florida Institute | Live Oak, Fla | Bapt | 3 | 111 |
| Atlanta Baptist Seminary | Atlanta, Ga | Bapt | 5 | 110 |
| Storrs School | Atlanta, Ga | Cong | 6 | 350 |
| Howard Normal Institute | Cuthbert, Ga | Cong | | |
| La Grange Seminary | La Grange, Ga | M. E | 2 | 70 |
| Lewis High School | Maeon, Ga | Cong | 4 | 170 |
| Beach Institute | Savannah, Ga | Cong | 5 | 265 |
| La Têche Seminary | La Têche, La | M. E | 6 | 215 |
| Southern University *b* | New Orleans, La | | | |
| St. Francis' Academy | Baltimore, Md | R. C | | 60 |
| Meridian Academy | Meridian, Miss | M. E | 2 | 100 |
| Scotia Seminary | Concord, N. C | Presb | *a*7 | *a*181 |
| Bennett Seminary | Greensboro', N. C | M. E | 4 | 148 |
| Washington School | Raleigh, N. C | Cong | | |
| Albany Enterprise Academy | Albany, Ohio | Non-sect | 3 | 61 |
| Polytechnic and Industrial Institute | Bluffton, S. C | Presb | 7 | 265 |
| Wallingford Academy | Charleston, S. C | Presb | 7 | 548 |
| Brainerd Institute | Chester, S. C | Presb | *a*5 | *ac*306 |
| Benedict Institute | Columbia, S. C | Bapt | 6 | 232 |
| Brewer Normal School | Greenwood, S. C | Cong | *a*1 | *a*75 |
| Penn School | St. Helena, S. C | Non-sect | 9 | 230 |
| West Tennessee Seminary | Mason, Tenn | M. E | 2 | 75 |
| West Texas Conference Seminary | Austin, Tex | M. E | *a*3 | *a*101 |
| Bishop Baptist College | Marshall, Tex | Bapt | 5 | 208 |
| Wiley University | Marshall, Tex | M. E | *a*3 | *a*216 |
| School of the Bluestone Mission | Abbyville, Va | U. Presb | 4 | 247 |
| Thyme Institute | Chase City, Va | U. Presb | 3 | 210 |
| Richmond Institute | Richmond, Va | Bapt | 4 | 94 |
| Indian University | Tahlequah, Ind. Ter | Bapt | 3 | 56 |
| Total | | | 126 | 5,284 |
| UNIVERSITIES AND COLLEGES. | | | | |
| Atlanta University | Atlanta, Ga | Cong | *ad*12 | *a*48 |
| Clark University | Atlanta, Ga | M. E | *d*9 | *d*125 |
| Berea College | Berea, Ky | Cong | *d*13 | *d*280 |
| Leland University | New Orleans, La | Bapt | *ad*5 | *ad*148 |
| New Orleans University | New Orleans, La | M. E | 5 | 161 |
| Straight University | New Orleans, La | Cong | 9 | 260 |
| Shaw University | Holly Springs, Miss | M. E | 6 | 313 |
| Alcorn Agricultural and Mechanical College | Rodney, Miss | Non-sect | 8 | 185 |

*a* In 1880.

*b* Opened January, 1881, and closed in June of the same year.

*c* Includes normal students.

*d* For all departments.

*Statistics of institutions for the instruction of the colored race for* 1881—Continued.

| Name. | Location. | Religious denomination. | Instructors. | Students. |
|---|---|---|---|---|
| UNIVERSITIES AND COLLEGES—Continued. | | | | |
| Biddle University | Charlotte, N. C. | Presb. | *a*8 | *a*140 |
| Shaw University | Raleigh, N. C. | Bapt. | (*b*) | *c*49 |
| Wilberforce University | Wilberforce, Ohio. | M. E. | 8 | 35 |
| Lincoln University | Lincoln University, Pa. | Presb. | *a*13 | *a*161 |
| Claflin University and College of Agriculture | Orangeburg, S. C. | M. E. | 10 | 160 |
| Central Tennessee College | Nashville, Tenn. | M. E. | 5 | 29 |
| Fisk University | Nashville, Tenn. | Cong. | 10 | 74 |
| Hampton Normal and Agricultural Institute | Hampton, Va. | Cong. | (*b*) | (*b*) |
| Howard University *d* | Washington, D. C. | Non-sect. | 5 | 35 |
| Total | | | 126 | 2,203 |
| SCHOOLS OF THEOLOGY. | | | | |
| Alabama Baptist Normal and Theological School | Selma, Ala. | Bapt. | 1 | 30 |
| Theological department of Talladega College | Talladega, Ala. | Cong. | 1 | 11 |
| Institute for the Education of Colored Ministers | Tuscaloosa, Ala. | Presb. | 2 | 17 |
| Theological department of Clark University | Atlanta, Ga. | M. E. | (*e*) | (*e*) |
| Theological department of Leland University | New Orleans, La. | Bapt. | *a*1 | *a*41 |
| Theological department of New Orleans University. | New Orleans, La. | M. E. | 2 | 9 |
| Theological department of Straight University | New Orleans, La. | Cong. | 1 | 16 |
| Centenary Biblical Institute | Baltimore, Md. | M. E. | *f*4 | 30 |
| Natchez Seminary | Natchez, Miss. | Bapt. | 2 | 20 |
| Theological department of Biddle University | Charlotte, N. C. | Presb. | *a*4 | *a*10 |
| Bennett Seminary | Greensboro' N. C. | M. E. | *a*1 | *a*5 |
| Theological department of Shaw University | Raleigh, N. C. | Bapt. | 2 | 40 |
| Theological Seminary of Wilberforce University | Wilberforce, Ohio. | M. E. | *g*7 | *g*16 |
| Theological department of Lincoln University | Lincoln University, Pa. | Presb. | 5 | 14 |
| Benedict Institute | Columbia, S. C. | Bapt. | | 43 |
| Baker Theological Institute (Claflin University) | Orangeburg, S. C. | M. E. | *g*2 | *g*28 |
| Nashville Normal and Theological Institute | Nashville, Tenn. | Bapt. | *f*9 | 73 |
| Theological course in Fisk University | Nashville, Tenn. | Cong. | *a*2 | *a*15 |
| Theological department of Central Tennessee College. | Nashville, Tenn. | M. E. | 4 | 38 |
| Richmond Institute | Richmond, Va. | Bapt. | 4 | 70 |
| Theological department of Howard University | Washington, D. C. | Non-sect. | 4 | 39 |
| Wayland Seminary | Washington, D. C. | Bapt. | 1 | 39 |
| Total | | | 59 | 604 |
| SCHOOLS OF LAW. | | | | |
| Law department of Straight University | New Orleans, La. | | 4 | 23 |
| Law department of Central Tennessee College | Nashville, Tenn. | | 5 | 4 |
| Law department of Howard University | Washington, D. C. | | 3 | 13 |
| Total | | | 12 | 45 |

*a* In 1880.
*b* Reported with normal schools.
*c* There are in this university 8 students in a preliminary medical course.
*d* This institution is open to both races and the figures are known to include some whites.
*e* Included in university report.
*f* For all departments.
*g* In 1879.

*Statistics of institutions for the instruction of the colored race for* 1881—Continued.

| Name. | Location. | Religious denomination. | Instructors. | Students. |
|---|---|---|---|---|
| SCHOOLS OF MEDICINE. | | | | |
| Meharry Medical Department of Central Tennessee College. | Nashville, Tenn. | | 8 | 35 |
| Medical department of Howard University | Washington, D. C. | | 10 | 81 |
| Total | | | 18 | 116 |
| SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND. | | | | |
| Institution for Colored Blind and Deaf-Mutes | Baltimore, Md. | | 4 | 30 |
| North Carolina Institution for the Deaf and Dumb and the Blind (colored department). | Raleigh, N. C. | | *ab*15 | *b*90 |
| Total | | | 19 | 120 |

*a* For all departments. *b* For the years 1877–'78 and 1878–'79.

*Summary of statistics of institutions for the instruction of the colored race for* 1881.

| States and Territories. | Public schools. | | Normal schools. | | | Institutions for secondary instruction. | | |
|---|---|---|---|---|---|---|---|---|
| | School population. | Enrolment. | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| Alabama | 208,587 | 68,951 | 7 | 31 | 1,103 | 3 | 9 | 358 |
| Arkansas | 65,206 | 24,360 | 2 | 12 | 434 | 1 | 2 | 60 |
| Delaware | 4,152 | 2,544 | | | | | | |
| Florida | 42,099 | 20,444 | | | | 2 | 9 | 273 |
| Georgia | 231,144 | 91,041 | 2 | 2 | 424 | 6 | 22 | 965 |
| Kentucky | 70,234 | 20,223 | 1 | 7 | 148 | | | |
| Louisiana | 142,190 | 23,500 | 2 | 4 | 61 | 2 | 6 | 215 |
| Maryland | 74,192 | 24,928 | 2 | 10 | 241 | 1 | | 60 |
| Mississippi | 239,433 | 125,633 | 2 | 12 | 341 | 1 | 2 | 100 |
| Missouri | 41,489 | 22,158 | 1 | 4 | 97 | | | |
| North Carolina | 174,292 | 100,405 | 6 | 22 | 704 | 3 | 11 | 329 |
| Ohio | | | | | | 1 | 3 | 61 |
| Pennsylvania | | | 1 | | 291 | | | |
| South Carolina | 167,829 | 72,119 | 4 | 21 | 975 | 6 | 35 | 1,656 |
| Tennessee | 143,295 | 67,766 | 8 | 48 | 1,405 | 1 | 2 | 75 |
| Texas | 62,015 | 47,874 | 2 | 7 | 301 | 3 | 11 | 525 |
| Virginia | 240,980 | 76,959 | 3 | 58 | 701 | 3 | 11 | 551 |
| West Virginia | 8,104 | 3,884 | 1 | 8 | 170 | | | |
| District of Columbia | 13,946 | 9,583 | 3 | 12 | 225 | | | |
| Indian Territory | | | | | | 1 | 3 | 56 |
| Total | 1,929,187 | 802,372 | 47 | 258 | 7,621 | 34 | 126 | 5,284 |

*Summary of statistics of institutions for the instruction of the colored race for* 1881—Cont'd.

| States. | Universities and colleges. | | | Schools of theology. | | | Schools of law. | | |
|---|---|---|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| Alabama | ..... | ..... | ..... | 3 | 4 | 58 | ..... | ..... | ..... |
| Georgia | 2 | 21 | 173 | 1 | ..... | ..... | ..... | ..... | ..... |
| Kentucky | 1 | 13 | 280 | ..... | ..... | ..... | ..... | ..... | ..... |
| Louisiana | 3 | 19 | 569 | 3 | 4 | 66 | 1 | 4 | 28 |
| Maryland | ..... | ..... | ..... | 1 | 4 | 30 | ..... | ..... | ..... |
| Mississippi | 2 | 14 | 498 | 1 | 2 | 20 | ..... | ..... | ..... |
| North Carolina | 2 | 8 | 189 | 3 | 7 | 55 | ..... | ..... | ..... |
| Ohio | 1 | 8 | 35 | 1 | 7 | 16 | ..... | ..... | ..... |
| Pennsylvania | 1 | 13 | 161 | 1 | 5 | 14 | ..... | ..... | ..... |
| South Carolina | 1 | 10 | 160 | 2 | 2 | 71 | ..... | ..... | ..... |
| Tennessee | 2 | 15 | 103 | 3 | 15 | 126 | 1 | 5 | 4 |
| Virginia | 1 | ..... | ..... | 1 | 4 | 70 | ..... | ..... | ..... |
| District of Columbia | 1 | 5 | 35 | 2 | 5 | 78 | 1 | 3 | 13 |
| Total | 17 | 126 | 2,203 | 22 | 59 | 604 | 3 | 12 | 45 |

| States. | Schools of medicine. | | | Schools for the deaf and dumb and the blind. | | |
|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| Maryland | ..... | ..... | ..... | 1 | 4 | 30 |
| North Carolina | ..... | ..... | ..... | 1 | 15 | 90 |
| Tennessee | 1 | 8 | 35 | ..... | ..... | ..... |
| District of Columbia | 1 | 10 | 81 | ..... | ..... | ..... |
| Total | 2 | 18 | 116 | 2 | 19 | 120 |

*Table showing the number of schools for the colored race and enrolment in them by institutions, without reference to States.*

| Class of institution. | Schools. | Enrolment. |
|---|---|---|
| Public schools | a17,248 | 802,372 |
| Normal schools | 47 | 7,621 |
| Institutions for secondary instruction | 34 | 5,284 |
| Universities and colleges | 17 | 2,203 |
| Schools of theology | 22 | 604 |
| Schools of law | 3 | 45 |
| Schools of medicine | 2 | 116 |
| Schools for the deaf and dumb and the blind | 2 | 120 |
| Total | 17,375 | 818,365 |

a To these should be added 441 schools, having an enrolment of 21,573, in reporting free States, making total number of colored public schools 17,689, and total enrolment in them 823,945; this makes the total number of schools, as far as reported, 17,816, and total number of the colored race under instruction in them 839,938. The colored public schools of those States in which no separate reports are made, however, are not included.

The school population of the sixteen States and the District of Columbia comprised in the table on page lxxxi shows an increase over that reported in 1880 of 180,569, distributed as follows: White, 54,639, or an increase of 1.4 per cent.; colored, 125,930, or an increase of 6.9 per cent. The enrolment as compared with that of 1880 shows a total increase of 36,866, viz: White, 19,203, or a little above eight-tenths of 1 per cent.; colored, 17,663, or 2+ per cent. While this gain in colored enrolment indicates a growing interest in the education of the colored people throughout the South and a more vigorous conduct of their school affairs, further examination of the facts reveals a somewhat discouraging view of their school status.

In the States under consideration, with the exception of Delaware, Kentucky, and Maryland, the school funds are distributed without distinction of race; nevertheless the percentage of enrolment is much higher for the white than for the colored population in all but three of the States.

In accounting for this disproportion the prejudices that formerly hindered the colored race in the use of their school privileges must be considered and the excess of the white above the colored population in the majority of southern cities, enrolment being always higher in the cities than in the rural districts. The chief causes, however, of the low percentage of enrolment for the colored race are the meagreness of the school funds and the extreme poverty of the colored people. The first condition affects the whole population, but the white people are able to avert its worst consequences. They supplement their portion of the school fund in various ways, and they are in possession of much school property that was accumulated before the war. The colored people, on the contrary, can contribute very little for school purposes; they have few school-houses and no funds for building. In many sections it is difficult to secure teachers for the colored schools, and in sparsely settled districts almost impossible to collect enough children at one centre to form a school. More school-houses and provision for the conveyance of pupils where population is most scattering are urgently required. In view of the low intellectual and moral status of the colored people, their relation to our prosperity and to our civil institutions, and the responsibility which we must admit with reference to them, it is important that the means available for their improvement should be fully comprehended. In considering the school funds it is not possible to distinguish between the two races, nor need this be done; it is only necessary to bear in mind that wherever the resources are meagre the colored people are the worst sufferers.

The expenditure for schools in the section represented in the table was $13,359,784, about one-sixth of the total expenditure for all the States and Territories; while the school population of the specified section is very nearly one-fourth of the total school population. It has been asserted that the Southern States do not make such provision for the schools as they might, and unfavorable comparison is drawn between them and northern communities in this respect. It must, however, be remembered that whatever be the potential resources of the Southern States they have much less available wealth than other sections of the country, a fact which meets us at every examination of school finances.

By reference to Table I, Part 2, appendix, p. 325, the amount of school income derived from taxation in the several States will be seen, and, by reference to the abstracts of State reports in the appendix, the rates of taxation may be ascertained. For a full understanding of the conditions it would be necessary to compare these data with the amount of taxable property in each State. Without going into all the details, it may be said in general, from the showing of the census of 1880, that the valuation of real estate and personal property in the recent slave States and the District of Columbia is less than one-fifth the total valuation for all the States and Territories, while the population in the same is more than one-third of the total population. A few specific statements may be added for emphasis. The valuation of personal property and real estate in the section under consideration is $3,560,380,175 for a population of 18,684,948; the valuation of personal property and real estate in the three States of New York, New Jersey, and

Pennsylvania is $4,907,917,383 for a population of 10,496,878. Connecticut, with a State school tax not exceeding $1.50 per capita of school population and a local tax whose limit is 10 cents on $100, raises $1,276,667 for school purposes. The State school tax of Alabama consists of all the polls levied at $1.50 each and a local tax whose limit is 10 cents on $100; the amount realized from both is $250,000. From a State school tax of 10 cents on $100 and a local tax whose limit is 25 cents on $100, Nebraska realizes $786,963. South Carolina, from the polls levied at $1 each and a local tax not to exceed 20 cents on $100, realizes $441,110. Figures taken from a few States cannot be conclusive, but they serve to indicate the sort of examination which should precede positive statements of the comparative ability of the States to support their school systems.

Without doubt popular education has to contend against greater apathy and ignorance in the Southern than in the Northern States; the tax levied is not so readily collected in the South; a local school tax is not always allowed, and where it is allowed is seldom kept up to the limit; but, on the other hand, the common school cause finds in the Southern States some of its most intelligent and earnest advocates. These men have already done much to increase local taxation and to secure the prompt collection and honest use of the tax levied, and they have been as faithful in rousing their own people to exertion as they have been earnest in pressing the educational wants of their section upon the attention of Congress. The spirit and method which they bring to the work are illustrated in the measures taken by Hon. G. J. Orr, State school commissioner of Georgia, to induce legislation in the interests of the school system of his State. Mr. Orr urges an annual tax of one-tenth of 1 per cent. on the taxable property of the State for the support of common schools, together with the remaining half rental of the Western and Atlantic Railroad, the former amounting to upwards of $250,000, the latter to $150,000. For the purpose of adequately bringing the facts bearing upon the propositions to the attention of the legislature, Mr. Orr made an exhaustive calculation by counties of the sources and amounts of school revenue under the present conditions and as they would be affected by the proposed legislation. As the estimates were made for the year 1881, the totals may properly be introduced here:

| | |
|---|---|
| Amount of the State school commissioner's order on tax collection | $272,574 91 |
| Amount of poll tax paid county school commissioners | 172,450 20 |
| Sum total of foregoing, constituting entire present school fund | 445,025 11 |
| Present fund increased by tax of one-tenth of 1 per cent | 700,119 09 |
| Present fund increased by remaining half rental of Western and Atlantic Railroad | 595,025 11 |
| Present fund increased by both the foregoing amounts | 850,119 09 |

The amount per capita of average attendance realized from the present fund ranges from $1.68 to $4.94. With the proposed additions the per capita would range from $2.50 to $14.66. The present funds are sufficient to maintain the schools upon an average 2.7 + months. With the increase the schools could be maintained upon an average 4.7 + months. According to the census of 1880 Georgia ranks sixth among the recent slave States in real estate and personal property. The legislation urged by Mr. Orr would secure, it seems, the largest revenue for school purposes compatible with the financial condition of the State. The relative position which it would give Georgia among the States may be seen by comparing Mr. Orr's estimates with the data presented in Table I, Part 1, Summary A, and Table I, Part 2, Summaries A and B.

From a careful examination of the reports and statements of officers and teachers engaged in school work in the Southern States, as well as from personal observation of the same for several successive years, I am aware that marked progress has been made in the education of the masses in these States. The free school system is better understood and appreciated by the people and the schools as a rule are more efficient than at any previous time. There are exceptions to this general condition. In some cities there is even open or secret opposition to the schools, and in some rural districts depressing

apathy; the best argument that can be brought to bear upon these adverse influences is the practical one of good schools maintained in the face of hostility or indifference. This is the position assumed by those who so earnestly advocate national aid for common schools, to be distributed upon the basis of illiteracy. Illiteracy is more extensive in the South than in other sections of the country, and develops peculiarly alarming tendencies among the colored people. It would be impossible to repeat here all the facts and arguments called forth by the recent discussion of this subject; they do not present a more serious view of the situation than was embodied by the late Dr. Barnas Sears in his last report as agent of the Peabody fund. Dr. Sears, it must be remembered, had twelve years' personal knowledge of the southern field, and was not inclined, either by temperament or experience or years, to sensational representations.

"With two millions of children," he said, "in these States still without the means of instruction, it becomes good citizens not to slumber over the danger of their situation. The mere neglect of a great opportunity may entail disaster upon them and their posterity, by suffering a horde of young barbarians to grow up to prey upon the peace of society. The peril, if once overlooked in the critical moment, cannot afterwards be remedied by legal enactments and penal measures. If men fail to take the necessary precaution by training the young to be useful citizens, they must expect to reap a corresponding harvest, and see around them a community distinguished for 'dwarfish virtues and gigantic vices.'" The opinion expressed by Dr. Sears is confirmed by the memorial of the trustees of the Peabody fund to Congress, by his successor, Dr. Curry, and by the agents of the several religious denominations that have contributed so freely to the cause of southern education.

Realizing the inadequacy of the means at command to overcome the ignorance and degradation of the masses of the freedmen as rapidly as the interests of society and good government require, the representatives of these various philanthropic agencies unite in the appeal for national aid to education. It is worthy of note that the Senate of the United States has recorded itself in favor of the measure.

On the 17th of December, 1880, that body passed the bill entitled "An act to establish an educational fund, and apply a portion of the proceeds of the public lands to public education, and to provide for the more complete endowment and support of colleges for the advancement of scientific and industrial education." It was not proposed to confine the benefits of the act to the Southern States, but the provision that it embodied for distributing the income of the fund during the first ten years on the basis of illiteracy would have secured to them temporarily the special assistance which they need. It will be remembered that in 1872 the House of Representatives passed a similar bill; it seems hardly possible that a measure which is supported by the most enlightened and patriotic citizens and which has been approved by the separate action of both houses of Congress can long fail of success.

The total number of institutions represented in the table on page lxxxvi is 17,375, having an enrolment of 818,365. It will be seen that 31 of the 47 normal schools, 31 of the 34 institutions for secondary instruction, the universities and colleges (17), and the schools of theology (22) derive their support from religious denominations. The schools of law (3) and of medicine (2) are supported chiefly by tuition fees.

## PEABODY FUND.

*Table showing the amount and disposition of the sums disbursed from the Peabody fund from* 1868 *to* 1881, *inclusive.*

| | 1868. | 1869. | 1870. | 1871. | 1872. | 1873. | 1874. |
|---|---|---|---|---|---|---|---|
| Virginia | $4,750 | $12,700 | $10,300 | $15,950 | $29,700 | $36,700 | $31,750 |
| North Carolina | 2,700 | 6,350 | 7,650 | 8,750 | 8,250 | 9,750 | 14,300 |
| South Carolina | 3,550 | 7,800 | 3,050 | 2,500 | 500 | 1,500 | 200 |
| Georgia | 8,562 | 9,000 | 6,000 | 3,800 | 6,000 | 13,750 | 6,500 |
| Florida | ..... | 1,850 | 6,950 | 6,550 | 6,200 | 7,700 | 9,900 |
| Alabama | 1,000 | 5,700 | 5,950 | 5,800 | 9,900 | 6,000 | 9,700 |
| Mississippi | 1,338 | 9,000 | 5,600 | 3,250 | 4,550 | 6,800 | 6,700 |
| Louisiana | 8,700 | 10,500 | 5,000 | 12,400 | 11,500 | ..... | 2,750 |
| Texas | ..... | ..... | 1,000 | ..... | ..... | ..... | 1,000 |
| Arkansas | ..... | 4,300 | 11,050 | 9,200 | 12,250 | 11,400 | 3,600 |
| Tennessee | 4,800 | 11,900 | 15,050 | 22,650 | 23,250 | 27,800 | 33,100 |
| West Virginia | ..... | 10,900 | 13,000 | 9,150 | 17,900 | 15,750 | 15,100 |
| Total | 35,400 | 90,000 | 90,600 | 100,000 | 130,000 | 137,150 | 134,600 |

| | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | 1881. | Total. |
|---|---|---|---|---|---|---|---|---|
| Virginia | $23,350 | $17,800 | $18,250 | $15,350 | $9,850 | $6,800 | $5,150 | $238,400 |
| North Carolina | 16,900 | 8,050 | 4,900 | 4,500 | 6,700 | 3,050 | 4,125 | 105,975 |
| South Carolina | 100 | 4,150 | 4,300 | 3,600 | 4,250 | 2,700 | 4,050 | 42,250 |
| Georgia | 9,750 | 3,700 | 4,000 | 6,000 | 6,500 | 5,800 | 5,300 | 94,662 |
| Florida | 1,800 | 1,000 | 6,500 | 3,900 | 3,000 | 2,600 | 2,000 | 59,950 |
| Alabama | 2,200 | 5,500 | 3,700 | 1,100 | 3,600 | 1,200 | 1,800 | 63,150 |
| Mississippi | 5,400 | 9,950 | 5,990 | 600 | 4,000 | 4,200 | 3,950 | 71,328 |
| Louisiana | 1,000 | 2,000 | 2,000 | 8,000 | 7,650 | 4,200 | 1,700 | 77,400 |
| Texas | 1,350 | 4,450 | 10,800 | 8,550 | 7,700 | 27,500 | 10,800 | 73,150 |
| Arkansas | 1,500 | 1,000 | 6,300 | 6,000 | 5,600 | 7,200 | 4,000 | 83,400 |
| Tennessee | 27,150 | 10,100 | 15,850 | 14,600 | 12,000 | 10,900 | 5,500 | 234,650 |
| West Virginia | 10,500 | 8,600 | 6,810 | 5,050 | 4,000 | 2,000 | 2,000 | 120,760 |
| Total | 101,000 | 76,300 | 89,400 | 77,250 | 74,850 | 78,150 | 50,375 | 1,265,075 |

In accordance with the policy adopted in 1879, the disbursements from the Peabody fund, amounting to $50,375 for 1881, have been applied chiefly to normal schools, normal institutes, and other agencies for the training of teachers. The details of the year's work are given under the head of Aid from the Peabody Fund, under the respective States, in the abstracts of the appendix.

Peculiar interest attaches to the final action with reference to the normal college at Nashville. It will be remembered that, from the want of coöperation on the part of the State of Tennessee, the trustees of the Peabody fund were obliged to consider the proposition for the removal of the college to Atlanta, Ga. The matter seemed to the agent, the late Dr. Barnas Sears, one of supreme importance, and its settlement engaged his efforts almost to the moment of his death. He had the satisfaction of believing that his endeavors had been successful and that the chief burden of the support of the college would not hereafter fall on the Peabody fund. The negotiation has been continued from the point to which Dr. Sears carried it by his successor, Dr. J. L. M. Curry, with the result of an annual appropriation of $6,000 from the State of Tennessee for the college. Dr. Curry is confident that the State will henceforth deal liberally with the college.

Like his predecessor, Dr. Curry devotes himself to personal examination of the section in which the Peabody fund is disbursed, studying the wants and promise of the work, rousing public interest by his addresses, and securing the coöperation of prominent men by correspondence and conference. His efforts with the State legislatures in behalf of education have been specially fruitful in results.

A great work has been done during the year in the direction of normal institutes, which, pending the establishment of normal schools, are the chief agency for training the teachers of the common schools in the Southern States. In this connection Dr. Curry says:

These institutes have been valuable in stimulating and sustaining popular interest in education, in awakening teachers to a higher appreciation of the teacher's work, and in correcting some stereotyped prejudices in reference to the art of teaching. This year institutes, aided or sustained by the fund, have been held in all but three of the States, and with signal success. Every year makes an improvement in organization, management, and instruction. The aid given by the trustees has produced immediate results and elicited warmest expressions of gratitude.

Normal schools, as having continuous life and influence and coming more literally within the purview of the instruction of the trustees, have had much thought and labor. Permanent arrangements are needed to train the multitude of teachers which our school systems demand. The short lived institutes are not attended by all or by the most incompetent, and cannot give thorough professional discipline and training. Not a few summer months, but toilsome years, are indispensable to teacher training. The establishment of normal schools for white and colored teachers has been earnestly advised, and aid has been promised to States which may establish them, so as to insure permanency and efficiency. In nearly all the States where normal schools do not exist, the superintendents are urging the subject upon their respective legislatures with zeal and ability. I am persuaded that in my next report I shall be able to make a most satisfactory statement to the trustees in this behalf.

It will be remembered that the Peabody trustees have authorized a system of scholarships which enables a certain number of normal students from each of the Southern States to enjoy the advantages of the normal college at Nashville. From February 1 to October 1, 1881, the disbursements from the Peabody fund for normal schools and teachers' institutes were as follows:

| | |
|---|---|
| Teachers' institutes | $14,625 |
| Hampton Normal Institute | 500 |
| Pupils from South Carolina at Hampton | 450 |
| Sam Houston Normal College, Texas | 4,500 |
| Peabody Normal Schools, Louisiana | 1,500 |
| Normal college at Nashville | 3,000 |
| Nashville scholarships | 19,050 |
| Total | 43,625 |

This leaves a balance of $6,750, of which $500 went to Claflin University, $500 to Atlanta University, and the remainder was divided between elementary schools and educational journals.

As during the last year, a judicious use was made of the Peabody medals in stimulating the pupils of public schools.

TABLE II.—*Summary of school statistics of*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Selma, Ala* | 7,529 | 7–21 | 1,757 | 2 | ..... | 14 | ..... | 882 | 717 |
| 2 | Little Rock, Ark | 13,138 | 6–21 | 5,288 | 9 | 1,750 | 34 | 173 | 2,335 | 1,680 |
| 3 | Los Angeles, Cal | 11,183 | 5–17 | 3,617 | 14 | 1,680 | 34 | 192 | 2,098 | 1,285 |
| 4 | Oakland, Cal | 34,555 | 5–17 | 8,242 | 17 | 6,462 | 135 | 205 | 7,262 | 5,237 |
| 5 | San Francisco, Cal | 233,959 | 6–17 | 55,115 | 70 | ..... | 719 | 205 | 40,187 | 29,092 |
| 6 | Stockton, Cal | 10,282 | 5–17 | 2,204 | 8 | 1,954 | 34 | 210 | 2,136 | 1,326 |
| 7 | Denver, Colo., ⅔ of city | 35,629 | 6–21 | *5,700 | 7 | 3,000 | 67 | 186 | 4,687 | 2,730 |
| 8 | Leadville, Colo | 14,820 | 6–21 | 2,084 | 5 | 1,400 | 26 | 140 | 1,533 | 1,039 |
| 9 | Bridgeport, Conn* | 29,148 | 4–16 | 6,641 | 18 | 4,318 | 91 | 199 | 5,229 | 3,529 |
| 10 | Danbury, Conn* | 11,666 | 4–16 | 2,588 | ..... | ..... | 44 | ..... | 2,271 | *c*1,554 |
| 11 | Derby, Conn | 11,650 | 4–16 | 3,333 | 9 | ..... | 41 | 200 | 2,702 | *c*1,697 |
| 12 | Greenwich, Conn* | 7,892 | 4–16 | 1,887 | *d*19 | ..... | 29 | ..... | 1,552 | 856 |
| 13 | Hartford, Conn* | 42,551 | 4–16 | 9,652 | *d*17 | ..... | 140 | ..... | 7,612 | *c*4,886 |
| 14 | Meriden, Conn | 18,340 | 4–16 | 4,393 | 13 | 2,544 | 49 | 193 | 3,548 | 1,787 |
| 15 | Middletown, Conn | 11,732 | 4–16 | 2,651 | ..... | ..... | 47 | ..... | 2,058 | *c*1,276 |
| 16 | New Britain, Conn | 13,979 | 4–16 | 3,528 | 10 | ..... | 36 | 187 | 1,873 | 1,244 |
| 17 | New Haven, Conn | 62,882 | 4–16 | 14,548 | 29 | 9,350 | 238 | 200 | 12,434 | 8,357 |
| 18 | New London, Conn | 10,537 | 4–16 | 2,090 | ..... | ..... | 41 | ..... | 1,891 | *c*1,240 |
| 19 | Norwalk, Conn | 13,956 | 4–16 | 3,136 | *d*12 | *d*3,200 | 42 | ..... | 2,375 | *c*1,476 |
| 20 | Norwich, Conn | 21,143 | 4–16 | 5,073 | ..... | ..... | 98 | ..... | 4,216 | *c*2,808 |
| 21 | Stamford, Conn* | 11,297 | 4–16 | 2,549 | ..... | ..... | 32 | ..... | 1,666 | *c*1,181 |
| 22 | Waterbury, Conn* | 20,270 | 4–16 | 4,338 | *d*21 | ..... | 53 | ..... | 3,506 | *c*2,525 |
| 23 | Wilmington, Del | 42,478 | 6–21 | ..... | 19 | 5,864 | 116 | 193 | 7,065 | 4,392 |
| 24 | Key West, Fla *c* | 10,940 | 6–21 | 3,416 | 6 | ..... | 18 | 100 | 795 | 520 |
| 25 | Atlanta, Ga* | 37,409 | 6–18 | 10,500 | 12 | 3,650 | 68 | 175 | 4,100 | 2,609 |
| 26 | Augusta, Ga | 21,891 | 6–18 | 5,628 | 8 | ..... | 39 | 178 | 2,487 | 1,471 |
| 27 | Columbus, Ga | 10,123 | 6–18 | *g*2,863 | 7 | 1,182 | 26 | 177 | 1,403 | 1,149 |
| 28 | Macon, Ga | 12,749 | 6–18 | *g*3,339 | 7 | 1,500 | 33 | 176 | 1,881 | 1,135 |
| 29 | Savannah, Ga | 30,709 | 6–18 | 6,243 | 7 | 3,200 | 56 | 169 | 3,110 | 2,789 |
| 30 | Belleville, Ill | 13,404 | 6–21 | *g*4,532 | 4 | 2,000 | 40 | 200 | 1,991 | 1,814 |
| 31 | Chicago, Ill | 503,185 | 6–21 | 137,035 | 57 | 50,303 | 991 | 197 | 66,485 | 45,055 |
| 32 | Danville, Ill* | 7,733 | 6–21 | 3,030 | 5 | 1,520 | 32 | 192 | 1,860 | 1,230 |
| 33 | Elgin, Ill | 8,787 | 6–21 | 2,642 | 7 | 1,120 | 23 | 185 | 1,400 | 900 |
| 34 | Freeport, Ill | 8,516 | 5–21 | ..... | 6 | 2,000 | 28 | 196 | 1,700 | 1,350 |
| 35 | Galesburg, Ill | 11,437 | 6–21 | *4,254 | 7 | 1,900 | 35 | 177 | 2,035 | 1,414 |
| 36 | Jacksonville, Ill | 10,927 | 6–21 | 3,693 | 7 | 1,530 | 37 | 188 | 1,895 | 1,367 |
| 37 | Joliet, Ill | 16,149 | 6–21 | 4,641 | 9 | 1,930 | 43 | 198 | 2,023 | 1,852 |
| 38 | Moline, Ill | 7,800 | 6–21 | 2,016 | ..... | 1,208 | 23 | 175 | 1,505 | 971 |
| 39 | Ottawa, Ill | 7,834 | 6–21 | 3,254 | 8 | 1,850 | 40 | 196 | 1,597 | ..... |

* From Report of the Commissioner of Education for 1880.

*a* Amount paid for teaching only.

*b* Assessed valuation.

*c* For the winter term.

*d* In 1878.

*cities containing* 7,500 *inhabitants and over.*

| Pupils. | | | | | Expenditures. | | | Average expenses per capita of daily average attendance in public schools. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Estimated enrolment in private schools. | Estimated cash value of taxable property in the city. | Estimated real value of property used for school purposes. | Tax for school purposes on assessed valuation—mills per dollar. | Total receipts. | Permanent improvements. | Teachers' salaries. | Total expenditure. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| ..... | ..... | $10,250 | ..... | $1,818 | ..... | $1,510 | *a*$1,510 | ..... | ..... | 1 |
| *400 | *b*$5,340,000 | 78,900 | 5 | 37,444 | $7,355 | 16,681 | 31,872 | $10 82 | $3 77 | 2 |
| 518 | 7,574,926 | 64,500 | ..... | 51,160 | 2,735 | 23,930 | 37,403 | 19 87 | 7 19 | 3 |
| 1,000 | 43,037,415 | 364,825 | 2.8 | 182,885 | 4,822 | 126,372 | 160,454 | 24 58 | 5 13 | 4 |
| 5.731 | *b*253,545,476 | 3,125,000 | 1.7 | 902,486 | 85,892 | 533,755 | 827,324 | 21 37 | 4 11 | 5 |
| 124 | *b*6,000,000 | 173,557 | 1.8 | 76,067 | 8,371 | 28,865 | 45,594 | ..... | ..... | 6 |
| *500 | 46,000,000 | 450,000 | 8 | 149,242 | 53,982 | 42,938 | 131,157 | 16 82 | 4 81 | 7 |
| 100 | ..... | 113,550 | ..... | 45,238 | ..... | 18,000 | 26,000 | ..... | ..... | 8 |
| 525 | *b*11,720,503 | 163,950 | 3.25 | 66,066 | 454 | 42,566 | 61,337 | 12 68 | 4 57 | 9 |
| 124 | *b*5,185,300 | ..... | ..... | 35,469 | 1,810 | 18,208 | 27,604 | ..... | ..... | 10 |
| 36 | 12,000,000 | 100,000 | 3 | 30,346 | 2,436 | 21,315 | 31,501 | ..... | ..... | 11 |
| 143 | *b*3,590,067 | ..... | ..... | 12,580 | ..... | 10,810 | 12,580 | ..... | ..... | 12 |
| 1,706 | *b*45,558,490 | ..... | ..... | 184,474 | 1,434 | 107,577 | 155,932 | ..... | ..... | 13 |
| 300 | 8,938,214 | 173,759 | ..... | 32,000 | ..... | 26,370 | 31,220 | 15 15 | 2 32 | 14 |
| 494 | *b*6,033,687 | ..... | ..... | 27,806 | 533 | 20,165 | 28,826 | ..... | ..... | 15 |
| 817 | *b*4,669,354 | ..... | 3.16 | 22,695 | 230 | 15,373 | 22,695 | 12 60 | 5 46 | 16 |
| 1,500 | *b*46,523,907 | 601,900 | 3.5 | 218,444 | 20,652 | 138,501 | 193,660 | 16 37 | 3 69 | 17 |
| 40 | *b*6,450,028 | ..... | ..... | 21,327 | 200 | 16,030 | 22,795 | ..... | ..... | 18 |
| 465 | *b*5,306,506 | ..... | ..... | 37,811 | 160 | 21,120 | 26,772 | ..... | ..... | 19 |
| 385 | *b*13,349,295 | ..... | ..... | 67,297 | 23,003 | 43,420 | 84,817 | ..... | ..... | 20 |
| 626 | *b*6,648,145 | ..... | ..... | 29,040 | 7,992 | 16,733 | 29,041 | ..... | ..... | 21 |
| 399 | *b*7,810,731 | ..... | ..... | 53,178 | 10,430 | 23,106 | 46,761 | ..... | ..... | 22 |
| ..... | 23,500,000 | 268,000 | ..... | 81,668 | 15,790 | 49,599 | 73,580 | 11 66 | 5 09 | 23 |
| 450 | *b*1,259,193 | 12,500 | 2.5 | 5,457 | ..... | 4,802 | 5,457 | ($10 49) | | 24 |
| 1,000 | 20,000,000 | 175,000 | ..... | 50,988 | ..... | ..... | 51,073 | ..... | ..... | 25 |
| *1,236 | 22,834,620 | 26,150 | 1.7 | *f*43,780 | *f*4,238 | *f*15,761 | *f*32,480 | ..... | ..... | 26 |
| 250 | 4,250,000 | 35,200 | 2.97 | 17,412 | 1,912 | 10,435 | 16,971 | 10 64 | 2 45 | 27 |
| 300 | *b*6,989,006 | 43,000 | 2 | *f*25,496 | ... ..... | *f*20,953 | *f*25,257 | 9 50 | 1 00 | 28 |
| 500 | *b*15,242,329 | 130,300 | ..... | 46,253 | ..... | 41,535 | 43,985 | 14 89 | 88 | 29 |
| 700 | 5,868,180 | 72,000 | ..... | 48,000 | 468 | 17,250 | 37,363 | 9 90 | 1 45 | 30 |
| 25,000 | *b*119,152,788 | 2,763,396 | 9.47 | 1,345,765 | 303,147 | 581,962 | 1,216,506 | 14 49 | 3 91 | 31 |
| 355 | 5,000,000 | 69,700 | 13.5 | 35,155 | 2,171 | 13,738 | 21,972 | 11 33 | 1 76 | 32 |
| 627 | 5,573,142 | 28,230 | 1.34 | 31,452 | 9,330 | 9,192 | 21,696 | 11 10 | 2 36 | 33 |
| 200 | 4,883,553 | 80,500 | 14 | 33,747 | ..... | ..... | 23,170 | ..... | ..... | 34 |
| ..... | 5,393,878 | 136,200 | 4.5 | 20,652 | 50 | 15,021 | 20,395 | 11 75 | 2 63 | 35 |
| 1,200 | 3,000,000 | 160,700 | 10 | 33,691 | 2,287 | 20,000 | 33,887 | ..... | ..... | 36 |
| 650 | 5,105,584 | 62,500 | 8.2 | 23,362 | 7,696 | 17,100 | 31,060 | 10 04 | 2 57 | 37 |
| 260 | ..... | 49,200 | ..... | 36,665 | 190 | 8,827 | 19,909 | 10 53 | ..... | 38 |
| 273 | 6,973,558 | 61,250 | 18 | 22,668 | 25 | 13,935 | 20,809 | 13 17 | 4 94 | 39 |

*e* Including Monroe County.
*f* For city and county.
*g* City census of 1878.

TABLE II.—*Summary of school*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 40 | Peoria, Ill | *a*30,251 | 6–21 | 9,516 | 15 | 4,306 | 84 | 196 | 4,915 | 3,674 |
| 41 | Quincy, Ill | 27,268 | 6–21 | *9,541 | 9 | 3,121 | 57 | 196 | 3,597 | 2,288 |
| 42 | Rockford, Ill | 13,129 | 6–21 | 4,132 | 10 | 2,290 | 58 | 194 | 2,644 | 1,996 |
| 43 | Rock Island, Ill | 11,659 | 6–21 | 3,590 | 7 | 1,958 | 39 | 177 | 2,248 | 1,564 |
| 44 | Springfield, Ill | 19,743 | 6–21 | ..... | 6 | 2,300 | 47 | 198 | 2,792 | 2,078 |
| 45 | Evansville, Ind | 29,280 | 6–21 | ..... | 13 | 5,000 | 127 | 198 | 4,968 | 4,476 |
| 46 | Fort Wayne, Ind | 26,880 | 6–21 | 13,897 | 9 | 3,788 | 95 | 192 | 3,472 | 2,762 |
| 47 | Indianapolis, Ind | 75,056 | 6–21 | 28,959 | 27 | 11,840 | 233 | 189 | 12,833 | 9,065 |
| 48 | La Fayette, Ind | 14,860 | 6–21 | 6,474 | 6 | 1,000 | 49 | 190 | 2,986 | 1,610 |
| 49 | Logansport, Ind | 11,198 | 6–21 | 3,858 | 7 | 1,660 | 33 | 196 | 1,887 | 1,271 |
| 50 | Madison, Ind | 8,945 | 6–21 | 5,283 | 7 | 1,800 | 41 | 200 | 1,501 | 1,284 |
| 51 | Richmond, Ind* | 12,742 | 6–21 | 4,845 | 9 | 2,003 | 51 | ..... | 2,219 | 1,627 |
| 52 | South Bend, Ind | 13,280 | 6–21 | 4,705 | 7 | 2,050 | 36 | 178 | 1,924 | 1,259 |
| 53 | Terre Haute, Ind | 26,042 | 6–21 | 8,846 | 11 | 3,754 | 81 | 197 | 4,310 | 3,147 |
| 54 | Vincennes, Ind | 7,680 | 6–21 | 3,807 | 4 | 990 | 18 | 197 | 1,102 | 812 |
| 55 | Cedar Rapids, Iowa | 10,104 | 5–21 | 3,366 | 8 | 1,869 | 38 | 179 | 2,146 | 1,797 |
| 56 | Clinton, Iowa* | 9,052 | 5–21 | 3,200 | 8 | 1,375 | 28 | 188 | 1,819 | ..... |
| 57 | Council Bluffs, Iowa | 18,063 | 5–21 | 5,501 | 3 | 1,535 | 41 | 195 | 2,007 | 1,376 |
| 58 | Davenport, Iowa | 21,831 | 5–21 | 9,309 | 13 | 4,142 | 89 | 188 | 4,929 | 3,285 |
| 59 | Des Moines, west side, Iowa.* | *c*22,408 | 5–21 | 3,576 | 5 | ..... | 41 | 184 | 2,322 | 1,562 |
| 60 | Dubuque, Iowa | 22,254 | 5–21 | 10,074 | 9 | *3,469 | 71 | 198 | 3,720 | 2,565 |
| 61 | Keokuk, Iowa *f* | 12,117 | 5–21 | 4,585 | 9 | 2,200 | 52 | 190 | 2,400 | 1,892 |
| 62 | Muscatine, Iowa | 8,295 | 5–21 | 2,800 | 7 | 1,550 | 31 | 210 | 1,500 | 1,400 |
| 63 | Ottumwa, Iowa | 9,004 | 5–21 | 2,700 | 3 | 1,490 | 27 | 188½ | 1,730 | 1,135 |
| 64 | Lawrence, Kans* | 8,510 | 5–21 | 3,095 | *d*10 | 1,525 | 25 | 178 | 1,829 | 1,222 |
| 65 | Leavenworth, Kans | 16,546 | 5–21 | 6,796 | 8 | 2,400 | 39 | 180 | 3,158 | 2,290 |
| 66 | Topeka, Kans | 15,452 | 5–21 | 5,270 | 15 | 2,394 | 50 | ..... | 3,111 | ..... |
| 67 | Covington, Ky* | 29,720 | 6–20 | 10,094 | 5 | ..... | 60 | ..... | 3,286 | 2,485 |
| 68 | Lexington, Ky | 16,656 | 6–20 | 4,961 | *d*9 | ..... | ..... | 238 | 2,182 | ..... |
| 69 | Louisville, Ky | 123,758 | 6–20 | 48,837 | 28 | ..... | 325 | 204 | 19,189 | 13,270 |
| 70 | Newport, Ky* | 20,433 | 6–20 | 6,780 | 5 | 2,510 | 44 | 204 | 2,692 | 2,032 |
| 71 | Paducah, Ky | 8,036 | 6–20 | 1,980 | 8 | 950 | 15 | 200 | 840 | 630 |
| 72 | New Orleans, La | 216,090 | 6–18 | 61,456 | *d*69 | ..... | 492 | 193 | 24,401 | 14,566 |
| 73 | Auburn, Me* | 9,555 | 4–21 | 3,078 | 35 | 3,400 | 40 | 174 | 2,742 | 1,376 |
| 74 | Augusta, Me | 8,665 | 4–21 | 2,342 | 26 | 2,000 | 48 | 175 | 1,220 | 975 |

* From Report of the Commissioner of Education for 1880.

*a* Population of the township; township and city are united in one school district.

*b* Includes cost of supervision.

*c* Assessed valuation.

*d* In 1879.

*statistics of cities, &c.*—Continued.

| Pupils. | | | | | Expenditures. | | | Average expenses per capita of daily average attendance in public schools. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Estimated enrolment in private schools. | Estimated cash value of taxable property in the city. | Estimated real value of property used for school purposes. | Tax for school purposes on assessed valuation—mills per dollar. | Total receipts. | Permanent improvements. | Teachers' salaries. | Total expenditure. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 1,580 | $18,915,333 | $201,200 | 7 | $53,837 | $962 | *b*$38,169 | $54,683 | $10 39 | $3 66 | 40 |
| 1,700 | 17,000,000 | 210,700 | 6.4 | 61,590 | 7,933 | 27,029 | 49,099 | 12 49 | 3 98 | 41 |
| 460 | *c*4,142,167 | 120,000 | ..... | 32,615 | 28 | *b*23,352 | 32,615 | ..... | ..... | 42 |
| 506 | 8,183,787 | 102,600 | 10 | 38,567 | 4,952 | 17,829 | 35,702 | 13 18 | 3 64 | 43 |
| ..... | 20,000,000 | 197,500 | 10 | 37,242 | 880 | 25,714 | 36,181 | 11 43 | ..... | 44 |
| ..... | ..... | ..... | ..... | 95,587 | 16,500 | 59,660 | 97,705 | ..... | ..... | 45 |
| 3,000 | 11,547,805 | 225,150 | 3.3 | 147,207 | 5,929 | 39,379 | 63,516 | 17 63 | 3 94 | 46 |
| 1,334 | *c*51,455,965 | 919,137 | ..... | 219,709 | 34,040 | 134,867 | 231,457 | 16 05 | 4 69 | 47 |
| 1,200 | 20,000,000 | 168,000 | ..... | 90,905 | 9,000 | 26,958 | 46,818 | 18 60 | 4 88 | 48 |
| 790 | **c*3,723,330 | 145,850 | 2 | 41,463 | 2,502 | 13,800 | 29,058 | 12 58 | 4 01 | 49 |
| 750 | *c*4,000,000 | 80,500 | 3.5 | 37,483 | ..... | 18,129 | 28,754 | 14 11 | 8 27 | 50 |
| 665 | *d*10,600,000 | 80,300 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 51 |
| 570 | 15,000,000 | 131,350 | ..... | 44,693 | ..... | ..... | 25,037 | 9 99 | 1 89 | 52 |
| 912 | *c*14,000,000 | 227,021 | 3.2 | 81,911 | 463 | 42,608 | 55,726 | 14 33 | 2 87 | 53 |
| 550 | *c*2,000,000 | 47,000 | ..... | 23,000 | ..... | *b*9,850 | 11,185 | ..... | ..... | 54 |
| 150 | 5,000,000 | 98,000 | 5 | 89,430 | 7,809 | 16,402 | 78,134 | 8 94 | 5 61 | 55 |
| 350 | ..... | 83,500 | 13 | 22,032 | 0 | 12,642 | 21,876 | ..... | ..... | 56 |
| 301 | 12,000,000 | 141,300 | ..... | 79,190 | 26,257 | 20,644 | 61,628 | 16 58 | 6 20 | 57 |
| ..... | 16,000,000 | 291,200 | ..... | 91,678 | 560 | 53,543 | 66,195 | 16 30 | 3 68 | 58 |
| 600 | 6,500,000 | 168,300 | 13 | 65,618 | 6,805 | 24,516 | 55,271 | 16 65 | 6 53 | 59 |
| *1,750 | *12,885,310 | 165,000 | ..... | 63,179 | 10,859 | 35,770 | 60,405 | 13 94 | 5 36 | 60 |
| 400 | *d*6,000,000 | 150,000 | 8 | 30,429 | 250 | ..... | *g*2,050 | ..... | ..... | 61 |
| 400 | 3,302,496 | 80,800 | 11 | 23,916 | 1,050 | 14,885 | 21,197 | ..... | ..... | 62 |
| 120 | 6,435,000 | 52,200 | 8.75 | 32,920 | ..... | 11,902 | 21,905 | 11 96 | 6 99 | 63 |
| 200 | *c*1,556,583 | *d*100,000 | ..... | 20,423 | 155 | 11,788 | 18,932 | ..... | ..... | 64 |
| 856 | 10,000,000 | 177,700 | 5 | 26,048 | 207 | *h*19,403 | 21,892 | 9 15 | 0 88 | 65 |
| 200 | *d*2,430,181 | 200,000 | 8 | ..... | ..... | ..... | ..... | ..... | ..... | 66 |
| 3,000 | 18,000,000 | 201,000 | 2.5 | 55,604 | 4,000 | 32,987 | 56,317 | ..... | ..... | 67 |
| 640 | *c*4,964,005 | 41,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 68 |
| ..... | 69,216,203 | 866,390 | 2.5 | 223,403 | ..... | 150,018 | 218,694 | 13 43 | 3 05 | 69 |
| ..... | 12,000,000 | 133,500 | 2.5 | 30,144 | 0 | 19,634 | 27,893 | 10 49 | 1 87 | 70 |
| 225 | 4,000,000 | 36,300 | 2 | 7,854 | ..... | 6,830 | 8,326 | 9 89 | 2 11 | 71 |
| *d*12,000 | *c*103,975,662 | 637,500 | ..... | 209,938 | 932 | 229,998 | 274,844 | 16 37 | 2 50 | 72 |
| ..... | 5,180,000 | 143,000 | ..... | 16,880 | 646 | 13,207 | 17,164 | 9 60 | 2 95 | 73 |
| 200 | 4,768,828 | 60,000 | 2.25 | 14,922 | 1,300 | 9,500 | 19,796 | ..... | ..... | 74 |

*e* For the entire city.

*f* These statistics are from a return for 1880.

*g* Total of items reported.

*h* Includes pay of janitors and salaries of secretaries and other officers, and cost of supervision.

TABLE II.—*Summary of school*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 75 | Bangor, Me | 16,856 | 5-21 | 5,479 | 36 | 3,500 | 79 | ..... | 3,120 | 2,478 |
| 76 | Bath, Me | 7,874 | 4-21 | 2,836 | 16 | 3,300 | 38 | 190 | 1,836 | 1,536 |
| 77 | Biddeford, Me | 12,651 | 4-21 | 3,911 | 23 | 1,835 | 42 | 184 | 1,891 | 1,335 |
| 78 | Lewiston, Me | 19,083 | 4-21 | 6,274 | 29 | ..... | 69 | 183 | 2,919 | 2,062 |
| 79 | Portland, Me* | 33,810 | 4-21 | 10,660 | 15 | 5,981 | 128 | 200 | 6,797 | 4,347 |
| 80 | Rockland, Me | 7,599 | 4-21 | 2,186 | 11 | 1,700 | 30 | 162 | 1,448 | 1,130 |
| 81 | Baltimore, Md | 332,313 | 6-21 | *86,961 | 62 | ..... | 824 | 200 | 47,048 | 29,424 |
| 82 | Boston, Mass | 362,839 | 5-15 | 61,056 | *c*158 | *c*56,177 | 1,276 | 203* | *cd*54,323 | *c*45,647 |
| 83 | Brockton, Mass | 13,608 | 5-15 | *2,278 | 21 | 2,560 | 43 | 197 | 2,444 | 1,792 |
| 84 | Brookline, Mass | 8,057 | 5-15 | 1,263 | 11 | ..... | 33 | 238 | 1,503 | 997 |
| 85 | Cambridge, Mass* | 52,669 | 5-15 | 9,390 | 29 | 9,124 | 182 | 197 | 8,537 | 6,614 |
| 86 | Chelsea, Mass | 21,782 | 5-15 | 3,884 | ..... | ..... | 70 | 195 | 4,443 | 2,947 |
| 87 | Chicopee, Mass | 11,286 | 5-15 | 2,081 | 10 | 1,270 | 29 | 191½ | 1,463 | 824 |
| 88 | Clinton, Mass | 8,029 | 5-15 | 1,671 | 11 | 1,470 | 29 | 195 | 1,550 | 1,124 |
| 89 | Fall River, Mass | 48,961 | 5-15 | *b*9,763 | 33 | 7,754 | 193 | ..... | 9,363 | 5,845 |
| 90 | Fitchburg, Mass | 12,429 | 5-15 | 2,473 | 18 | 3,128 | 54 | 193½ | 2,564 | 2,062 |
| 91 | Gloucester, Mass* | 19,329 | 5-15 | 4,008 | 24 | 4,032 | 89 | 200 | 4,126 | 3,223 |
| 92 | Haverhill, Mass* | 18,472 | 5-15 | 3,600 | ..... | 3,045 | 88 | 198 | 3,346 | 2,364 |
| 93 | Holyoke, Mass | 21,915 | 5-15 | 4,640 | 13 | 2,503 | 84 | 195 | 4,068 | 2,056 |
| 94 | Lawrence, Mass | 39,151 | 5-15 | 7,143 | 20 | 5,000 | 108 | 197 | 5,791 | 4,487 |
| 95 | Lowell, Mass *i* | 59,475 | 5-15 | 9,121 | 42 | 7,729 | 160 | 193 | 9,689 | 6,045 |
| 96 | Lynn, Mass | 38,274 | 5-15 | 6,397 | 29 | *b*5,575 | 121 | ..... | 5,916 | 4,826 |
| 97 | Malden, Mass* | 12,017 | 5-15 | 2,082 | 11 | 2,504 | 54 | 201 | 2,924 | 1,963 |
| 98 | Marlborough, Mass | 10,127 | 5-15 | 2,121 | 13 | 2,100 | 42 | 178 | 2,367 | 1,654 |
| 99 | Medford, Mass | 7,573 | 5-15 | *h*1,204 | 10 | 1,500 | 27 | 192 | 1,340 | 1,164 |
| 100 | New Bedford, Mass | 26,845 | 5-15 | *h*4,083 | 23 | ..... | 112 | ..... | 4,699 | 3,740 |
| 101 | Newburyport, Mass | 13,538 | 5-15 | 2,552 | ..... | 2,236 | 47 | ..... | 2,205 | 1,498 |
| 102 | Newton, Mass | 16,995 | 5-15 | 3,252 | 17 | *3,000 | 81 | 190 | 3,687 | 2,588 |
| 103 | Northampton, Mass* | 12,172 | 5-15 | 2,089 | 25 | 2,300 | 54 | 160 *j* | 2,176 | 1,656 |
| 104 | Peabody, Mass | 9,028 | 5-15 | *h*1,730 | ..... | ..... | 43 | ..... | 1,669 | 1,293 |
| 105 | Pittsfield, Mass | 13,364 | 5-15 | 2,611 | 27 | 2,313 | 64 | 200 | 2,783 | 1,774 |
| 106 | Quincy, Mass | 10,570 | 5-15 | *h*1,948 | *b*7 | ..... | 66 | ..... | 2,097 | 1,562 |
| 107 | Somerville, Mass | 24,933 | 5-15 | 4,204 | 19 | 5,050 | 96 | 188 | 5,271 | 3,793 |
| 108 | Springfield, Mass | 33,340 | 5-15 | 6,285 | 27 | 5,781 | 124 | 200 | 6,452 | 4,548 |
| 109 | Taunton, Mass | 21,213 | 5-15 | 3,610 | 31 | 3,801 | 84 | 195 | 4,064 | 2,921 |
| 110 | Waltham, Mass* | 11,712 | 5-15 | 2,146 | 12 | 2,238 | 49 | 195 | 2,306 | 1,653 |
| 111 | Woburn, Mass | 10,931 | 5-15 | 2,371 | 23 | 2,432 | 52 | 200 | 2,369 | 1,774 |
| 112 | Worcester, Mass | 58,291 | 5-15 | 11,363 | 39 | 10,233 | 235 | 190 | 11,801 | 8,265 |
| 113 | Adrian, Mich* | 7,849 | 5-20 | ..... | 5 | 1,613 | 29 | ..... | 1,393 | 1,000 |

* From Report of the Commissioner of Education for 1880.
*a* Assessed valuation.
*b* In 1879.
*c* From semiannual returns to June, 1881.
*d* Average number belonging.
*e* Based on average number belonging.
*f* Includes cost of supervision and salaries of secretaries and other officers.

*statistics of cities, &c.*— Continued.

| Pupils. | | | | | Expenditures. | | | Average expenses per capita of daily average attendance in public schools. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Estimated enrolment in private schools. | Estimated cash value of taxable property in the city. | Estimated real value of property used for school purposes. | Tax for school purposes on assessed valuation—mills per dollar. | Total receipts. | Permanent improvements. | Teachers' salaries. | Total expenditure. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 150 | $10,000,000 | $75,000 | 2.45 | $30,569 | $403 | $23,202 | $30,563 | $9 65 | $2 53 | 75 |
| 50 | ..... | 59,300 | ..... | 18,082 | ..... | 12,613 | 17,112 | ..... | ..... | 76 |
| 269 | 6,000,000 | 95,000 | 2.33 | 19,445 | ..... | 17,366 | 22,674 | 13 57 | 3 41 | 77 |
| 300 | *a*9,957,257 | 193,050 | 2.5 | 33,238 | ..... | 23,516 | 33,232 | 12 13 | 3 93 | 78 |
| 1,330 | 31,153,656 | 350,000 | 2.5 | 94,144 | 13,432 | 59,415 | 94,144 | 13 72 | 4 38 | 79 |
| 0 | 3,462,990 | 50,000 | 2 | 10,857 | 0 | 9,110 | 10,856 | 8 06 | 1 55 | 80 |
| *b*14,000 | 247,000,000 | 1,730,000 | ..... | 623,000 | 65,998 | 476,462 | 681,921 | 16 36 | 4 57 | 81 |
| 6,922 | *a*665,554,597 | *7,466,650 | ..... | 1,566,822 | 215,360 | 1,112,932 | 1,775,037 | (*a*27 15) | | 82 |
| ..... | *a*6,100,000 | 97,580 | ..... | 29,227 | 2,816 | 19,136 | 28,628 | ..... | ..... | 83 |
| ..... | *a*23,723,300 | 121,800 | 1.5 | 36,002 | ..... | ..... | 36,003 | ..... | ..... | 84 |
| 1,748 | *a*49,629,060 | 590,000 | 3.2 | 163,048 | 7,936 | 128,816 | 163,348 | 19 88 | 3 56 | 85 |
| 400 | *a*15,761,537 | 398,000 | 3.6 | ..... | ..... | *f*42,729 | 49,597 | 15 11 | 4 07 | 86 |
| 1,069 | 7,707,840 | 121,450 | 4.5 | 24,386 | 4,350 | 15,282 | 28,825 | 20 48 | 9 63 | 87 |
| 40 | 4,444,000 | 100,000 | 4.6 | 21,305 | 2,244 | *g*14,858 | 21,305 | 13 22 | 3 75 | 88 |
| 831 | *a*39,650,761 | ..... | ..... | *h*83,000 | 10,229 | *g*74,811 | 116,015 | ..... | ..... | 89 |
| 20 | *a*9,508,584 | 179,853 | 3.9 | 36,937 | ..... | 26,057 | 36,937 | 14 93 | 4 87 | 90 |
| 35 | 12,151,725 | 116,150 | 4.26 | 69,332 | 21,300 | 31,143 | 67,912 | 10 82 | 3 63 | 91 |
| 125 | 9,861,955 | 269,275 | 4.56 | 46,327 | 2,700 | 37,764 | 52,728 | 15 98 | 5 19 | 92 |
| 1,303 | 15,969,873 | 167,892 | ..... | 58,881 | 18,408 | 30,319 | 58,881 | 15 63 | 4 06 | 93 |
| 1,400 | 30,000,000 | 285,787 | 2.8 | 72,033 | 15,000 | 56,685 | 89,901 | 13 08 | 3 61 | 94 |
| 1,200 | 50,000,000 | 523,972 | 3.1 | 144,387 | 25,700 | ..... | 168,970 | 17 50 | ..... | 95 |
| 130 | *a*24,992,084 | *b*493,500 | ..... | 93,677 | 8,102 | 65,824 | 93,677 | ..... | ..... | 96 |
| 154 | 14,000,000 | 204,100 | 3.5 | 38,513 | 500 | 26,966 | 39,374 | 15 30 | 5 34 | 97 |
| 300 | *a*3,562,563 | 48,100 | 4.19 | 21,238 | ..... | 14,887 | 20,893 | 9 47 | 3 27 | 98 |
| 40 | 7,588,276 | 106,500 | 4 | 29,837 | 300 | 21,675 | 29,719 | 19 60 | 5 64 | 99 |
| 328 | *a*27,115,322 | ..... | ..... | 82,266 | ..... | 57,950 | 78,107 | ..... | ..... | 100 |
| 208 | *a*7,535,456 | ..... | ..... | 25,066 | ..... | ..... | 26,849 | ..... | ..... | 101 |
| *150 | 26,300,000 | 429,500 | ..... | 84,633 | ..... | 64,470 | 84,600 | ..... | ..... | 102 |
| 160 | 7,131,900 | 96,000 | 3.3 | 23,615 | 0 | 17,796 | 23,475 | 11 35 | 2 82 | 103 |
| 30 | *a*6,813,800 | ..... | ..... | 23,723 | ..... | 18,644 | *k*18,644 | ..... ..... | ..... | 104 |
| 150 | 7,414,405 | 78,300 | ..... | 35,154 | 375 | 23,165 | 32,265 | ..... | ..... | 105 |
| 65 | *a*7,560,381 | *b*119,000 | ..... | 33,241 | ..... | 23,119 | 33,401 | ..... | ..... | 106 |
| 500 | *a*22,569,100 | 344,432 | 3.5 | 81,733 | 32,432 | 62,136 | 82,361 | 16 85 | 4 85 | 107 |
| 470 | *a*32,731,770 | 552,500 | 2.6 | 96,954 | 400 | 68,753 | 95,032 | 15 77 | 5 03 | 108 |
| 116 | 20,291,797 | 220,000 | 3 | 45,683 | 300 | 35,044 | 48,298 | 14 01 | 3 99 | 109 |
| 103 | *a*8,827,150 | 196,800 | 3.8 | 34,228 | 22,600 | 24,636 | 54,849 | ..... | ..... | 110 |
| 50 | 8,216,838 | 202,500 | ..... | 34,464 | ..... | 23,926 | 34,413 | 14 50 | 4 88 | 111 |
| 2,000 | 46,867,192 | 898,292 | 3.32 | 152,495 | 48,984 | 119,188 | 200,485 | 14 75 | 3 58 | 112 |
| ..... | ..... | 109,500 | ..... | 32,163 | ..... | 12,198 | 31,800 | ..... | ..... | 113 |

*g* Includes cost of supervision.
*h* In 1880.
*i* From a return for 1880.
*j* In high school, 195.
*k* Amount paid for tuition only.

TABLE II.—*Summary of school*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 114 | Ann Arbor, Mich | 8,061 | 5–20 | 2,676 | 6 | 1,480 | 37 | 198 | 1,900 | 1,427 |
| 115 | Bay City, Mich | 20,693 | 5–20 | 5,953 | 7 | 2,600 | 48 | 194 | 2,991 | 1,803 |
| 116 | Detroit, Mich | 116,340 | 5–20. | 37,926 | 28 | 13,110 | 268 | 196 | 16,627 | 11,545 |
| 117 | East Saginaw, Mich | 19,016 | 5–20 | 6,429 | 11 | 3,075 | 62 | 194 | 3,314 | 2,503 |
| 118 | Flint, Mich | 8,409 | 5–20 | 2,373 | 7 | 1,770 | 37 | 195½ | 2,166 | 1,278 |
| 119 | Grand Rapids, Mich | 32,016 | 5–20 | 10,635 | 16 | 4,834 | 112 | 194 | 6,133 | 3,719 |
| 120 | Muskegon, Mich* | 11,262 | 5–20 | 3,807 | 7 | 1,400 | 33 | 197 | 1,786 | 1,018 |
| 121 | Port Huron, Mich | 8,883 | 5–20 | 3,003 | 5 | ..... | 26 | 197 | 1,836 | ..... |
| 122 | Saginaw, Mich | 10,525 | 5–20 | *3,245 | 6 | 1,656 | 34 | 195 | 1,805 | 1,280 |
| 123 | Minneapolis, Minn | 46,887 | 6–21 | 16,600 | 15 | 5,500 | 133 | 185 | 6,720 | 4,475 |
| 124 | St. Paul, Minn | 41,473 | 6–21 | ..... | 14 | 3,728 | 102 | 198 | 4,338 | 3,515 |
| 125 | Stillwater, Minn* | 9,055 | 5–21 | ..... | 4 | 1,100 | 20 | 176 | 1,100 | 800 |
| 126 | Winona, Minn | 10,208 | 5–21 | 2,360 | 4 | 1,918 | 34 | 198 | 1,762 | 1,385 |
| 127 | Vicksburg, Miss | 11,814 | 5–21 | 3,671 | 2 | 1,200 | 21 | 190 | 1,180 | 812 |
| 128 | Hannibal, Mo | 11,074 | 6–20 | 3,796 | 8 | 1,590 | 29 | 190 | 2,095 | 1,337 |
| 129 | Kansas City, Mo | 55,785 | 6–20 | 16,981 | 11 | 5,500 | 87 | 196 | 8,026 | 4,509 |
| 130 | St. Joseph, Mo | 32,431 | 6–20 | 9,852 | 20 | 3,455 | 67 | 198 | 4,072 | 2,853 |
| 131 | St. Louis, Mo | 350,518 | 6–20 | 106,372 | 92 | 44,994 | 1,017 | 197 | 53,965 | 35,942 |
| 132 | Sedalia, Mo | 9,561 | 6–20 | 3,105 | 5 | 1,619 | 26 | 179 | 2,016 | 1,336 |
| 133 | Lincoln, Nebr | 13,003 | 5–21 | 2,965 | 12 | 1,750 | 30 | 176 | 1,772 | ..... |
| 134 | Omaha, Nebr | 30,518 | 5–21 | 6,400 | 11 | *3,700 | 59 | 196 | 4,042 | 3,300 |
| 135 | Virginia City, Nev*d* | 10,917 | 6–18 | 2,559 | 5 | 1,545 | 32 | 202 | 2,260 | 1,276 |
| 136 | Dover, N. H | 11,687 | 5–15 | 2,329 | 18 | 2,042 | 45 | 167 | 2,029 | 1,437 |
| 137 | Manchester, N. H* | 32,630 | 5–15 | *c*4,774 | 24 | 3,754 | 86 | 188 | 4,350 | 2,818 |
| 138 | Nashua, N. H | 13,397 | 5–15 | ..... | 17 | *2,140 | 52 | ..... | 2,606 | 1,951 |
| 139 | Portsmouth, N. H | 9,690 | 5– | 2,272 | 13 | ..... | 34 | 200 | 1,922 | 1,771 |
| 140 | Camden, N. J* | 41,659 | 5–18 | *c*12,637 | 16 | 10,000 | 140 | 200 | 7,935 | 7,291 |
| 141 | Elizabeth, N. J | 28,229 | 5–18 | 8,625 | 5 | 2,565 | 59 | 205 | 3,753 | 2,277 |
| 142 | Jersey City, N. J* | 120,722 | 5–18 | 41,226 | 20 | 14,324 | 328 | 204 | 22,776 | 12,905 |
| 143 | Newark, N. J | 136,508 | 5–18 | 41,861 | 32 | 15,600 | 281 | 205 | 18,626 | 12,145 |
| 144 | New Brunswick, N. J | 17,166 | 5–18 | 6,305 | 6 | 2,175 | 46 | 201 | 2,458 | 1,684 |
| 145 | Orange, N. J | 13,207 | 5–18 | *3,792 | 4 | 1,371 | 31 | 197 | 1,708 | 903 |
| 146 | Paterson, N. J* | 51,031 | 5–18 | 13,672 | 11 | 5,537 | 142 | 200 | 7,901 | 4,750 |
| 147 | Plainfield, N. J | 8,125 | 5–18 | 2,184 | 3 | 1,000 | 24 | 200 | 1,299 | 975 |
| 148 | Trenton, N. J* | 29,910 | 5–18 | 7,281 | 12 | 2,700 | 67 | 205 | 3,583 | 2,255 |
| 149 | Albany, N. Y | 90,758 | 5–21 | 35,411 | 26 | 11,857 | 232 | 197 | 13,976 | 8,986 |
| 150 | Auburn, N. Y | 21,924 | 5–21 | 6,855 | 11 | 3,334 | 68 | 194 | 3,184 | 2,307 |
| 151 | Binghamton, N. Y | 17,317 | 5–21 | 4,778 | 8 | *f*2,797 | 64 | 207 | 3,000 | 2,037 |
| 152 | Brooklyn, N. Y | 566,663 | 5–21 | *e181,083 | 57 | 61,908 | 1,293 | 201 | 96,077 | 53,194 |

* From Report of the Commissioner of Education for 1880.

*a* Assessed valuation.

*b* In 1879.

*c* Includes cost of supervision.

*statistics of cities, &c.*—Continued.

| Pupils. | | | | | Expenditures. | | | Average expenses per capita of daily average attendance in public schools. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Estimated enrolment in private schools. | Estimated cash value of taxable property in the city. | Estimated real value of property used for school purposes. | Tax for school purposes on assessed valuation—mills per dollar. | Total receipts. | Permanent improvements. | Teachers' salaries. | Total expenditure. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 200 | $4,626,150 | $140,500 | ..... | $31,833 | $2,116 | $16,422 | $27,718 | $12 55 | $4 28 | 114 |
| 500 | *a*7,773,310 | 146,000 | 4.7 | 42,072 | 832 | 16,205 | 35,079 | 9 58 | 3 05 | 115 |
| 6,731 | 98,768,279 | 821,489 | ..... | 289,343 | 50,364 | 156,220 | 267,292 | 12 94 | 3 90 | 116 |
| 400 | 7,699,655 | 200,000 | 8.93 | 68,795 | 19,312 | 25,748 | 64,513 | 11 94 | 4 93 | 117 |
| 95 | 4,299,550 | 144,000 | ..... | 39,060 | 951 | 13,974 | 29,858 | 10 80 | 3 78 | 118 |
| 1,000 | 28,350,000 | 386,000 | 7.5 | 107,013 | 17,519 | 48,414 | 90,952 | 13 82 | 3 40 | 119 |
| 500 | *ab*1,214,755 | 81,309 | ..... | 28,075 | 1,102 | 11,792 | 26,319 | 12 05 | 3 62 | 120 |
| 300 | 4,000,000 | 80,000 | ..... | 20,515 | 665 | 9,490 | 12,348 | 10 20 | ..... | 121 |
| 600 | 4,000,000 | 100,000 | 6.96 | 39,723 | 439 | 13,068 | 31,748 | 10 86 | ..... | 122 |
| *1,000 | 46,782,000 | 418,104 | 3.58 | 206,538 | 35,266 | 73,857 | 150,456 | 17 13 | 3 71 | 123 |
| 1,800 | *a*27,000,000 | 254,000 | 2.5 | 113,308 | 32,500 | 57,736 | 113,413 | 20 11 | 5 00 | 124 |
| 600 | 4,000,000 | 100,500 | 2.6 | 27,991 | 998 | 9,234 | 24,120 | 12 79 | 9 20 | 125 |
| 350 | 6,500,000 | 180,200 | ..... | 41,075 | ..... | ..... | 28,958 | ..... | ..... | 126 |
| 600 | 5,000,000 | 12,650 | 3 | 16,841 | ..... | 9,151 | 21,446 | (15 77) | | 127 |
| 300 | *a*2,780,000 | 38,700 | 5 | 21,253 | 96 | 13,919 | 17,323 | 10 22 | 2 60 | 128 |
| ..... | *ab*8,100,000 | 300,000 | 4 | 171,154 | 30,705 | 46,864 | 136,495 | ..... | ..... | 129 |
| 625 | 12,000,000 | 133,280 | 4 | 56,949 | 11,473 | 35,841 | 64,446 | 13 26 | 4 91 | 130 |
| 21,000 | 255,930,733 | 2,853,312 | 5 | 879,348 | 16,258 | *c*585,457 | 762,174 | 16 59 | 2 16 | 131 |
| 250 | *a*2,371,648 | 74,200 | 7 | 32,847 | 11,132 | 9,705 | 26,880 | 8 24 | 1 30 | 132 |
| 100 | 6,000,000 | 69,000 | ..... | 40,438 | 11,210 | 13,124 | 36,919 | 13 09 | ..... | 133 |
| 500 | 15,000,000 | 366,000 | 9 | 88,525 | 10,836 | 37,873 | 88,206 | 12 06 | 3 60 | 134 |
| 447 | 3,000,000 | 71,500 | 5 | 97,699 | 1,000 | 33,026 | 44,437 | 25 88 | 8 93 | 135 |
| 90 | 11,363,070 | 149,300 | 3 | 24,648 | 418 | 17,178 | 24,616 | 13 16 | 3 84 | 136 |
| 2,100 | 25,000,000 | 286,200 | 3.07 | 58,109 | 6,383 | 37,583 | 57,832 | 13 93 | 4 32 | 137 |
| 20 | *a*9,169,414 | 236,891 | ..... | 34,066 | ..... | ..... | 33,992 | ..... | ..... | 138 |
| 150 | 10,000,000 | 82,600 | ..... | 23,906 | 300 | 16,621 | 23,884 | ..... | ..... | 139 |
| 1,527 | 22,000,000 | 500,000 | 4.5 | 96,914 | 7,445 | 53,192 | 96,825 | ..... | ..... | 140 |
| 2,439 | 11,762,900 | 79,600 | 3 | 38,285 | 120 | 23,967 | 37,794 | 13 32 | 4 33 | 141 |
| 9,000 | 90,000,000 | 658,150 | 2 | 186,349 | 4,926 | 102,600 | 187,409 | ..... | ..... | 142 |
| *b*6,596 | *ab*82,140,700 | 910,000 | ..... | 208,040 | 9,504 | *c*158,657 | 217,424 | 13 06 | 4 06 | 143 |
| 1,200 | 10,832,000 | 125,200 | 2.54 | 48,967 | 42 | 19,259 | 48,480 | 13 51 | 2 21 | 144 |
| 900 | 7,000,000 | 100,000 | ..... | 32,737 | 8,109 | 15,629 | 32,737 | 20 78 | 6 49 | 145 |
| *b*1,500 | *b*19,169,609 | 257,100 | ..... | 83,983 | 2,100 | *c*54,155 | 76,022 | 11 40 | 3 03 | 146 |
| 450 | 9,000,000 | 63,000 | 5.8 | 25,430 | 222 | 12,688 | 25,275 | 15 58 | 3 04 | 147 |
| 2,604 | *b*20,000,000 | 143,265 | 15 | 51,882 | ..... | 29,800 | 41,744 | 14 81 | 3 65 | 148 |
| 4,474 | 68,930,390 | 765,397 | ..... | 281,226 | 19,038 | 143,776 | 195,111 | 16 27 | 3 32 | 149 |
| 1,200 | 12,058,784 | 154,200 | 3.32 | 44,058 | 1,654 | 27,730 | 42,019 | 12 80 | 4 69 | 150 |
| 528 | 8,920,812 | 197,349 | 5.9 | 48,570 | 9,744 | 28,253 | 47,482 | 14 56 | 3 10 | 151 |
| *50,000 | *400,000,000 | 5,143,553 | ..... | 1,129,220 | 58,850 | 603,618 | 1,083,560 | 14 63 | 4 62 | 152 |

*d* Exclusive of Gold Hill, a separate district.

*e* Estimated.

*f* Number actually occupied.

TABLE II.—*Summary of school*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 153 | Buffalo, N. Y* | 155,134 | 5-21 | *a*56,000 | 42 | ..... | 439 | 199 | 18,606 | 14,555 |
| 154 | Cohoes, N. Y* | 19,416 | 5-21 | 7,991 | 8 | 2,110 | 50 | 204 | 2,674 | 1,601 |
| 155 | Elmira, N. Y | 20,541 | 5-21 | 6,032 | 8 | *b*3,825 | 80 | 195 | 4,198 | 2,971 |
| 156 | Hornellsville, N. Y* | 8,195 | 5-21 | 2,439 | 3 | 1,296 | 25 | 197 | 1,433 | 807 |
| 157 | Hudson, N. Y* | 8,670 | 5-21 | 2,975 | 3 | ..... | 21 | ..... | 1,158 | ..... |
| 158 | Ithaca, N. Y | 9,105 | 5-21 | 2,703 | 6 | 1,730 | 32 | 191 | 1,918 | 1,365 |
| 159 | Kingston, N. Y*c | *d*18,344 | 5-21 | 2,704 | 5 | 1,671 | 32 | 200 | 1,889 | 1,083 |
| 160 | Lockport, N. Y* | 13,522 | 5-21 | 4,185 | 7 | 2,664 | 44 | 198 | 2,624 | 1,585 |
| 161 | Long Island City, N. Y. | 17,129 | 5-21 | 5,717 | 7 | ..... | 70 | 201 | 3,837 | 2,179 |
| 162 | Newburgh, N. Y | 18,049 | 5-21 | *5,897 | 6 | 2,500 | 64 | 200 | 3,325 | 2,129 |
| 163 | New York, N. Y | 1,206,299 | 5-21 | 393,000 | 130 | 150,484 | 3,443 | 200 | 274,040 | 133,161 |
| 164 | Ogdensburg, N. Y* | 10,341 | 5-21 | 4,044 | 9 | 2,500 | 30 | 199 | 2,070 | 1,114 |
| 165 | Oswego, N. Y | 21,116 | 5-21 | 7,988 | 14 | 3,760 | 66 | 194 | 3,986 | 2,618 |
| 166 | Plattsburgh, N. Y | 8,283 | 5-21 | 2,160 | ..... | ..... | ..... | ..... | 1,371 | ..... |
| 167 | Poughkeepsie, N. Y | 20,207 | 5-21 | *g*6,002 | 10 | 2,770 | 62 | 201 | 2,760 | 1,915 |
| 168 | Rochester, N. Y | 89,366 | 5-21 | 37,000 | 27 | 13,030 | 270 | 196 | 13,381 | 8,788 |
| 169 | Rome, N. Y | 12,194 | 5-21 | 3,129 | 8 | 2,050 | 31 | 198 | 1,700 | 1,427 |
| 170 | Saratoga Springs, N. Y. | 8,421 | 5-21 | 2,639 | 12 | 1,726 | 32 | 200 | 1,668 | 1,097 |
| 171 | Schenectady, N. Y* | 13,655 | 5-21 | 4,500 | 9 | ..... | 42 | ..... | 2,288 | ..... |
| 172 | Syracuse, N. Y | 51,792 | 5-21 | 18,598 | 19 | 8,383 | 186 | 196 | 9,379 | 7,174 |
| 173 | Troy, N. Y* | 56,747 | 5-21 | 18,464 | 17 | 6,500 | 142 | 201 | 9,351 | 5,613 |
| 174 | Utica, N. Y | 33,914 | 5-21 | 12,048 | 18 | 4,690 | 107 | 196 | 5,318 | 3,399 |
| 175 | Watertown, N. Y | 10,697 | 5-21 | 3,128 | 9 | ..... | 52 | ..... | 2,154 | ..... |
| 176 | Raleigh, N. C | 9,265 | 6-21 | *i*4,388 | *i*5 | ..... | 23 | 196*i* | *i*1,778 | *i*1,000 |
| 177 | Akron, Ohio | 16,512 | 6-21 | 4,719 | 8 | 2,987 | 56 | 194 | 3,195 | 2,485 |
| 178 | Canton, Ohio | 12,258 | 6-21 | 4,367 | 7 | 2,604 | 53 | 189 | 2,838 | 1,977 |
| 179 | Chillicothe, Ohio | 10,938 | 6-21 | 3,387 | 5 | 1,825 | 44 | 186 | 1,925 | 1,478 |
| 180 | Cincinnati, Ohio | 255,139 | 6-21 | 87,997 | 53 | 36,881 | 671 | 200 | 35,592 | 27,279 |
| 181 | Cleveland, Ohio | 160,146 | 6-21 | 52,412 | 42 | 22,498 | 445 | 195 | 24,836 | 17,017 |
| 182 | Columbus, Ohio | 51,647 | 6-21 | 15,899 | 26 | 7,632 | 153 | 195 | 8,014 | 6,103 |
| 183 | Dayton, Ohio | 38,678 | 6-21 | 11,225 | 14 | 6,340 | 133 | 195 | 6,502 | 4,670 |
| 184 | Fremont, Ohio | 8,446 | 6-21 | 2,351 | 7 | 1,100 | 19 | 185 | 1,040 | 718 |
| 185 | Hamilton, Ohio | 12,122 | 6-21 | 4,895 | 5 | 2,100 | 36 | 195 | 2,008 | 1,477 |
| 186 | Ironton, Ohio* | 8,857 | 6-21 | 2,720 | 5 | 1,600 | 29 | 185 | 1,807 | ..... |
| 187 | Newark, Ohio | 9,600 | 6-21 | 3,880 | 6 | 2,024 | 40 | 183 | 1,853 | 1,305 |
| 188 | Portsmouth, Ohio | 11,321 | 6-21 | *3,734 | 6 | 2,200 | 43 | 190 | 2,215 | 1,905 |
| 189 | Sandusky, Ohio | 15,838 | 6-21 | 6,290 | 10 | 2,770 | 49 | 195 | 2,519 | 1,869 |
| 190 | Springfield, Ohio | 20,730 | 6-21 | 6,352 | 11 | 3,186 | 61 | 193 | 3,134 | 2,348 |

*From Report of the Commissioner of Education for 1880.

*a* Estimated.

*b* Exclusive of 300 sittings in a building formerly used for evening schools.

*c* These statistics are for the Kingston school district only.

*d* For the entire city.

*e* In 1879.

*statistics of cities, &c.*— Continued.

| Pupils. | | | | | Expenditures. | | | Average expenses per capita of daily average attendance in public schools. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Estimated enrolment in private schools. | Estimated cash value of taxable property in the city. | Estimated real value of property used for school purposes. | Tax for school purposes on assessed valuation—mills per dollar. | Total receipts. | Permanent improvements. | Teachers' salaries. | Total expenditure. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 9,628 | $89,237,320 | $180,100 | ..... | $351,095 | $3,785 | $282,927 | $347,204 | $19 75 | $3 63 | 153 |
| 500 | 10,982,664 | 100,000 | 7.2 | 42,250 | 441 | 22,027 | 34,381 | 14 25 | 6 94 | 154 |
| 316 | 10,633,000 | 316,000 | 4.75 | 71,812 | 10,341 | 40,729 | 70,939 | 14 21 | 3 16 | 155 |
| 350 | 6,000,000 | 35,695 | 5.2 | 14,568 | 9,062 | 9,475 | 21,873 | 13 47 | 2 39 | 156 |
| 700 | ..... | 25,000 | ..... | 21,158 | 6,237 | 8,705 | 15,647 | ..... | ..... | 157 |
| 75 | 6,000,000 | 60,200 | 7.58 | 29,650 | 8,141 | 14,338 | 29,650 | 11 82 | 2 57 | 158 |
| 197 | 5,475,440 | 148,500 | 3.28 | 25,823 | 196 | 15,149 | 22,472 | 15 11 | 1 35 | 159 |
| 500 | 8,250,000 | 105,000 | 3.2 | 37,822 | 2,074 | 22,267 | 32,419 | 14 68 | 4 47 | 160 |
| ..... | *cf*4,681,847 | 65,000 | ..... | 46,003 | 2,026 | 26,385 | 39,697 | ..... | ..... | 161 |
| 701 | 17,000,000 | 192,000 | 4.2 | 47,787 | 6,198 | 29,206 | 44,757 | 14 42 | 3 69 | 162 |
| 40,000 | 1,644,635,197 | 11,775,000 | 2.99 | 3,690,283 | 343,510 | 2,662,008 | 3,690,283 | 20 24 | 4 89 | 163 |
| 570 | ..... | 45,000 | ..... | 15,117 | 3,000 | 10,800 | 21,263 | ..... | ..... | 164 |
| 1,268 | *f*6,712,111 | 168,380 | 4.5 | 47,803 | 2,752 | 28,168 | 45,462 | 11 06 | 5 25 | 165 |
| 80 | 3,000,000 | 57,000 | 7 | 18,246 | ·259 | 9,742 | 21,143 | ..... | ..... | 166 |
| 828 | *f*11,992,115 | 128,005 | 2.41 | 53,824 | 6,518 | 25,645 | 40,653 | 13 97 | 3 85 | 167 |
| 3,500 | 85,000,000 | 501,039 | 3.58 | 214,609 | 15,499 | 129,783 | 214,179 | 14 76 | 7 65 | 168 |
| 465 | 7,500,000 | 75,250 | 2.05 | 15,999 | ..... | 11,392 | 15,243 | 8 47 | 1 78 | 169 |
| 319 | 19,201,040 | 69,300 | 4 | 35,027 | 2,439 | 13,691 | 22,222 | 14 99 | 4 37 | 170 |
| 450 | ..... | 72,000 | ..... | 23,092 | 1,360 | 18,774 | 23,092 | ..... | ..... | 171 |
| 1,862 | 28,104,332 | 779,900 | 3.2 | 128,840 | 20,826 | *h*84,332 | 128,839 | 11 75 | 3 30 | 172 |
| 1,200 | 46,492,376 | 243,800 | ..... | 106,399 | ..... | 80,396 | 106,399 | 14 69 | 4 25 | 173 |
| 1,327 | 21,940,721 | 654,532 | 3.4 | 110,919 | 12,323 | 50,845 | 79,259 | 15 63 | 4 05 | 174 |
| 100 | ..... | 95,000 | ..... | 39,373 | 4,766 | 17,991 | 29,373 | ..... | ..... | 175 |
| *i*250 | *i*10,000,000 | *i*5,000 | 1.2 | *i*10,732 | ..... | ..... | ..... | ..... | ..... | 176 |
| 750 | 10,000,000 | 208,200 | 6 | 88,457 | 7,495 | 27,826 | 86,228 | 12 00 | 6 80 | 177 |
| 600 | *f*5,379,824 | *152,200 | 5 | 49,172 | 9,485 | 22,803 | 45,817 | (12 87) | | 178 |
| 350 | 7,373,645 | 170,400 | 5.75 | 43,062 | 5,904 | 21,130 | 34,577 | 15 65 | 3 50 | 179 |
| 16,525 | *f*162,500,000 | 2,000,000 | ..... | 742,941 | 49,137 | 462,430 | 687,152 | 20 14 | 2 14 | 180 |
| 9,865 | *220,941,582 | *j*1,663,035 | 4.5 | 399,030 | 76,126 | 276,316 | 420,219 | 16 83 | 3 38 | 181 |
| 2,107 | 48,000,000 | 718,384 | 5.6 | 207,986 | 21,960 | 102,290 | 183,777 | 17 61 | 5 15 | 182 |
| 1,802 | 27,000,000 | 360,000 | 6 | 176,333 | 16,342 | 89,207 | 142,814 | 19 64 | 4 17 | 183 |
| 450 | 3,000,000 | 54,000 | 7 | 17,610 | 50 | 9,334 | 14,950 | 15 09 | 4 82 | 184 |
| 1,000 | 7,000,000 | 125,000 | 5 | 46,419 | 2,000 | 19,544 | 38,543 | 14 38 | 3 58 | 185 |
| 300 | 3,535,420 | 39,200 | 2.88 | 20,748 | 2,151 | 13,666 | 21,162 | 10 65 | 2 44 | 186 |
| 300 | ..... | 95,350 | 4.5 | 45,656 | ..... | 16,881 | 22,865 | ..... | ..... | 187 |
| *200 | *5,000,000 | *180,000 | ..... | *49,108 | ..... | *18,590 | *31,397 | *12 40 | *2 60 | 188 |
| 880 | 11,000,000 | 170,000 | 7 | 55,798 | 5,693 | 20,710 | 48,660 | 12 16 | 3 56 | 189 |
| *e*800 | *e*15,000,000 | 119,819 | 5.5 | 84,648 | 19,862 | 35,022 | 68,739 | 15 68 | 4 10 | 190 |

*f* Assessed valuation.
*g* Census of 1877.
*h* Includes cost of supervision.
*i* For city and county.
*j* In 1878.

TABLE II.—*Summary of school*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 191 | Steubenville, Ohio | 12,093 | 6-21 | 5,973 | 6 | 2,100 | 43 | 195 | 2,350 | 1,784 |
| 192 | Tiffin, Ohio | 7,879 | 6-21 | 3,379 | 5 | 1,456 | 30 | 192 | 1,281 | 964 |
| 193 | Toledo, Ohio | 50,137 | 6-21 | 17,579 | 23 | 7,000 | 130 | 195 | 7,677 | 5,001 |
| 194 | Zanesville, Ohio | 18,113 | 6-21 | 5,930 | 17 | ..... | 71 | 197 | 3,061 | 2,203 |
| 195 | Portland, Oreg | 20,511 | 4-20 | 5,314 | 4 | 2,390 | 56 | 200 | 2,972 | 2,172 |
| 196 | Allegheny, Pa* | 78,682 | 6-21 | ..... | 21 | 10,500 | 202 | 193 | 11,610 | 8,287 |
| 197 | Allentown, Pa* | 18,063 | 6-21 | 4,500 | 8 | 3,200 | 53 | 168 | 3,429 | 2,432 |
| 198 | Altoona, Pa | 19,710 | 6-21 | ..... | 11 | 3,010 | 51 | 187 | 3,054 | 2,535 |
| 199 | Bradford, Pa | 9,197 | 6-21 | ..... | 4 | ..... | 22 | 220 | 1,200 | ..... |
| 200 | Carbondale, Pa | 7,714 | 6-21 | *d*3,000 | 7 | 1,470 | 24 | 191 | 1,821 | 1,212 |
| 201 | Chester, Pa | 14,997 | 6-21 | ..... | 9 | 2,100 | 48 | 197 | 2,512 | 1,679 |
| 202 | Danville, Pa* | 8,346 | 6-21 | ..... | 7 | 1,794 | 28 | 160 | 1,638 | 1,233 |
| 203 | Easton, Pa | 11,924 | 6-21 | ..... | 9 | ..... | 52 | ..... | 2,291 | 1,688 |
| 204 | Erie, Pa* | 27,737 | 6-21 | 8,319 | 18 | 3,700 | 100 | 196 | 4,244 | 2,911 |
| 205 | Harrisburg, Pa | 30,762 | 6-21 | ..... | 23 | 5,641 | 109 | 200 | 5,667 | 3,824 |
| 206 | Lebanon, Pa | 8,778 | 6-21 | 2,300 | 8 | ..... | 30 | 187 | 1,500 | 1,200 |
| 207 | Meadville, Pa* | 8,860 | 6-21 | ..... | 4 | 1,908 | 35 | 173 | 1,800 | 1,483 |
| 208 | New Castle, Pa | 8,418 | 6-18 | ..... | 4 | 1,700 | 31 | 166 | 1,560 | 1,096 |
| 209 | Norristown, Pa | 13,063 | 6-21 | 3,748 | 6 | 2,260 | 44 | 201 | 2,218 | 1,599 |
| 210 | Philadelphia, Pa | 847,170 | 6- | ..... | 232 | 102,185 | 2,113 | 208 | 102,185 | *f*91,894 |
| 211 | Pittsburgh, Pa | 156,389 | ..... | ..... | 55 | ..... | 505 | ..... | 26,816 | 17,180 |
| 212 | Reading, Pa | 43,278 | 6-21 | 13,697 | 26 | 7,551 | 153 | 189 | 6,911 | 5,609 |
| 213 | Scranton, Pa* | 45,850 | 6-21 | 19,800 | 30 | 8,000 | 169 | 220 | 10,174 | 6,861 |
| 214 | Shamokin, Pa* | 8,184 | 6-21 | 3,300 | 5 | ..... | 24 | 186 | 1,653 | 950 |
| 215 | Shenandoah, Pa | 10,147 | 6-21 | *d*3,400 | 4 | 2,010 | 28 | 189 | 2,103 | 1,243 |
| 216 | Titusville, Pa | 9,046 | 6-21 | ..... | 4 | 1,632 | 34 | 200 | 1,479 | 1,142 |
| 217 | Williamsport, Pa | 18,934 | 6-21 | *d*4,850 | 25 | 3,485 | 65 | 165 | 3,432 | 2,236 |
| 218 | York, Pa | 13,940 | 6-21 | 2,669 | 9 | 2,465 | 50 | 178 | 2,419 | 1,786 |
| 219 | Lincoln, R. I* | 13,765 | 5-15 | 2,963 | 12 | ..... | 41 | ..... | 2,200 | 1,204 |
| 220 | Newport, R. I | 15,693 | 5-16 | 3,419 | 11 | 2,241 | 56 | 196 | 2,437 | 1,569 |
| 221 | Pawtucket, R. I* | 19,030 | 5-15 | 3,292 | 18 | 2,710 | 47 | ..... | 3,699 | 1,902 |
| 222 | Providence, R. I | 104,857 | 5-16 | 19,819 | 49 | ..... | 301 | ..... | 14,194 | 9,914 |
| 223 | Warwick, R. I | 12,164 | 5-15 | 2,463 | 19 | ..... | 30 | 192 | 2,129 | 1,088 |
| 224 | Woonsocket, R. I | 16,050 | 5-15 | 2,059 | 14 | 2,145 | 37 | 195 | 2,832 | 1,400 |
| 225 | Charleston, S. C* | 49,984 | 6-16 | 12,727 | 5 | ..... | 91 | 190 | 7,284 | ..... |
| 226 | Chattanooga, Tenn | 12,892 | 6-21 | 3,224 | 7 | ..... | 33 | 158 | 2,334 | ..... |
| 227 | Knoxville, Tenn | 9,693 | 6-21 | 3,044 | 5 | 1,541 | 29 | 196 | 1,984 | 1,458 |
| 228 | Memphis, Tenn | 33,592 | 6-21 | 9,745 | 10 | 3,780 | 62 | 164 | 4,367 | 2,578 |
| 229 | Nashville, Tenn | 43,350 | 6-21 | 14,512 | 13 | 5,950 | 97 | 182 | 5,845 | 4,371 |

*From Report of the Commissioner of Education for 1880.

*a* Assessed valuation.

*b* In 1879.

*c* Includes cost of supervision.

*statistics of cities, &c.*—Continued.

| Pupils. | | | | | Expenditures. | | | Average expenses per capita of daily average attendance in public schools. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Estimated enrolment in private schools. | Estimated cash value of taxable property in the city. | Estimated real value of property used for school purposes. | Tax for school purposes on assessed valuation—mills per dollar. | Total receipts. | Permanent improvements. | Teachers' salaries. | Total expenditure. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 450 | *a*$5,409,440 | $127,000 | 3.5 | $45,307 | $621 | $19,548 | $27,430 | $11 85 | $3 16 | 191 |
| 600 | *a*3,129,000 | 40,000 | 5.5 | 28,502 | 3,500 | 12,224 | 20,097 | ..... | ..... | 192 |
| 2,000 | 67,000,000 | 596,000 | 6 | 236,103 | ..... | 55,585 | 152,344 | 11 61 | 3 70 | 193 |
| 500 | *a*7,418,810 | 200,000 | 5 | 57,409 | 7,226 | 33,878 | 52,840 | 15 92 | 3 31 | 194 |
| 600 | 15,000,000 | 170,600 | 5 | 81,615 | 2,304 | 39,564 | 81,371 | 19 07 | 8 77 | 195 |
| *b*3,500 | *a*46,000,000 | 927,855 | 4.25 | 260,837 | 58,602 | 106,375 | 252,527 | 12 85 | 1 58 | 196 |
| 500 | 9,500,000 | 415,000 | ..... | 62,637 | ..... | *c*17,828 | 53,549 | 7 33 | ..... | 197 |
| 900 | 6,000,000 | 101,620 | 15 | 57,388 | 19,686 | 17,378 | 50,444 | 7 25 | 2 69 | 198 |
| 350 | *a*2,100,000 | 27,200 | 17 | 40,113 | ..... | ..... | 31,318 | ..... | ..... | 199 |
| 200 | 2,500,000 | 27,200 | 11 | 10,204 | 3,029 | 7,304 | 11,811 | 6 27 | 97 | 200 |
| 200 | *a*6,384,409 | 110,000 | 4.5 | 31,482 | 2,524 | *e*22,679 | 29,702 | ..... | ..... | 201 |
| 75 | 2,090,883 | 75,000 | 10 | 8,968 | ..... | 6,826 | 9,444 | ..... | ..... | 202 |
| ..... | *ab*9,201,624 | 219,200 | ..... | 57,509 | ..... | ..... | 40,443 | ..... | ..... | 203 |
| 1,500 | 25,000,000 | 293,200 | 4 | 66,799 | 11,509 | 35,353 | 68,425 | 12 80 | 3 83 | 204 |
| 400 | 15,685,152 | 398,281 | 13 | 94,574 | 23,483 | 51,014 | 93,825 | 13 33 | 2 43 | 205 |
| 300 | 4,200,000 | 76,250 | 10 | 20,856 | 39 | 9,403 | 18,881 | 8 25 | 1 64 | 206 |
| 200 | 3,425,575 | 136,000 | 11 | 26,816 | 1,651 | 15,151 | 24,440 | 11 90 | 1 84 | 207 |
| 40 | *a*3,000,000 | 45,000 | 4.5 | 30,085 | 11,746 | 9,044 | 26,446 | ..... | ..... | 208 |
| 400 | *a*6,533,880 | 164,700 | 7 | 41,509 | 2,726 | 20,667 | 39,875 | 13 36 | 4 00 | 209 |
| ..... | *a*543,669,129 | 6,003,084 | ..... | 1,438,849 | 71,818 | 1,033,638 | 1,503,052 | 11 24 | 4 32 | 210 |
| *bd*12,000 | *a*96,721,883 | 1,900,000 | ..... | 590,754 | 8,976 | 272,170 | 468,524 | (20 86) | | 211 |
| 960 | 25,000,000 | 281,600 | 3 | 77,287 | 9,454 | 50,768 | 100,453 | 9 59 | ..... | 212 |
| 1,500 | 30,000,000 | 300,000 | 6 | 101,075 | 4,610 | 58,111 | 83,624 | 9 60 | 3 07 | 213 |
| 300 | 5,000,000 | 40,000 | ..... | 13,229 | 3,220 | 7,236 | 13,204 | 8 46 | ..... | 214 |
| ..... | 3,000,000 | 61,000 | 12 | 20,558 | 2,003 | 8,581 | 19,393 | 8 11 | 3 09 | 215 |
| ..... | ..... | 64,275 | 15 | 55,935 | 2,155 | 14,666 | 54,926 | ..... | ..... | 216 |
| 1,300 | 12,500,000 | 142,250 | 5.5 | 42,418 | 500 | 22,706 | 42,346 | 10 65 | 8 02 | 217 |
| 260 | 8,000,000 | 125,000 | 3.5 | 24,960 | 253 | 17,353 | 28,176 | 10 27 | 2 83 | 218 |
| 277 | *a*8,586,023 | 69,000 | 1.4 | 27,158 | 8,000 | 15,110 | 24,912 | ..... | ..... | 219 |
| 795 | 30,000,000 | 225,333 | 1.2 | 43,460 | 1,075 | 32,105 | 43,445 | 21 65 | 5 26 | 220 |
| 150 | *a*17,839,212 | 176,000 | ..... | 51,000 | ..... | 24,066 | 35,598 | ..... | ..... | 221 |
| 3,599 | **a*168,547,726 | *b*1,450,000 | ..... | 222,285 | 27,873 | 171,718 | 268,464 | ..... | ..... | 222 |
| ..... | *a*10,104,900 | 29,100 | 1.5 | 11,471 | ..... | 11,175 | 11,458 | 10 53 | ..... | 223 |
| 599 | **a*8,827,565 | *124,650 | ..... | 36,971 | ..... | ..... | 36,971 | ..... | ..... | 224 |
| ..... | *a*26,422,000 | 125,000 | 3 | 65,142 | ..... | *h*50,902 | 62,840 | ..... | ..... | 225 |
| 350 | *a*4,200,000 | 39,750 | 6 | 17,186 | 2,793 | 13,758 | 20,796 | 10 88 | 1 95 | 226 |
| 120 | 4,592,735 | 33,700 | 2.5 | 15,701 | 180 | 12,716 | 15,699 | 8 72 | ..... | 227 |
| ..... | *a*12,650,030 | 139,050 | 2 | 33,548 | ..... | 30,733 | 41,559 | 12 50 | 3 61 | 228 |
| 500 | 18,750,000 | 194,500 | 5 | 95,610 | 830 | 56,775 | 95,609 | 13 89 | 1 76 | 229 |

*d* Estimated.

*e* Includes pay of janitors, cost of supervision, and salaries of secretaries and other officers.

*f* In primary and grammar schools.

*g* Includes salaries of secretaries and other officers.

TABLE II.—*Summary of school*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 230 | Houston, Tex* | 16,513 | 8–14 | 2,746 | *a*14 | *a*1,147 | 23 | *a*157 | *a*1,756 | *a*1,172 |
| 231 | San Antonio, Tex* | 20,550 | –14 | 3,022 | 5 | 1,100 | 22 | 200 | 1,584 | 934 |
| 232 | Burlington, Vt | 11,365 | 5–20 | ..... | ..... | ..... | 33 | ..... | 1,425 | ..... |
| 233 | Rutland Vt* | 12,149 | 5–20 | ..... | ..... | ..... | 64 | ..... | 2,395 | ..... |
| 234 | Alexandria, Va | 13,659 | 5–21 | *b*4,582 | 4 | 1,150 | 19 | 180 | 1,204 | 911 |
| 235 | Danville, Va* | 7,526 | 5–21 | 2,126 | 2 | 500 | 15 | 160 | 1,059 | 724 |
| 236 | Lynchburg, Va | 15,959 | 5–21 | 4,907 | 5 | 1,350 | 31 | 194 | 1,872 | 1,171 |
| 237 | Norfolk, Va* | 21,966 | 5–21 | 6,695 | 7 | 1,320 | 26 | 191 | 1,613 | 1,117 |
| 238 | Petersburg, Va | 21,656 | 5–21 | 7,203 | 6 | *a*1,808 | 28 | 185 | 2,083 | 1,518 |
| 239 | Portsmouth, Va | 11,390 | 5–21 | 3,210 | 3 | ..... | 14 | 202 | 997 | 575 |
| 240 | Richmond, Va* | 63,600 | 5–21 | 21,536 | 12 | 5,840 | 129 | 188 | 5,821 | 4,778 |
| 241 | Appleton, Wis* | 8,005 | 4–20 | 2,897 | 8 | 1,800 | 28 | 178 | 1,638 | 1,490 |
| 242 | Fond du Lac, Wis* | 13,094 | 4–20 | 5,482 | 17 | 2,800 | 46 | 200 | 2,321 | 1,515 |
| 243 | Janesville, Wis | 9,018 | 4–20 | 3,384 | 10 | 1,815 | 36 | 176 | 1,482 | ..... |
| 244 | La Crosse, Wis | 14,505 | 4–20 | 4,531 | 13 | 2,200 | 44 | 197 | 2,628 | 1,703 |
| 245 | Madison, Wis | 10,324 | 4–20 | 3,517 | 9 | 3,480 | 36 | 180 | 1,925 | 1,732 |
| 246 | Milwaukee, Wis | 115,587 | 4–20 | 40,096 | 26 | 16,208 | 318 | 200 | 15,249 | 12,398 |
| 247 | Oshkosh, Wis | 15,748 | 4–20 | 6,180 | 9 | 3,500 | 54 | 196 | 2,148 | 1,970 |
| 248 | Racine, Wis | 16,031 | 4–20 | 6,296 | 9 | 3,000 | 46 | 200 | 2,388 | 1,555 |
| 249 | Watertown, Wis | 7,883 | 4–20 | 3,462 | 5 | 1,100 | 22 | 196 | 1,084 | 873 |
| 250 | Georgetown, D. C. *d* | 108,688 | 6–17 | 27,142 | 55 | 14,393 | 278 | 190 | 16,407 | 12,638 |
| 251 | Washington, D. C. *d* | | | | | | | | | |
| | Total | 10,757,645 | ..... | 2,749,270 | 3,918 | 1,188,367 | 30,155 | ..... | 1,738,108 | 1,134,825 |

* From Report of the Commissioner of Education for 1880.

*a* In 1879.

*b* Census of 1880.

*c* Assessed valuation.

*tatistics of cities, &c.*—Continued.

| Pupils. | | | | | Expenditures. | | | Average expenses per capita of daily average attendance in public schools. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Estimated enrolment in private schools. | Estimated cash value of taxable property in the city. | Estimated real value of property used for school purposes. | Tax for school purposes on assessed valuation—mills per dollar. | Total receipts. | Permanent improvements. | Teachers' salaries. | Total expenditure. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| *a*360 | *a*$6,000,000 | $31,100 | ..... | *a*$17,591 | ..... | ..... | $15,346 | ..... | ..... | 230 |
| 1,000 | 12,000,000 | 45,000 | ..... | 22,550 | $1,875 | $10,050 | 17,639 | $12 37 | $1 27 | 231 |
| 1,000 | ..... | ..... | ..... | 18,827 | 886 | 14,590 | 19,628 | ..... | ..... | 232 |
| 490 | ..... | ..... | ..... | ..... | ..... | 13,152 | 32,643 | ..... | ..... | 233 |
| 1,100 | 4,600,000 | 49,400 | 2.8 | 14,083 | 115 | 8,333 | 11,087 | 9 53 | 2 10 | 234 |
| 336 | 2,718,620 | 20,100 | ..... | 5,999 | 0 | 5,070 | 5,999 | 7 14 | 1 14 | 235 |
| 500 | *c*8,000,000 | 56,000 | 4.5 | 42,100 | 21,832 | 14,448 | 41,998 | 13 30 | 3 58 | 236 |
| 550 | 9,674,451 | 59,000 | ..... | 19,546 | 734 | 12,825 | 16,214 | ..... | ..... | 237 |
| 1,200 | *c*8,576,967 | 57,000 | 1.9 | 17,500 | ..... | 12,943 | 17,232 | 8 58 | 2 76 | 238 |
| 819 | 3,130,230 | 15,500 | 2 | 9,122 | 0 | 6,750 | 8,670 | 13 00 | 2 08 | 239 |
| 3,500 | 39,766,706 | 259,603 | ..... | 108,441 | 8,947 | 45,671 | 83,802 | 10 95 | 2 21 | 240 |
| 316 | ..... | 60,800 | ..... | 22,886 | 1,115 | 11,927 | 16,492 | ..... | ..... | 241 |
| 500 | *c*3,412,120 | 125,110 | 6 | 23,363 | 771 | 16,825 | 22,499 | 11 36 | 2 77 | 242 |
| 175 | 5,247,847 | 82,000 | 4 | 20,069 | 1,575 | 12,583 | 18,112 | ..... | ..... | 243 |
| 675 | 8,000,000 | 94,700 | 8 | 47,015 | 2,000 | 23,943 | 35,348 | 15 24 | 5 52 | 244 |
| 600 | 6,000,000 | 111,000 | 4 | 29,008 | 2,043 | 16,136 | 22,129 | ..... | ..... | 245 |
| 9,500 | 58,178,074 | 702,397 | 2.5 | 308,500 | 16,653 | 168,009 | 262,764 | 14 42 | 5 52 | 246 |
| 1,000 | *c*5,052,119 | 140,000 | 6.5 | 47,134 | ..... | ..... | 31,623 | ..... | ..... | 247 |
| 954 | 8,155,230 | 85,900 | 3.09 | 33,605 | 1,103 | 22,317 | 30,111 | 15 00 | ..... | 248 |
| 800 | 3,000,000 | 36,000 | 6.5 | 16,311 | 1,657 | 8,018 | 11,757 | 8 40 | 1 60 | 249 |
| 5,481 | 82,538,706 | 943,085 | ..... | *e*499,268 | 73,287 | 178,176 | *e*471,416 | 14 68 | 5 36 | 250 251 |
| 410,561 | 8,321,399,140 | 91,418,729 | ..... | 28,117,418 | 2,735,249 | 16,525,285 | 26,760,741 | ..... | ..... | |

*d* These statistics are for white schools only; for those in which colored schools are included, see Table I of appendix.

*e* Includes proportion paid to colored schools.

TABLE II.—*Average expenses per capita of daily average attendance in city public schools.*

| Cities. | For instruction and supervision. | For incidental expenses. | Cities. | For instruction and supervision. | For incidental expenses. |
|---|---|---|---|---|---|
| Virginia City, Nev | $25 88 | $8 93 | Trenton, N. J | $14 81 | $3 65 |
| Oakland, Cal | 24 58 | 5 13 | Rochester, N. Y | 14 76 | 7 65 |
| Newport, R. I | 21 65 | 5 26 | Worcester, Mass | 14 75 | 3 58 |
| San Francisco, Cal | 21 37 | 4 11 | Troy, N. Y | 14 69 | 4 25 |
| Orange, N. J | 20 78 | 6 49 | Georgetown, D. C | 14 68 | 5 36 |
| Chicopee, Mass | 20 48 | 9 63 | Washington, D. C | | |
| New York, N. Y | 20 24 | 4 89 | Lockport, N. Y | 14 68 | 4 47 |
| Cincinnati, Ohio | 20 14 | 2 14 | Brooklyn, N. Y | 14 63 | 4 62 |
| St. Paul, Minn | 20 11 | 5 00 | Binghamton, N. Y | 14 56 | 3 10 |
| Cambridge, Mass | 19 88 | 3 56 | Woburn, Mass | 14 50 | 4 88 |
| Los Angeles, Cal | 19 87 | 7 19 | Chicago, Ill | 14 49 | 3 91 |
| Buffalo, N. Y | 19 75 | 3 63 | Milwaukee, Wis | 14 42 | 5 52 |
| Dayton, Ohio | 19 64 | 4 17 | Newburgh, N. Y | 14 42 | 3 69 |
| Medford, Mass | 19 60 | 5 64 | Hamilton, Ohio | 14 38 | 3 58 |
| Portland, Oreg | 19 07 | 8 77 | Terre Haute, Ind | 14 33 | 2 87 |
| La Fayette, Ind | 18 60 | 4 88 | Cohoes, N. Y | 14 25 | 6 94 |
| Fort Wayne, Ind | 17 63 | 3 94 | Elmira, N. Y | 14 21 | 3 16 |
| Columbus, Ohio | 17 61 | 5 15 | Madison, Ind | 14 11 | 8 27 |
| Lowell, Mass | 17 50 | ..... | Taunton, Mass | 14 01 | 3 99 |
| Minneapolis, Minn | 17 13 | 3 71 | Poughkeepsie, N. Y | 13 97 | 3 85 |
| Somerville, Mass | 16 85 | 4 85 | Dubuque, Iowa | 13 94 | 5 36 |
| Cleveland, Ohio | 16 83 | 3 38 | Manchester, N. H | 13 93 | 4 32 |
| Denver, Colo | 16 82 | 4 81 | Nashville, Tenn | 13 89 | 1 76 |
| Des Moines (west side), Iowa | 16 65 | 6 53 | Grand Rapids, Mich | 13 82 | 3 40 |
| St. Louis, Mo | 16 59 | 2 16 | Portland, Me | 13 72 | 4 38 |
| Council Bluffs, Iowa | 16 58 | 6 20 | Biddeford, Me | 13 57 | 3 41 |
| New Haven, Conn | 16 37 | 3 69 | New Brunswick, N. J | 13 51 | 2 21 |
| New Orleans, La | 16 37 | 2 50 | Hornellsville, N. Y | 13 47 | 2 39 |
| Baltimore, Md | 16 36 | 4 57 | Louisville, Ky | 13 43 | 3 05 |
| Davenport, Iowa | 16 30 | 3 68 | Norristown, Pa | 13 36 | 4 00 |
| Albany, N. Y | 16 27 | 3 32 | Harrisburg, Pa | 13 33 | 2 43 |
| Indianapolis, Ind | 16 05 | 4 69 | Elizabeth, N. J | 13 32 | 4 33 |
| Haverhill, Mass | 15 98 | 5 19 | Lynchburg, Va | 13 30 | 3 58 |
| Zanesville, Ohio | 15 92 | 3 31 | St. Joseph, Mo | 13 26 | 4 91 |
| Springfield, Mass | 15 77 | 5 03 | Clinton, Mass | 13 22 | 3 75 |
| Springfield, Ohio | 15 68 | 4 10 | Rock Island, Ill | 13 18 | 3 64 |
| Chillicothe, Ohio | 15 65 | 3 50 | Ottawa, Ill | 13 17 | 4 94 |
| Holyoke, Mass | 15 63 | 4 06 | Dover, N. H | 13 16 | 3 84 |
| Utica, N. Y | 15 63 | 4 05 | Lincoln, Nebr | 13 09 | ..... |
| Plainfield, N. J | 15 58 | 3 04 | Lawrence, Mass | 13 08 | 3 61 |
| Malden, Mass | 15 30 | 5 34 | Newark, N. J | 13 06 | 4 06 |
| La Crosse, Wis | 15 24 | 5 52 | Portsmouth, Va | 13 00 | 2 08 |
| Meriden, Conn | 15 15 | 2 32 | Detroit, Mich | 12 94 | 3 90 |
| Chelsea, Mass | 15 11 | 4 07 | Allegheny, Pa | 12 85 | 1 58 |
| Kingston, N. Y | 15 11 | 1 35 | Auburn, N. Y | 12 80 | 4 69 |
| Fremont, Ohio | 15 09 | 4 82 | Erie, Pa | 12 80 | 3 83 |
| Racine, Wis | 15 00 | ..... | Stillwater, Minn | 12 79 | 9 20 |
| Saratoga Springs, N. Y | 14 99 | 4 37 | Bridgeport, Conn | 12 68 | 4 57 |
| Fitchburg, Mass | 14 93 | 4 87 | New Britain, Conn | 12 60 | 5 46 |
| Savannah, Ga | 14 89 | 88 | Logansport, Ind | 12 58 | 4 01 |

TABLE II.—*Average expenses per capita of daily average attendance, &c.*— Continued.

| Cities. | For instruction and supervision. | For incidental expenses. | Cities. | For instruction and supervision. | For incidental expenses. |
|---|---|---|---|---|---|
| Ann Arbor, Mich | $12 55 | $4 28 | Newport, Ky | $10 40 | $1 87 |
| Memphis, Tenn | 12 50 | 3 61 | Peoria, Ill | 10 39 | 3 66 |
| Quincy, Ill | 12 49 | 3 98 | York, Pa | 10 27 | 2 83 |
| Portsmouth, Ohio | 12 40 | 2 60 | Hannibal, Mo | 10 22 | 2 60 |
| San Antonio, Tex | 12 37 | 1 27 | Port Huron, Mich | 10 20 | ..... |
| Sandusky, Ohio | 12 16 | 3 56 | Joliet, Ill | 10 04 | 2 57 |
| Lewiston, Me | 12 13 | 3 93 | South Bend, Ind | 9 99 | 1 89 |
| Omaha, Nebr | 12 06 | 3 60 | Belleville, Ill | 9 90 | 1 45 |
| Muskegon, Mich | 12 05 | 3 62 | Paducah, Ky | 9 89 | 2 11 |
| Akron, Ohio | 12 00 | 6 80 | Bangor, Me | 9 65 | 2 53 |
| Ottumwa, Iowa | 11 96 | 6 99 | Scranton, Pa | 9 60 | 3 07 |
| East Saginaw, Mich | 11 94 | 4 93 | Auburn, Me | 9 60 | 2 95 |
| Meadville, Pa | 11 90 | 1 84 | Reading, Pa | 9 59 | ..... |
| Steubenville, Ohio | 11 85 | 3 16 | Bay City, Mich | 9 58 | 3 05 |
| Ithaca, N. Y | 11 82 | 2 57 | Alexandria, Va | 9 53 | 2 10 |
| Syracuse, N. Y | 11 75 | 3 30 | Macon, Ga | 9 50 | 1 00 |
| Galesburg, Ill | 11 75 | 2 63 | Marlborough, Mass | 9 47 | 3 27 |
| Wilmington, Del | 11 66 | 5 09 | Leavenworth, Kans | 9 15 | 88 |
| Toledo, Ohio | 11 61 | 3 70 | Cedar Rapids, Iowa | 8 94 | 5 61 |
| Springfield, Ill | 11 43 | ..... | Knoxville, Tenn | 8 72 | ..... |
| Paterson, N. J | 11 40 | 3 03 | Petersburg, Va | 8 58 | 2 76 |
| Fond du Lac, Wis | 11 36 | 2 77 | Rome, N. Y | 8 47 | 1 78 |
| Northampton, Mass | 11 35 | 2 82 | Shamokin, Pa | 8 46 | ..... |
| Danville, Ill | 11 33 | 1 76 | Watertown, Wis | 8 40 | 1 60 |
| Philadelphia, Pa | 11 24 | 4 32 | Lebanon, Pa | 8 25 | 1 64 |
| Elgin, Ill | 11 10 | 2 36 | Sedalia, Mo | 8 24 | 1 30 |
| Oswego, N. Y | 11 06 | 5 25 | Shenandoah, Pa | 8 11 | 3 09 |
| Richmond, Va | 10 95 | 2 21 | Rockland, Me | 8 06 | 1 55 |
| Chattanooga, Tenn | 10 88 | 1 95 | Allentown, Pa | 7 33 | ..... |
| Saginaw, Mich | 10 86 | ..... | Altoona, Pa | 7 25 | 2 69 |
| Little Rock, Ark | 10 82 | 3 77 | Danville, Va | 7 14 | 1 14 |
| Gloucester, Mass | 10 82 | 3 63 | Carbondale, Pa | 6 27 | 97 |
| Flint, Mich | 10 80 | 3 78 | Boston, Mass | ($a$27 15) | |
| Williamsport, Pa | 10 65 | 8 02 | Pittsburgh, Pa | (20 86) | |
| Ironton, Ohio | 10 65 | 2 44 | Vicksburg, Miss | (15 77) | |
| Columbus, Ga | 10 64 | 2 45 | Canton, Ohio | (12 87) | |
| Moline, Ill | 10 53 | ..... | Key West, Fla | (10 49) | |
| Warwick, R. I | 10 53 | ..... | | | |

*a* Based on average number belonging.

Table II presents the statistics of 251 cities, as against 244 in 1880. Their school population is above 17 per cent. of the whole school population of the country, enrolment above 17 per cent. of the total enrolment, and average daily attendance, exclusive of private schools, 26 per cent. of that reported for the entire country. The relative importance of the school interests of these cities is more plainly indicated by the financial statistics. Their annual school income is about 33 per cent. of that reported for the whole country, the expenditure 32 per cent. of the total expenditure, and the value of school property 49 per cent. of the total valuation.

The school system is well organized in the majority of the cities and upon essentially the same plan. The general management is in charge of a board of education; the practical administration is intrusted to a superintendent, who is a salaried officer. Since the creation of this office and its general adoption the schools of the different cities have been brought into remarkable agreement as respects gradation, courses of study, and standards and methods of examination; instruction has greatly improved; and school funds have been used with more economy and better returns for the outlay. The following are the chief matters now demanding attention: (1) The increase of school accommodation; (2) the control of truants and absentees; (3) adaptation of studies and methods; (4) the conditions affecting the health of pupils, viz, the construction and sanitary arrangement of school buildings, physical training, and amount and continuity of intellectual effort.

## SCHOOL ACCOMMODATION.

A careful study of Table II, appendix, will show that in a large proportion of the cities, especially in the Northern States, school accommodation is kept well up to the demand. Deficiency in this respect in southern cities arises from lack of funds and from the fact that the establishment of public schools is so recent. Where such deficiency exists in the northern cities it is due to the rapid increase of population and is complicated with the problems of immigration, pauperism, and the labor of children.

Hon. Stephen A. Walker, president of the board of education of New York City, reports 9,189 children turned away during the year from lack of accommodation. No definite statements of this kind have been received from other cities, but New York is not alone in the experience. Chicago has established "double divisions" to meet the pressure, and reports 6,668 half time pupils for the current year. Other cities have adopted the same expedient. The following statistics show the status of four of the largest cities of the United States with reference to elementary school provision:

| Cities. | Legal school age. | Population. | School population. | Sittings for study. | Enrolment. | Average attendance. | Estimated enrolment in private schools. |
|---|---|---|---|---|---|---|---|
| New York | 5–21 | 1,206,209 | 393,000 | 150,484 | 274,040 | 133,161 | 40,000 |
| Brooklyn | 5–21 | 566,663 | 181,083 | 61,908 | 96,077 | 53,194 | 50,000 |
| Chicago | 6–21 | 503,185 | 137,035 | 50,303 | 66,485 | 45,055 | 25,000 |
| Boston | 5–15 | 362,839 | 61,056 | 56,177 | 54,323 | 45,647 | 6,922 |

It will be seen that Boston is the only one of the four in which the number of sittings is very nearly equal to the school population. The school age in this city includes only the ordinary period of school attendance, viz, 5–15 years; 2,294 pupils above 15 years of age are reported in attendance and 42 below 5 years of age, or a total of 2,336, which would make very little difference in the estimates. The ratio of school population in Boston to total population is 168 to 1,000. Estimated by this ratio the school population of the other cities under consideration would be as follows: New York, 202,643; Brooklyn, 95,199; and Chicago, 84,535. By comparing these figures with the respective number of sittings it appears that for the accommodation of the estimated number of children New York would require 52,159 additional sittings; Brooklyn, 33,291; Chicago, 34,232; whereas the sittings in Boston are only 4,879 less than the school population. Again, Boston is the only one of the four cities in which the enrolment is less than the accommodation, while

at the same time the attendance upon private schools is very small. In other words, the problem of school accommodation appears to have been solved by the public schools of that city. The school committee report 40 per cent. of school childen in the primary schools, a number about equal to the total of children from 5 to 8 years of age inclusive, which is the ordinary period of primary school attendance. They report 54 per cent. in grammar and high schools. It must be remembered that these gratifying results have been accomplished in a city affected by emigration and the conditions which lead to the early employment of children, but they have not been accomplished without the liberal use of funds. From the report of the committee previously mentioned it appears that the average expenditure upon a primary scholar in Boston is $18.45; upon a grammar scholar, $28.20; and upon a pupil of the high and normal schools, $87.42.

The matter of school accommodation will not be satisfactorily adjusted until, in addition to overcoming the existing deficiency, measures are devised for anticipating the growth of population.

Upon this point the record of the school board for London is full of suggestion. In the organization of the London board the work under consideration is assigned to the statistical committee, which is directed to ascertain the number of children of school age in a given area, the number of school places already provided, and — after making the necessary deductions for illness and other causes — to recommend to the board the new schools that it may be necessary to provide for the balance. In reviewing the work of this committee for the year the chairman of the board, Mr. Edward North Buxton said :

> Looking at the extraordinarily rapid growth in some of these parishes, which is as certain to continue as the sun is to rise in the morning, the question arises whether we are always justified in waiting till the children are on the ground before providing for them, and whether we should not look a little more forward than we have been in the habit of doing in the purchase of sites and building of schools. Not only will it be an economical measure to anticipate by a year or two the arrival of the population, because the sites may be so much more cheaply purchased, but when we remember that an interval of two years elapses from the first recommendation of a school by the statistical committee to its opening, and that the numbers are in the meanwhile in many districts increasing annually with rapid strides, it is clear that large numbers of children will be left for a time without schooling, unless we have regard, not to the *present* population, but to that which we may predict with certainty *will be* the population two years hence. Probably it may be well to tabulate the annual rate of increase in each registration district, and have them before us in considering the accommodation needed. I commend this matter to the statistical committee.

## SCHOOL ATTENDANCE.

The legal school age in cities is determined by State laws ; the great diversity in this respect, there being no less than 16 different ages, makes it difficult to estimate the comparative status of the cities as indicated by the reported enrolment in the schools. The lowest limit of the school ages is 4 years, the highest 21, and the average duration of the period 12.7 years. In the majority of civilized countries the period extends from 6 to 13 or 14 years, 16 years of age being the extreme limit outside of the United States. A large enrolment above and below these limits is not to be expected, and all estimates of non-attendance founded upon the difference between the population of legal school age as established in the several States and enrolment or average attendance must necessarily be misleading. By agreement with the superintendents the inquiries sent out from this Office have been shaped with the purpose of ascertaining if possible the ratio of school attendance for the ages from 6 to 16. Only 47 cities are able to supply the necessary data. The number is too small to justify generalizations, but the general bearing of the information is significant. It is sufficiently indicated by the following statement, comprising the returns from eight cities:

| Cities. | Per cent. public school enrolment is of school population. | Per cent. public school enrolment between 6 and 16 years is of population between the same ages. | Per cent. total public and private school enrolment is of school population 6 to 16 years. |
|---|---|---|---|
| Portland, Me | 63 | 91 | 129 |
| Lewiston, Me | 46 | 72 | 90 |
| Worcester, Mass | 100 | 94 | 145 |
| Albany, N. Y | 39 | 59 | 92 |
| Washington, D. C | 60 | 63 | 86 |
| Richmond, Va | 27 | 36 | 64 |
| Chicago, Ill | 46 | 63 | 97 |
| Ann Arbor, Mich | 71 | 76 | 120 |

Hon. John B. Peaslee, superintendent of public schools of Cincinnati, presents the following estimates for that city:

| | |
|---|---|
| Estimated number of school youth between the ages of 6 and 14 | 51,583 |
| Actual number between those ages attending public schools | 31,014 |
| Estimated number between those ages attending church and private schools | 13,496 |
| Estimated number between those ages attending charitable and reformatory institutions | 500 |
| Total school attendance between the ages of 6 and 14 years | 45,010 |

This leaves 6,573 as the number of non-attendants between those ages.

In Binghamton, N. Y., an examination has been made which shows the ratio of absentees to enrolment to be as follows: From 8 to 13 years (that is, the years to which the compulsory law applies), 9 per cent. of the enrolments between those years; from 14 to 16 years, 26 per cent.; from 17 to 18 years, 25 per cent.; from 19 to 20 years, 26 per cent. Similar results would doubtless be obtained in other cities.

In order to arrive at a fair estimate of the number of non-attendants and irregular attendants upon schools who are likely to sink into illiteracy, we should have (1), as a common basis of calculation, the period to which compulsory school laws are applied, where such are enacted; (2) the school census for each of those years; and (3) the number of non-attendants and habitual absentees for each of those years.

In foreign countries school statistics are frequently carried into these details, and it is evident that in large cities where illiteracy threatens to become a startling evil such examination is necessary as a means of determining what the schools are doing and what remains for them to do.

In accordance with its usual practice, the Office stands prepared to issue the necessary blank inquiries and work up the returns whenever a sufficient number of cities give assurance of coöperation in the work.

The following table, drawn from statistics for 1880, furnished by the Census Office, is important in this connection. The counties selected, it will be observed, comprise the chief cities of their respective States, and their population is almost entirely city population:

*Selected statistics of illiteracy*, 1880.

| State. | County. | Cannot read—10 years and over. | Cannot write. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Aggregate white and colored. | White. | | | | | |
| | | | | Total. | Native. | Foreign. | 10 to 14. | | |
| | | | | | | | Male. | Female. | Total. |
| California | San Francisco | 7,245 | 8,640 | 5,454 | 256 | 5,198 | 40 | 59 | 99 |
| Colorado | Arapahoe | 447 | 562 | 335 | 85 | 240 | 12 | 15 | 27 |
| Connecticut | New Haven | 4,440 | 6,457 | 5,880 | 637 | 5,243 | 113 | 80 | 193 |
| Delaware | New Castle | 7,131 | 8,229 | 3,071 | 1,415 | 1,656 | 186 | 178 | 364 |
| Georgia | Fulton | 9,978 | 11,817 | 2,048 | 1,981 | 67 | 209 | 171 | 380 |
| Illinois | Cook | 13,598 | 16,883 | 16,094 | 1,149 | 14,945 | 321 | 275 | 596 |
| Indiana | Marion | 4,063 | 5,262 | 3,098 | 1,742 | 1,356 | 67 | 52 | 119 |
| Kentucky | Jefferson | 14,367 | 16,508 | 5,434 | 2,579 | 2,855 | 252 | 191 | 443 |
| Louisiana | Orleans | 28,166 | 30,426 | 6,855 | 2,299 | 4,556 | 417 | 337 | 754 |
| Maryland | Baltimore City | 22,506 | 28,433 | 8,903 | 4,185 | 4,718 | 253 | 198 | 451 |
| Massachusetts | Suffolk | 16,108 | 20,187 | 19,251 | 706 | 18,545 | 61 | 90 | 151 |
| Michigan | Wayne | 6,163 | 7,648 | 7,158 | 1,480 | 5,678 | 216 | 184 | 400 |
| Minnesota | Hennepin | 1,216 | 1,620 | 1,538 | 289 | 1,249 | 38 | 30 | 68 |
| Missouri | St. Louis City | 13,836 | 16,954 | 9,264 | 2,259 | 7,005 | 302 | 244 | 546 |
| New Jersey | Essex | 5,425 | 7,308 | 6,369 | 1,117 | 5,252 | 172 | 147 | 319 |
| New York | Kings | 16,490 | 22,012 | 20,610 | 3,190 | 17,420 | 568 | 590 | 1,158 |
| Do | New York | 50,203 | 63,082 | 59,531 | 5,998 | 53,583 | 1,301 | 1,187 | 2,488 |
| Ohio | Hamilton | 8,292 | 9,831 | 7,091 | 1,786 | 5,305 | 107 | 75 | 182 |
| Pennsylvania | Philadelphia | 25,812 | 36,575 | 30,592 | 8,502 | 22,090 | 726 | 541 | 1,267 |
| Rhode Island | Providence | 13,288 | 19,142 | 18,259 | 2,799 | 15,460 | 829 | 694 | 1,523 |
| South Carolina | Charleston | 34,485 | 37,914 | 1,538 | 1,312 | 226 | 168 | 131 | 299 |
| Tennessee | Davidson | 14,913 | 17,772 | 3,357 | 3,030 | 327 | 321 | 252 | 573 |
| Virginia | Henrico | 16,155 | 17,888 | 1,364 | 1,235 | 129 | 122 | 78 | 200 |
| Wisconsin | Milwaukee | 3,170 | 3,960 | 3,922 | 249 | 3,673 | 38 | 47 | 85 |

| State. | County. | Cannot write. | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | White. | | | | | | Colored. |
| | | 15 to 20. | | | 21 and over. | | | |
| | | Male. | Female. | Total. | Male. | Female. | Total. | Total, including Chinese and Indians. |
| California | San Francisco | 57 | 71 | 128 | 1,962 | 3,265 | 5,227 | 3,186 |
| Colorado | Arapahoe | 6 | 10 | 16 | 142 | 150 | 292 | 227 |
| Connecticut | New Haven | 126 | 110 | 236 | 2,139 | 3,312 | 5,451 | 577 |
| Delaware | New Castle | 119 | 119 | 238 | 1,072 | 1,397 | 2,469 | 5,158 |
| Georgia | Fulton | 137 | 155 | 292 | 471 | 905 | 1,376 | 9,769 |
| Illinois | Cook | 434 | 522 | 956 | 6,048 | 8,494 | 14,542 | 789 |
| Indiana | Marion | 109 | 85 | 194 | 1,210 | 1,575 | 2,785 | 2,164 |
| Kentucky | Jefferson | 259 | 228 | 487 | 1,787 | 2,717 | 4,504 | 11,074 |
| Louisiana | Orleans | 228 | 274 | 502 | 2,220 | 3,379 | 5,599 | 23,571 |
| Maryland | Baltimore City | 328 | 329 | 657 | 3,064 | 4,731 | 7,795 | 19,530 |
| Massachusetts | Suffolk | 143 | 336 | 479 | 5,893 | 12,728 | 18,621 | 936 |
| Michigan | Wayne | 260 | 281 | 541 | 2,731 | 3,486 | 6,217 | 490 |

*Selected statistics of illiteracy,* 1880—Continued.

| State. | County. | Cannot write. | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | White. | | | | | | Colored. |
| | | 15 to 20. | | | 21 and over. | | | |
| | | Male. | Female. | Total. | Male. | Female. | Total. | Total, including Chinese and Indians. |
| Minnesota | Hennepin | 82 | 65 | 147 | 619 | 704 | 1,323 | 82 |
| Missouri | St. Louis City | 293 | 411 | 704 | 3,238 | 4,776 | 8,014 | 7,690 |
| New Jersey | Essex | 183 | 170 | 353 | 1,998 | 3,699 | 5,697 | 939 |
| New York | Kings | 363 | 699 | 1,062 | 6,084 | 12,306 | 18,390 | 1,402 |
| Do | New York | 1,430 | 2,248 | 3,678 | 19,404 | 34,011 | 53,415 | 3,501 |
| Ohio | Hamilton | 175 | 234 | 409 | 2,321 | 4,179 | 6,500 | 2,740 |
| Pennsylvania | Philadelphia | 944 | 1,128 | 2,072 | 9,216 | 18,037 | 27,253 | 5,983 |
| Rhode Island | Providence | 1,017 | 1,060 | 2,077 | 5,474 | 9,185 | 14,659 | 883 |
| South Carolina | Charleston | 131 | 89 | 220 | 481 | 538 | 1,019 | 36,376 |
| Tennessee | Davidson | 242 | 144 | 386 | 1,148 | 1,250 | 2,398 | 14,415 |
| Virginia | Henrico | 76 | 52 | 128 | 495 | 541 | 1,036 | 16,524 |
| Wisconsin | Milwaukee | 106 | 137 | 243 | 1,525 | 2,069 | 3,594 | 38 |

| State. | County. | Cannot write. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Colored. | | | | | | | | |
| | | 10 to 14. | | | 15 to 20. | | | 21 and over. | | |
| | | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| California | San Francisco | 51 | 101 | 152 | 419 | 237 | 656 | 1,310 | 1,068 | 2,378 |
| Colorado | Arapahoe | 4 | 1 | 5 | 27 | 12 | 39 | 114 | 69 | 183 |
| Connecticut | New Haven | 9 | ..... | 9 | 11 | 12 | 23 | 253 | 292 | 545 |
| Delaware | New Castle | 301 | 286 | 587 | 315 | 310 | 625 | 1,930 | 2,016 | 3,946 |
| Georgia | Fulton | 540 | 495 | 1,035 | 512 | 694 | 1,206 | 3,031 | 4,497 | 7,528 |
| Illinois | Cook | 5 | 6 | 11 | 34 | 27 | 61 | 340 | 377 | 717 |
| Indiana | Marion | 43 | 56 | 99 | 54 | 72 | 126 | 911 | 1,028 | 1,939 |
| Kentucky | Jefferson | 384 | 323 | 707 | 594 | 646 | 1,240 | 3,854 | 5,273 | 9,127 |
| Louisiana | Orleans | 693 | 755 | 1,448 | 738 | 1,288 | 2,026 | 8,105 | 11,992 | 20,097 |
| Maryland | Baltimore City | 343 | 515 | 858 | 571 | 1,461 | 2,032 | 6,238 | 10,402 | 16,640 |
| Massachusetts | Suffolk | 1 | 1 | 2 | 13 | 9 | 22 | 372 | 540 | 912 |
| Michigan | Wayne | 5 | 5 | 10 | 13 | 15 | 28 | 204 | 248 | 452 |
| Minnesota | Hennepin | 3 | ..... | 3 | 1 | 6 | 7 | 34 | 38 | 72 |
| Missouri | St. Louis City | 165 | 167 | 332 | 243 | 324 | 567 | 3,139 | 3,652 | 6,791 |
| New Jersey | Essex | 20 | 23 | 43 | 15 | 42 | 57 | 320 | 519 | 839 |
| New York | Kings | 26 | 27 | 53 | 49 | 55 | 104 | 469 | 776 | 1,245 |
| Do | New York | 27 | 38 | 65 | 103 | 98 | 201 | 1,259 | 1,976 | 3,235 |
| Ohio | Hamilton | 20 | 34 | 54 | 77 | 116 | 193 | 1,142 | 1,351 | 2,493 |
| Pennsylvania | Philadelphia | 109 | 110 | 219 | 109 | 287 | 396 | 1,968 | 3,400 | 5,368 |
| Rhode Island | Providence | 17 | 15 | 32 | 18 | 20 | 38 | 342 | 471 | 813 |
| South Carolina | Charleston | 2,318 | 2,266 | 4,584 | 1,962 | 2,616 | 4,578 | 12,294 | 14,920 | 27,214 |
| Tennessee | Davidson | 861 | 748 | 1,609 | 888 | 895 | 1,783 | 4,963 | 6,060 | 11,023 |
| Virginia | Henrico | 708 | 609 | 1,317 | 787 | 969 | 1,756 | 5,518 | 7,933 | 13,451 |
| Wisconsin | Milwaukee | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 22 | 38 |

From these figures it appears—

(A) With reference to the race and nativity of illiterates:

(1) That the colored illiterates exceed the total white illiterates in all the counties selected from the former slave States, save St. Louis City, Mo., and in no others.

(2) That the colored (including Chinese and Indian) illiterates exceed the native born white illiterates in six counties, viz:

| *State.* | *County.* | *City.* |
|---|---|---|
| California. | San Francisco. | San Francisco. |
| Colorado. | Arapahoe. | Denver. |
| Indiana. | Marion. | Indianapolis. |
| Massachusetts. | Suffolk. | Boston. |
| Missouri. | St. Louis City. | St. Louis. |
| Ohio. | Hamilton. | Cincinnati. |

(3) That the native born white illiterates exceed the foreign in five counties only, viz:

| *State.* | *County.* | *City.* |
|---|---|---|
| Georgia. | Fulton. | Atlanta. |
| Indiana. | Marion. | Indianapolis. |
| South Carolina. | Charleston. | Charleston. |
| Tennessee. | Davidson. | Nashville. |
| Virginia. | Henrico. | Richmond. |

(4) That the foreign born illiterates are only slightly in excess of the native white illiterates in the following, viz:

| *State.* | *County.* | *City.* |
|---|---|---|
| Delaware. | New Castle. | Wilmington. |
| Kentucky. | Jefferson. | Louisville. |
| Maryland. | Baltimore City. | Baltimore. |

(5) That in the remaining sixteen counties the foreign born illiterates exceed the native white illiterates in various ratios, the lowest being 2 to 1, and the highest 26 to 1.

(B) With reference to sex:

At 21 years and over the female illiterates are greatly in excess of the males; from 10 to 14 there is a slight excess of male illiterates; from 15 to 20 an excess of female illiterates.

(C) With reference to age:

The number of illiterates between 15 and 20 is slightly in excess of the number between 10 and 14, but the number of illiterates under 20 years of age forms a very small proportion of the total number of illiterates reported.

From this analysis it is evident that the masses of illiterates with which the cities have to contend are chiefly foreign born or colored, and of adult years. It would also be inferred that the existing school provision is not equal to the requirements—

(1) Because of the presence of illiterates from 10 to 14 years of age. (2) Because of a slight increase in the number of illiterates between 15 and 20 years of age over the same from 10 to 14. A study of the statistics of population may possibly show that this last condition is due to immigration.

From the statistics of illiteracy alone it would appear that boys who are neglected in the earlier years of the school period are more likely than girls to make up the deficiency.

Comparison of these figures with those of population may show that this is also an unwarrantable conclusion, as the relative proportion of the sexes in the large cities is continually changed by emigration westward.

The average daily attendance, as reported in Table II, falls far below the enrolment. Comparison cannot properly be made between these columns, as they are not estimated upon the same basis. The enrolment represents not the daily average membership, but all the scholars whose names appear upon the registers for a certain period, which may be half a day, a week, a month, &c. The fact that the average daily attendance

is much less than the number of sittings provided is of more consequence. It is difficult to decide whether it is more important that school provision should be made for all children or that all the provision made should be utilized. With due allowance for unavoidable absence, it is evident that truancy and irregular attendance are sufficient to call for repressive measures. Compulsory school laws suggest themselves as the natural remedy, but so far these have proved a dead letter among us, excepting in those places in which truant officers have been employed and means taken to create and maintain an intelligent public sentiment upon the subject. In the larger cities the necessity of compulsory laws can hardly be questioned, but they will prove useless in the absence of officers specially intrusted with their execution. Meanwhile, it should be remembered that everything which renders the schools attractive and brings them into intimate relation with the requirements of ordinary life tends to overcome the evils of irregular attendance.

### PRIMARY SCHOOLS.

The improvement of the primary grades, which has been in progress for several years, continues. Little can be done until they are relieved of overcrowding, and a number of cities have not passed beyond this stage of the upward movement. The highest daily average attendance to a teacher reported is 60; the lowest, 32. No city has reached the limit of 30 pupils, which is the number generally assumed as the largest compatible with the individual attention required by the ideal of primary training.

Among the improved methods of instruction generally adopted are the word method and the phonic system in reading and the Grube system or some modification of the same in computation.

Oral lessons are becoming a prominent feature of primary programmes. These are so arranged as to present, in admirable sequence and by means of appropriate illustrations, ideas of form, proportion, color, and the most familiar objects in nature, and when rightly used excite the young mind to natural and pleasing activity. While admitting the progress that has been made, it must still be allowed that theory enters too largely into the method of primary teachers. It is a matter of common observation that untrained teachers sometimes achieve remarkable success in instructing children. It will generally be found that such persons nave quick perceptions, ready command of resources, and unusual ingenuity. These qualities characterize so large a proportion of American girls that any very general failure on the part of our primary teachers would seem to indicate a false system of training or a vain endeavor to meet unreasonable demands. We are far behind German-speaking nations in specializing normal training according to the requirements of different grades, but the idea is gaining recognition among us, and already several city normals have made a specialty of training primary teachers, with excellent results.

If salary were the sole index of the value attaching to service, primary instruction would seem to be held in less esteem among us than that of higher grades. It need hardly be said that compensation is not determined solely by the importance of a work, and it is certainly no disparagement of primary instruction to acknowledge that nature has made more liberal provision for its requirements than for those of higher grades, with the inevitable consequence of lessening its cost. A comparison of the present rates with those which obtained several years ago will show a gradual increase in primary salaries.

### HIGHER GRADES.

The schools intermediate between the primary and high derive peculiar importance from the fact that they complete the school training of a large majority of the scholars who enter them. Experience has shown that an extended curriculum cannot be mastered in the years covered by this grade, and it becomes necessary to make careful choice of the studies most valuable for elementary discipline and most necessary in the ordinary intercourse of society. With respect to these studies there is substantial agreement throughout the cities. The schools of intermediate grade have suffered much in

the past from defective methods, memorizing and rote recitation having here been carried to the extreme. A reform has commenced in this respect, with results which promise well for future progress. Under this better management the theory of grammar has been assigned to a later period of the student's career and its place supplied by exercises in composition, spoken language, and the writings of standard authors. The experiment has continued long enough to show that the correct use of the mother tongue is more readily acquired by these exercises than by drill in etymology and syntax. Less time is given to arithmetic than formerly, and it is believed that further reduction may be made without the sacrifice of any important processes. Simple book-keeping and the ordinary forms of business correspondence are recommended for the advanced classes of the grade. Penmanship is better taught than formerly, special teachers being frequently employed for the branch. Drawing has been introduced to some extent, and with excellent results where competent teachers have been employed. The endeavor to make elementary science a feature of these grades has revealed the same difficulty in this country that eminent English scientists have pointed out in their own, namely, the want of teachers prepared to give the instruction. The lifeless routine of memorized recitations is worse than useless in science. It paralyzes the faculties by which the facts of science are apprehended, and renders true progress impossible. This is a matter demanding attention in normal schools. In a few cities special means have been provided for meeting the emergency. With reference to such an endeavor in Boston the annual report of the supervisors contains the following statement:

The admirable courses of lectures by the professors of the Institute of Technology upon different branches of natural science designed to meet the special wants of teachers have produced their effect upon the schools.

City high schools are treated in connection with Table VI, as they are properly classed with secondary schools. The statistics of expenditure, enrolment, &c., for this grade are, however, tabulated in Table II.

From the statistics of daily average attendance it appears that the limits are as follows:

| Number of scholars to 1 teacher in — | Lowest limit. | Highest limit. |
|---|---|---|
| Primary schools | 36 | 60 |
| Grammar schools | 24 | 55 |
| High schools | 17 | 59 |

## EVENING AND SPECIAL SCHOOLS.

Evening schools are reported in 32 cities, and, where they are maintained, appear to be upon a firmer basis and more efficiently managed than a few years ago. Evening high schools are relatively more successful than those of low grade. This would naturally be expected. They meet the wants of a class of pupils who understand their own necessities and to whom, as a result of previous training, mental effort is easier and more delightful than to the pupils of lower grade. Evening drawing schools are greatly appreciated wherever they exist. Boston and New York maintain a number of special day schools adapted to particular classes of children and in other cities similar provision is advocated. The school committee of Bangor, Me., urges the establishment of an ungraded school for the benefit of working boys who are employed in shops and mills part of the year and are consequently unable to keep up with specified grades. The school board of Brooklyn, N. Y., has been asked to establish industrial schools for the benefit of poor children not in public schools. In a number of cities arrangements are made by which the children in orphan asylums attend public schools and the schools of reformatory institutions for children are brought into the system of public schools. Everywhere a

disposition is manifest to adjust the public schools to the wants of all classes and conditions of youth; the single exception to this tendency is the neglect of children under five years of age. Here we are met with one of the gravest and most interesting problems of modern life and one in reference to which we have much to learn from European nations.

### SCHOOL FINANCES.

By reference to Table II, appendix, it will be seen that the report of school finances from most of the cities is so full that the entire cost of the free schools and the expenditure for each particular branch of the service may be estimated. The expense per capita of average attendance does not vary so much as might be expected from the diversity of conditions represented in the cities. The charge of extravagant expenditure is hardly borne out by the record, from which it appears that the expense per capita is not above $25 in more than 13 cities.

The annual salaries of principals of primary schools range from $365 to $1,215; salaries of grammar school principals range for men from $720 to $2,250, for women from $612 to $1,420, and the salaries of assistants in grammar schools from $350 to $2,280 for men, and for women from $200 to $895.

### MORAL AND PHYSICAL TRAINING.

The relation of the public schools to moral and physical education is justly regarded as a matter of vital importance. That their influence in respect to the former is greater and more excellent than their enemies pretend, no candid and competent judge can doubt. Sectarianism is not and probably never will be allowed any place in their programmes; neither is it the purpose of the American people to commit the religious instruction of their children to this agency. The home and the church are the proper instrumentalities for this work, and if they are not equal to the requirements it is evidence that they need reform or that influences are tolerated amongst us which are fatal to their proper action. It is enough that the schools are not irreligious in their tendency and that by the precepts which they inculcate, the principles which they maintain, and the habits which they develop they are continually promotive of good morals.

With respect to the physical training of youth it must be admitted that Americans make no provision for it by means of their schools, homes, or any other institution. In this matter school officers are not more negligent than the public generally; indeed, their efforts to improve the sanitary condition of school buildings and to intersperse the intellectual exercises of school with suitable physical exercises are often thwarted by public apathy or the parsimony of those who control the public funds.

So far as it can be shown that the schools are injurious to health or an obstacle to the best physical development of the young, so far they should be immediately reformed. It does not follow — nor is there yet any conclusive evidence — that the schools offer the best medium for physical training; on this subject we are just beginning to engage the efforts of specialists. School officers have not been indifferent to the progress of sanitary knowledge, as is shown by the fact that periodical inspection of school-houses, with reports of their condition and suggestions for their improvement, is required in a number of cities. For further details with reference to city schools, the reader is referred to the heading City School Systems in the abstracts of the respective States.

TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of normal schools, instructors, and pupils reported to the Bureau for the years 1872 to 1881, inclusive:

| | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | 1881. |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of institutions | 98 | 113 | 124 | 137 | 151 | 152 | 156 | 207 | 220 | 225 |
| Number of instructors | 773 | 887 | 966 | 1,031 | 1,065 | 1,189 | 1,227 | 1,422 | 1,466 | 1,573 |
| Number of students | 11,778 | 16,620 | 24,405 | 29,105 | 33,921 | 37,082 | 39,669 | 40,029 | 43,077 | 48,705 |

TABLE III.—PART 1.—*Summary of*

| States and Territories. | Number of schools in each State. | Number of instructors. | Number of students. | | | | | Graduates in the last year. | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Total. | Number of normal students. | | Number of other students. | | Whole number. | Number who have engaged in teaching. |
| | | | | Male. | Female. | Male. | Female. | | |
| Alabama | 4 | 20 | 647 | 272 | 264 | 90 | 21 | 16 | 15 |
| Arkansas | 2 | 5 | 205 | 122 | 83 | ..... | ..... | 2 | 2 |
| California | 2 | 19 | 644 | 60 | 527 | 21 | 36 | 110 | ..... |
| Colorado | 1 | ..... | 9 | 3 | 6 | ..... | ..... | ..... | ..... |
| Connecticut | 1 | 9 | 150 | 15 | 135 | 0 | 0 | 45 | 42 |
| Florida | 1 | 7 | 153 | 7 | 6 | 79 | 61 | 3 | 0 |
| Georgia | 1 | 7 | 78 | 67 | 11 | ..... | ..... | ..... | ..... |
| Illinois | 3 | 35 | 1,910 | 296 | 535 | 506 | 573 | 74 | 64 |
| Indiana | 3 | 16 | 617 | 258 | 359 | ..... | ..... | 51 | 50 |
| Iowa | 4 | 10 | 382 | 133 | 248 | 1 | ..... | 49 | 40 |
| Kansas | 2 | 10 | 404 | 76 | 111 | 109 | 108 | 21 | 17 |
| Maine | 6 | 31 | 671 | 163 | 298 | 109 | 101 | 113 | 95 |
| Maryland | 2 | 20 | 409 | 26 | 219 | 51 | 113 | 37 | 25 |
| Massachusetts | 9 | 77 | 1,210 | 152 | 1,048 | 2 | 8 | 242 | 135 |
| Michigan | 2 | 13 | 563 | 46 (318) 25 | | (174) | | 90 | 80 |
| Minnesota | 3 | 32 | 908 | 127 (179) 233 | | 90 (58) 221 | | 81 | 51 |
| Mississippi | 2 | 11 | 380 | 132 | 55 | 95 | 98 | 1 | 1 |
| Missouri | 6 | 55 | 1,424 | 725 (82) 617 | | ..... | ..... | 173 | 39 |
| Nebraska | 1 | 9 | 274 | 117 | 157 | ..... | ..... | 40 | 40 |
| New Hampshire | 1 | 4 | 35 | 2 | 33 | ..... | ..... | 2 | 2 |
| New Jersey | 2 | 11 | 263 | 41 | 222 | 0 | 0 | 78 | 76 |
| New York | 10 | 175 | 6,622 | 600 (675) 2,698 | | 303 (796) 1,550 | | 644 | 327 |
| North Carolina | 7 | 57 | 978 | 391 | 462 | 68 | 57 | ..... | ..... |
| Ohio | 3 | 17 | 122 | ..... | 122 | ..... | ..... | 90 | 62 |
| Pennsylvania | 11 | 156 | 5,112 | 1,945 | 2,287 | 480 | 400 | 471 | 350 |
| Rhode Island | 1 | 11 | 136 | 10 | 126 | ..... | ..... | 18 | 16 |
| Tennessee | 1 | 8 | 161 | 56 | 105 | 0 | 0 | 61 | 59 |
| Texas | 2 | 10 | 249 | 60 (49) 90 | | 20 | 30 | 70 | 70 |
| Vermont | 3 | 17 | 444 | 119 | 292 | 23 | 10 | 76 | 41 |
| Virginia | 2 | 51 | 451 | 216 | 155 | 59 | 21 | 50 | 46 |
| West Virginia | 5 | 10 | 217 | 92 | 94 | 18 | 13 | 22 | 7 |
| Wisconsin | 5 | 58 | 1,753 | 382 | 662 | 336 | 373 | 78 | 70 |
| Dakota | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| District of Columbia | 2 | 6 | 38 | ..... | 38 | ..... | ..... | 38 | 17 |
| Utah | 1 | 2 | 45 | 29 | 16 | ..... | ..... | 18 | ..... |
| Washington | 1 | ..... | 21 | (21) | | ..... | ..... | 3 | ..... |
| Total | 113 | 979 | 27,685 | (1,324) 6,740 | 12,339 | (1,028) 2,460 | 3,794 | 2,867 | 1,839 |

*statistics of public normal schools.*

| Volumes in libraries. | | Number of schools in which drawing is taught. | Number having collections of models, casts, &c., for free hand drawing. | Number of schools in which vocal music is taught. | Number in which instrumental music is taught. | Number possessing chemical laboratory. | Number possessing philosophical cabinet and apparatus. | Number possessing a museum of natural history. | Number possessing a gymnasium. | Number having model schools. | Number in which students receive diplomas or certificates on completion of course. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Whole number. | Increase in the last school year. | | | | | | | | | | |
| 3,125 | 600 | 2 | ..... | 4 | 3 | 2 | 2 | 1 | 0 | 3 | 4 |
| 1,700 | 135 | 2 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 3 | 2 |
| 2,450 | ..... | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 0 | 1 | 2 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1,500 | 25 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 |
| 0 | ..... | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 |
| 100 | 20 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 |
| 9,589 | 1,266 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 1 | 2 | 3 |
| 2,250 | 50 | 3 | 2 | 3 | 0 | 2 | 2 | 1 | 0 | 3 | 2 |
| 1,700 | ..... | 2 | 1 | 1 | 1 | 2 | 2 | ..... | ..... | 1 | 2 |
| 1,500 | 100 | 1 | ..... | 2 | 1 | 1 | 1 | 1 | ..... | 1 | 2 |
| 3,175 | 359 | 6 | 3 | 5 | ..... | 3 | 3 | 1 | 1 | 5 | 6 |
| 2,835 | 203 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| 15,181 | 362 | 9 | 7 | 8 | 0 | 5 | 5 | 5 | 1 | 6 | 9 |
| 3,709 | 1,300 | 1 | 1 | 1 | ..... | 1 | 1 | 1 | ..... | 1 | 2 |
| 986 | 371 | 3 | 3 | 3 | 0 | 3 | 3 | 2 | 1 | 3 | 3 |
| 1,060 | 400 | 0 | 0 | 2 | 2 | 1 | 2 | 2 | 0 | 1 | 2 |
| 4,336 | 368 | 6 | 2 | 5 | 4 | 4 | 5 | 3 | ..... | 1 | 6 |
| 1,500 | 200 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 |
| 300 | 100 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 |
| 600 | 37 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | ..... | 2 | 2 |
| 10,133 | 555 | 9 | 9 | 9 | 4 | 10 | 10 | 9 | 4 | 10 | 10 |
| 350 | 125 | 6 | 1 | 5 | 1 | 2 | 4 | 1 | ..... | 4 | 2 |
| 235 | ..... | 3 | 1 | 3 | ..... | ..... | 1 | 1 | ..... | 3 | 3 |
| 16,810 | 1,074 | 11 | 6 | 11 | 10 | 9 | 11 | 6 | 5 | 11 | 11 |
| 1,000 | 100 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 |
| 10,000 | ..... | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 |
| 2,000 | 500 | 2 | ..... | 2 | 1 | 1 | 1 | ..... | 1 | 1 | 1 |
| 570 | 95 | 3 | ..... | 1 | 2 | 3 | 3 | 1 | 1 | ..... | 3 |
| 1,200 | 376 | 0 | 0 | 1 | 1 | 1 | 2 | ..... | ..... | 2 | 2 |
| 1,700 | ..... | 1 | ..... | 2 | 1 | 2 | 1 | ..... | 1 | 2 | 4 |
| 2,858 | 466 | 5 | 3 | 5 | 1 | 4 | 4 | 4 | 2 | 5 | 5 |
| ..... | ..... | 1 | 0 | ..... | ..... | 0 | 0 | 0 | 0 | 1 | 1 |
| 100 | ..... | 2 | 2 | 2 | ..... | ..... | 2 | 1 | ..... | 2 | 2 |
| ..... | ..... | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 |
| 104,552 | 9,187 | 93 | 53 | 93 | 38 | 71 | 81 | 55 | 22 | 76 | 102 |

TABLE III.—PART 2.—*Summary of*

| States. | Number of schools in each State. | Number of instructors. | Number of students. | | | | | Graduates in the last year. | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Total. | Number of normal students. | | Number of other students. | | Whole number. | Number who have engaged in teaching. |
| | | | | Male. | Female. | Male. | Female. | | |
| Alabama | 4 | 19 | 635 | 100 | 86 | 196 | 253 | 2 | 1 |
| Arkansas | 1 | 8 | 277 | 14 | 20 | 121 | 122 | 0 | ..... |
| California | 2 | 7 | 14 | ..... | 14 | ..... | ..... | 12 | 12 |
| Colorado | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Georgia | 4 | 4 | *a*548 | (224) 30 | 20 | 75 | 75 | 1 | ..... |
| Illinois | 8 | 47 | *a*1,053 | 321 | 317 | 53 | 30 | 18 | 9 |
| Indiana | 10 | 76 | 5,199 | 2,642 | 1,552 | 570 | 435 | 241 | 154 |
| Iowa | 7 | 39 | *a*944 | 355 | 326 | 45 | 62 | 42 | 33 |
| Kansas | 2 | 11 | 1,144 | (29) 160 | 129 | (104) 426 | 296 | 13 | ..... |
| Kentucky | 5 | 38 | *a*576 | (104) 107 | 166 | (84) 2 | 2 | 28 | 22 |
| Louisiana | 2 | 9 | 151 | 32 | 99 | ..... | 20 | 10 | 5 |
| Maine | 2 | 4 | 52 | 19 | 33 | ..... | ..... | 4 | ..... ..... |
| Maryland | 2 | 4 | 246 | 32 | 163 | 43 | 8 | 6 | 1 |
| Massachusetts | 2 | 8 | 28 | ..... | 28 | ..... | ..... | 17 | 16 |
| Michigan | 3 | 19 | 156 | (103) 18 | 35 | ..... | ..... | 21 | 16 |
| Mississippi | 2 | 9 | 168 | 95 | 73 | ..... | ..... | ..... | ..... |
| Missouri | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Nebraska | 1 | 11 | 143 | 34 | ..... | 62 | 47 | ..... | ..... |
| New York | 2 | ..... | 14 | ..... | 14 | ..... | ..... | 6 | 6 |
| North Carolina | 5 | 20 | *a*530 | 143 | 98 | 26 | 27 | ..... | ..... |
| Ohio | 8 | 82 | 3,920 | (110) 2,429 | 947 | 280 | 154 | 116 | 20 |
| Oregon | 1 | 4 | 61 | 29 | 32 | ..... | ..... | 3 | 3 |
| Pennsylvania | 9 | 39 | *a*1,351 | 354 | 213 | 152 | 210 | 78 | 68 |
| South Carolina | 4 | 21 | 975 | (200) 94 | 52 | (299) 155 | 175 | 34 | 34 |
| Tennessee | 12 | 57 | *a*1,652 | (167) 381 | 337 | (30) 317 | 311 | 66 | 26 |
| Texas | 3 | 16 | 353 | 61 | 71 | (221) | | 2 | 2 |
| Vermont | 1 | ..... | 6 | 3 | 3 | ..... | ..... | 6 | 0 |
| Virginia | 2 | 10 | *a*337 | 8 | 17 | 75 | 150 | 5 | ..... |
| West Virginia | 1 | 8 | 170 | 87 | 83 | ..... | ..... | 13 | 10 |
| Wisconsin | 2 | 14 | 101 | 45 | 9 | 38 | 9 | 13 | 13 |
| District of Columbia | 3 | 10 | 216 | 83 | 39 | 64 | 30 | 21 | 17 |
| Total | 112 | 594 | *a*21,020 | (937) 7,676 | 4,976 | (738) 2,700 | 2,416 | 778 | 468 |

*a* Classification not

*statistics of private normal schools.*

| Volumes in libraries. | | Number of schools in which drawing is taught. | Number having collections of models, casts, &c., for free hand drawing. | Number of schools in which vocal music is taught. | Number in which instrumental music is taught. | Number possessing chemical laboratory. | Number possessing philosophical cabinet and apparatus. | Number possessing a museum of natural history. | Number possessing a gymnasium. | Number having model schools. | Number in which students receive diplomas or certificates on completion of course. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Whole number. | Increase in the last school year. | | | | | | | | | | |
| 860 | 100 | ..... | 0 | 4 | 3 | 1 | 1 | 1 | 0 | 1 | 4 |
| 3,000 | 100 | ..... | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 |
| 100 | 20 | 2 | 1 | 2 | ..... | ..... | 1 | 1 | ..... | 2 | 2 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 200 | ..... | 1 | ..... | 2 | 3 | ..... | 1 | ..... | ..... | ..... | 1 |
| 4,122 | 200 | 3 | 2 | 5 | 5 | 4 | 5 | 5 | 1 | 2 | 4 |
| 9,240 | 800 | 9 | 4 | 10 | 8 | 8 | 8 | 2 | ..... | 5 | 9 |
| 1,700 | 70 | 6 | 2 | 6 | 5 | 3 | 5 | 2 | 1 | 3 | 7 |
| 3,320 | 120 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | ..... | 1 | 2 |
| 1,860 | 281 | 3 | ..... | 5 | 5 | 4 | 5 | 1 | 1 | 2 | 5 |
| 780 | 30 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| 300 | ..... | 2 | ..... | 1 | 2 | 2 | 2 | ..... | ..... | ..... | 1 |
| ..... | ..... | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | 2 | ..... | 2 | ..... | 1 | 1 | 2 | ..... | 1 | 2 |
| ..... | ..... | ..... | ..... | 2 | 1 | ..... | 1 | ..... | ..... | ..... | 2 |
| ..... | ..... | 1 | ..... | 1 | 1 | 1 | 1 | ..... | ..... | ..... | 1 |
| ..... | ..... | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | ..... | 0 |
| ..... | ..... | 2 | ..... | 2 | ..... | ..... | ..... | 1 | 1 | 1 | 2 |
| 325 | 43 | 2 | ..... | 3 | 2 | ..... | ..... | ..... | ..... | ..... | 1 |
| 7,956 | 244 | 5 | 2 | 5 | 5 | 5 | 6 | 4 | 2 | ..... | 6 |
| 56 | 56 | 1 | 1 | 1 | 1 | 1 | 1 | ..... | ..... | 1 | 1 |
| 4,817 | 446 | 5 | 1 | 5 | 3 | 3 | 3 | 1 | ..... | 5 | 5 |
| 250 | 42 | 4 | ..... | 3 | 3 | 1 | 2 | ..... | ..... | 2 | 3 |
| 3,842 | 108 | 6 | 1 | 9 | 8 | 4 | 5 | 3 | ..... | 7 | 8 |
| 550 | 350 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | ..... | 2 | 3 |
| 100 | 100 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 |
| 20 | ..... | 0 | 0 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | 1 |
| 3,100 | 200 | 1 | 0 | 1 | 1 | 0 | ..... | 0 | 0 | 0 | 1 |
| 250 | ..... | 2 | 1 | 2 | 2 | 0 | 1 | 1 | 2 | 1 | 2 |
| 90 | 12 | 2 | 0 | 3 | 1 | ..... | 1 | 1 | ..... | 2 | 2 |
| 46,838 | 3,322 | 67 | 18 | 86 | 68 | 44 | 57 | 30 | 9 | 42 | 80 |

reported in all cases.

TABLE III.—*General summary of statistics of public and private normal schools.*

| States and Territories. | Number of normal schools supported by — | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | State. | | | County. | | | City. | | | All other agencies. | | |
| | Number of schools. | Number of instructors. | Number of students.[a] | Number of schools. | Number of instructors. | Number of students.[a] | Number of schools. | Number of instructors. | Number of students.[a] | Number of schools. | Number of instructors. | Number of students.[a] |
| Alabama | 4 | 20 | 536 | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 19 | 186 |
| Arkansas | 2 | 5 | 205 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 8 | 34 |
| California | 1 | 16 | 432 | ..... | ..... | ..... | 1 | 3 | 155 | 2 | 7 | 14 |
| Colorado | 1 | ..... | 9 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... |
| Connecticut | 1 | 9 | 150 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Florida | 1 | 7 | 13 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Georgia | b1 | 7 | 78 | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 4 | 274 |
| Illinois | 2 | 26 | 608 | 1 | 9 | 223 | ..... | ..... | ..... | 8 | 47 | 638 |
| Indiana | 1 | 12 | 588 | ..... | ..... | ..... | 2 | 4 | 29 | 10 | 76 | 4,194 |
| Iowa | 2 | 8 | 343 | ..... | ..... | ..... | 2 | 2 | 38 | 7 | 39 | 681 |
| Kansas | 2 | 10 | 187 | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 11 | 318 |
| Kentucky | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | [illegible] | 5 | 38 | 377 |
| Louisiana | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 9 | 131 |
| Maine | 4 | 21 | 444 | ..... | ..... | ..... | 2 | 10 | 17 | c2 | 4 | 52 |
| Maryland | 2 | 20 | 245 | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 4 | 195 |
| Massachusetts | 6 | 63 | 1,099 | ..... | ..... | ..... | 3 | 14 | 101 | 2 | 8 | 28 |
| Michigan | 2 | 13 | 389 | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 19 | 156 |
| Minnesota | 3 | 32 | 539 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Mississippi | 2 | 11 | 187 | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 9 | 168 |
| Missouri | 5 | 48 | 1,290 | ..... | ..... | ..... | 1 | 7 | 134 | 1 | ..... | ..... |
| Nebraska | 1 | 9 | 274 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 11 | 34 |
| New Hampshire | 1 | 4 | 35 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| New Jersey | 1 | 10 | 236 | ..... | ..... | ..... | 1 | 1 | 27 | ..... | ..... | ..... |
| New York | 8 | 125 | 2,688 | ..... | ..... | ..... | 2 | 50 | 1,285 | 2 | ..... | 14 |
| North Carolina | 7 | 57 | 853 | ..... | ..... | ..... | ..... | ..... | ..... | 5 | 20 | 241 |
| Ohio | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 17 | 122 | 8 | 82 | 3,486 |
| Oregon | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 4 | 61 |
| Pennsylvania | 10 | 128 | 3,267 | ..... | ..... | ..... | 1 | 28 | 965 | 9 | 39 | 567 |
| Rhode Island | 1 | 11 | 136 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| South Carolina | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 21 | 346 |
| Tennessee | 1 | 8 | 161 | ..... | ..... | ..... | ..... | ..... | ..... | 12 | 57 | 885 |
| Texas | 2 | 10 | 199 | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 16 | 132 |
| Vermont | 3 | 17 | 411 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | 6 |
| Virginia | b1 | 48 | 305 | ..... | ..... | ..... | 1 | 3 | 66 | 2 | 10 | 25 |
| West Virginia | 5 | 10 | 186 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 8 | 170 |
| Wisconsin | 4 | 56 | 1,029 | ..... | ..... | ..... | 1 | 2 | 15 | 2 | 14 | 54 |
| Dakota | d1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| District of Columbia | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 6 | 38 | 3 | 10 | 122 |
| Utah | d1 | 2 | 45 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Washington | d1 | ..... | 21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | 90 | 823 | 17,188 | 1 | 9 | 223 | 22 | 147 | 2,992 | 112 | 594 | 13,589 |

*a* This summary contains the strictly *normal* students only, as far as reported; for total number of students, see the preceding summaries.

*b* Partially supported from the proceeds of the national grant of land to agricultural colleges, this normal school being part of an institution so endowed.

*c* Receive an allowance from the State.

*d* Territorial appropriation.

*Appropriations for normal schools.*

| Name of school and location. | Appropriation, 1881. | State appropriation per capita of pupils in the last year.[a] |
|---|---|---|
| State Normal School, Florence, Ala | $7,500 | ..... |
| Normal School for Colored Teachers, Huntsville, Ala | 2,000 | ..... |
| Lincoln Normal University, Marion, Ala | 4,000 | $20 00 |
| Tuskegee Normal School, Tuskegee, Ala | 2,000 | 17 00 |
| Normal department of Arkansas Industrial University, Fayetteville, Ark | (*b*) | (*b*) |
| Southland College and Normal Institute, Helena, Ark | *c*460 | 1 14 |
| Branch Normal College of Arkansas Industrial University, Pine Bluff, Ark | 2,000 | ..... |
| Normal department of Girls' High School, San Francisco, Cal | *d*5,000 | ..... |
| California State Normal School, San José, Cal | 33,300 | 77 08 |
| Normal department of the University of Colorado, Boulder, Colo | (*b*) | (*b*) |
| Connecticut State Normal School, New Britain, Conn | *e*87,000 | 80 00 |
| East Florida Seminary, Gainesville, Fla | (*f*) | (*f*) |
| Normal department of Atlanta University, Atlanta, Ga | (*b*) | (*b*) |
| Normal department of North Georgia Agricultural College, Dahlonega, Ga | (*g*) | (*g*) |
| Southern Illinois Normal University, Carbondale, Ill | *h*20,190 | 50 50 |
| Illinois State Normal University, Normal, Ill | 22,494 | 49 44 |
| Cook County Normal and Training School, Normalville, Ill | *i*15,000 | *j*27 50 |
| Training school department of public schools, Fort Wayne, Ind | (*k*) | (*k*) |
| Indianapolis Normal School, Indianapolis, Ind | (*k*) | (*k*) |
| Southern Indiana Normal College, Mitchell, Ind | *l*12,000 | ..... |
| Indiana State Normal School, Terre Haute, Ind | 17,000 | 28 91 |
| Burlington City Training School, Burlington, Iowa | (*k*) | (*k*) |
| Iowa State Normal School, Cedar Falls, Iowa | 8,750 | 21 00 |
| Normal department of the High School, Davenport, Iowa | (*k*) | (*k*) |
| Chair of Didactics, State University of Iowa, Iowa City, Iowa | (*b*) | (*b*) |
| Kansas State Normal School, Emporia, Kans | 0 | 0 |
| Normal department of University of Kansas, Lawrence, Kans | (*b*) | (*b*) |
| Kentucky Female Orphan School, Midway, Ky | 140 | 1 75 |
| Peabody Normal School for Colored Students, New Orleans, La | (*m*) | (*m*) |
| Peabody Normal Seminary, New Orleans, La | *n*2,900 | *n*28 50 |
| Eastern State Normal School, Castine, Me | 6,000 | 30 00 |
| State Normal and Training School, Farmington, Me | 6,333 | 63 33 |

*a* Exclusive of appropriations for permanent objects.

*b* Appropriation in common with other departments of the university; see Table IX.

*c* $300 from the State and $160 from the county.

*d* City appropriation.

*e* Of this, $75,000 is a special appropriation for new building; there was also an appropriation of $25,000 from the city for the same purpose.

*f* School is supported from interest of funds derived from sale of lands donated by the United States.

*g* Partially supported from the proceeds of the national grant of land to agricultural colleges, this normal school being part of an institution so endowed.

*h* Of this sum $6,397 were from the fund donated by Congress for seminary and $1,200 for permanent improvements.

*i* County appropriation.

*j* County appropriation per capita.

*k* Appropriation in common with other public schools of the city.

*l* City appropriation for buildings.

*m* Sustained by the Peabody fund.

*n* From local contributions and Peabody fund, the amount per capita being the amount of these two funds.

*Appropriations for normal schools*—Continued.

| Name of school and location. | Appropriation, 1881. | State appropriation per capita of pupils in the last year.[a] |
|---|---|---|
| State Normal and Training School, Gorham, Me | $6,333 | $45 00 |
| Normal Practice School, Lewiston, Me | (b) | (b) |
| Normal department of Maine Central Institute, Pittsfield, Me | 600 | ..... |
| Normal Training and Practice Class, Portland, Me | c1,550 | ..... |
| Madawaska Training School, Van Buren and Fort Kent, Me | 1,000 | ..... |
| Normal department of Oak Grove Seminary, Vassalboro', Me | 600 | ..... |
| Baltimore Normal School for Colored Teachers, Baltimore, Md | 2,000 | ..... |
| Maryland State Normal School, Baltimore, Md | 10,000 | 37 90 |
| Boston Normal School, Boston, Mass | (b) | (b) |
| Massachusetts Normal Art School, Boston, Mass | 17,000 | 57 83 |
| State Normal School, Bridgewater, Mass | 13,800 | 74 25 |
| Training School for Teachers, Cambridge, Mass | c3,380 | ..... |
| State Normal School, Framingham, Mass | 11,200 | 120 00 |
| Gloucester Training School for Teachers, Gloucester, Mass | c3,000 | ..... |
| State Normal School, Salem, Mass | 20,876 | 55 00 |
| Westfield State Normal School, Westfield, Mass | 10,350 | 86 25 |
| Massachusetts State Normal School at Worcester, Worcester, Mass | 10,925 | 69 14 |
| Course in the Science and the Art of Teaching (University of Michigan), Ann Arbor, Mich. | (d) | (d) |
| Michigan State Normal School, Ypsilanti, Mich | e44,500 | 39 63 |
| State Normal School at Mankato, Mankato, Minn | 12,000 | ..... |
| State Normal School at St. Cloud, St. Cloud, Minn | 12,000 | 69 00 |
| State Normal School at Winona, Winona, Minn | 12,000 | 32 00 |
| Mississippi State Normal School, Holly Springs, Miss | 3,000 | 22 50 |
| Tougaloo University, Tougaloo, Miss | 2,000 | 8 68 |
| Missouri State Normal School, third district, Cape Girardeau, Mo | 8,750 | 38 21 |
| Normal College of the University of the State of Missouri, Columbia, Mo | (d) | (d) |
| Lincoln Institute, Jefferson City, Mo | f15,000 | ..... |
| Missouri State Normal School, first district, Kirksville, Mo | 10,000 | 20 32 |
| St. Louis Normal School, St. Louis, Mo | c9,228 | g92 27 |
| State Normal School, second district, Warrensburg, Mo | 10,000 | 25 64 |
| Nebraska State Normal School, Peru, Nebr | 11,750 | ..... |
| New Hampshire State Normal School, Plymouth, N. H | h8,500 | ..... |
| Newark Normal School, Newark, N. J | c1,490 | ..... |
| New Jersey State Normal School, Trenton, N. J | 20,000 | 73 00 |
| State Normal School, Albany, N. Y | 18,000 | 72 00 |
| State Normal and Training School, Brockport, N. Y | 18,000 | 20 20 |
| State Normal School, Buffalo, N. Y | 17,599 | ..... |
| State Normal and Training School, Cortland, N. Y | 18,000 | 51 43 |
| State Normal and Training School, Fredonia, N. Y | 18,000 | ..... |
| State Normal and Training School, Geneseo, N. Y | 18,000 | ..... |
| Normal College, New York, N. Y | c95,000 | ..... |
| State Normal and Training School, Oswego, N. Y | 20,000 | 40 90 |

*a* Exclusive of appropriations for permanent objects.
*b* Appropriation in common with other public schools of the city.
*c* City appropriation.
*d* Appropriation in common with other departments of the university; see Table IX.
*e* $25,000 for building.
*f* For two years.
*g* City appropriation per capita.
*h* Also $1,350 from city.

*Appropriations for normal schools*—Continued.

| Name of school and location. | Appropriation, 1881. | State appropriation per capita of pupils in the last year.[a] |
|---|---|---|
| State Normal and Training School, Potsdam, N. Y | $18,000 | ..... |
| Syracuse Training School, Syracuse, N. Y | (*b*) | (*b*) |
| University Normal School, Chapel Hill, N. C | 2,000 | $5 91 |
| Elizabeth City State Normal School, Elizabeth City, N. C | 500 | 8 81 |
| State Colored Normal School, Fayetteville, N. C | *c*2,500 | 18 35 |
| Franklin Normal School, Franklin, N. C | *d*900 | ..... |
| New Berne State Normal School, New Berne, N. C | *e*700 | 7 69 |
| Newton State Normal, Newton, N. C | 500 | ..... |
| Wilson State Normal School, Wilson, N. C | *f*800 | 2 50 |
| Cincinnati Normal School, Cincinnati, Ohio | *g*7,731 | ..... |
| Cleveland City Normal School, Cleveland, Ohio | ..... | ..... |
| Dayton Normal and Training School, Dayton, Ohio | ..... | ..... |
| Geneva Normal School, Geneva, Ohio | *g*1,506 | ..... |
| Pennsylvania State Normal School, Bloomsburg, Pa | 10,000 | (*h*) |
| Southwestern State Normal School, California, Pa | 2,500 | (*h*) |
| State Normal School, Edinboro', Pa | 5,000 | 10 50 |
| State Normal School at Indiana, Indiana, Pa | 11,270 | ..... |
| Keystone State Normal School, Kutztown, Pa | 2,500 | (*h*) |
| Central State Normal School, Lock Haven, Pa | 5,000 | ..... |
| Pennsylvania State Normal School, Mansfield, Pa | 5,000 | ..... |
| Pennsylvania State Normal School, Millersville, Pa | 10,000 | ..... |
| Philadelphia Normal School for Girls, Philadelphia, Pa | *g*25,000 | ..... |
| Cumberland Valley State Normal School, Shippensburg, Pa | 9,749 | 6 97 |
| West Chester State Normal School, West Chester, Pa | 4,841 | (*h*) |
| Rhode Island State Normal School, Providence, R. I | 9,000 | 50 00 |
| Fairfield Normal Institute, Winnsboro', S. C | *i*850 | ..... |
| Warner Institute, Jonesboro', Tenn | *j*150 | ..... |
| Freedmen's Normal Institute, Maryville, Tenn | *j*438 | ..... |
| State Normal College, University of Nashville, Nashville, Tenn | 0 | 0 |
| Sam Houston Normal Institute, Huntsville, Tex | 20,000 | 120 00 |
| State Normal School of Texas for Colored Students, Prairie View, Tex | 7,600 | ..... |
| State Normal School, Castleton, Vt | 2,000 | ..... |
| Johnson State Normal School, Johnson, Vt | *k*1,800 | 14 40 |
| State Normal School, Randolph, Vt | *l*2,146 | ..... |
| Bridgewater Normal School, Bridgewater, Va | *m*385 | ..... |
| Hampton Normal and Agricultural Institute, Hampton, Va | (*n*) | 26 83 |
| Richmond Normal School, Richmond, Va | *o*1,170 | ..... |

*a* Exclusive of appropriations for permanent objects.
*b* Appropriation in common with other public schools of the city.
*c* Includes $500 from Peabody fund.
*d* Includes $200 from county and $200 from Peabody fund.
*e* Includes $200 from Peabody fund.
*f* Includes $100 from county and $200 from Peabody fund.
*g* City appropriation.
*h* Fifty cents a week for normal pupils.
*i* From State, county, and city.
*j* From county.
*k* Also $159 from county.
*l* Also $120 from county.
*m* From State and county.
*n* This institute receives annually about $10,000 from the State, being its share of the income from the congressional grant of lands to agricultural colleges.
*o* City appropriation; also $270 from State.

*Appropriations for normal schools*—Continued.

| Name of school and location. | Appropriation, 1881. | State appropriation per capita of pupils in the last year.[a] |
|---|---|---|
| Concord State Normal School, Concord Church, W. Va | | |
| Fairmont State Normal School, Fairmont, W. Va | | |
| Glenville State Normal School, Glenville, W. Va | $1,333 | |
| Storer College, Harper's Ferry, W. Va | 504 | |
| Marshall College State Normal School, Huntington, W. Va | 1,333 | $15 15 |
| Shepherd College, Shepherdstown, W. Va | 1,000 | |
| West Liberty State Normal School, West Liberty, W. Va | 773 | 22 00 |
| Milwaukee Normal School, Milwaukee, Wis | *b*4,089 | |
| State Normal School, Oshkosh, Wis | 18,000 | 26 10 |
| Wisconsin State Normal School, Platteville, Wis | 22,703 | 30 66 |
| State Normal School, River Falls, Wis | 18,521 | 69 42 |
| State Normal School, Whitewater, Wis | 25,188 | |
| Dakota Normal School, Springfield, Dak | | |
| Miner Normal School, Washington, D. C | | |
| Normal department of Howard University, Washington, D. C | (*c*) | (*c*) |
| Washington Normal School, Washington, D. C | | |
| Normal department of University of Deseret, Salt Lake City, Utah | *d*2,500 | *d*62 50 |
| Normal department, University of Washington Territory, Seattle, Wash. Ter. | (*e*) | (*e*) |

*a* Exclusive of appropriations for permanent objects.
*b* City appropriation.
*c* Congressional appropriation of $10,000 for all departments of the university.
*d* Territorial appropriation.
*e* Appropriation in common with other departments of the university; see Table IX.

The comparative summary of normal schools shows a net increase of 5 schools, 107 instructors, and 5,628 students over the figures for 1880. The total increase in the number of normals reporting is 18, the total decrease 13, the increase being chiefly in public normal schools or departments for colored teachers in the South and the decrease chiefly in private normals. The number of city normal schools is 147, representing cities in 13 States; the number of State normals, 90, representing all but five of the States. Only one county normal was reported upon returns to the statistical division, viz, Normal and Training School, Cook County, Illinois; a few others are mentioned in the abstracts. Of the whole number of normals, 113 are public, as against 106 in 1880.

The public normals differ widely in respect to income, appliances, &c.; a few, as may be inferred from the duration of the course, have the characteristics of normal institutes rather than of normal schools.

Considered by geographical position the public normals are distributed as follows:

| | |
|---|---|
| New England States (6) | 21 |
| Middle Atlantic States (6) | 27 |
| Southern Atlantic States (4) | 9 |
| Gulf States (4) | 8 |
| Southern Central States (6) | 16 |
| Northern Central States (9) | 25 |
| States of the Pacific slope (3) | 2 |
| Territories (11) | 5 |

These schools are supported by public funds, subject to inspection by State, county, or city authorities, and for the most part confer a diploma upon their graduates which is accepted in lieu of an examination for the position of teacher in the common school. In

a few States there is a permanent endowment fund for normal schools, but as a rule they are sustained by annual appropriations. The estimates are very closely scrutinized, and the debates to which they give rise often become the scene of violent opposition to the schools themselves. It is gratifying to note that the investigations prompted by these periodical attacks have invariably resulted in the vindication of the particular school involved and the consequent strengthening of the system of normal training.

The experience of the Connecticut State Normal School is significant. In 1867, it will be remembered, the opponents of the school had so far prevailed that all appropriation was withheld and the school suspended for two years. Opposition was renewed after the school reopened, but the final issue has been a grand rally for its support; by the unanimous action of both houses of the Connecticut legislature $75,000 were appropriated in 1881 for a new building upon the condition, already fulfilled, that New Britain should add $25,000. This result reflects great credit upon the judicious management of those who have had the conduct of the school through its struggles.

### APPROPRIATIONS FOR NORMAL SCHOOLS.

Appropriations for normal schools average a little higher than in 1880. The six largest appropriations were as follows: Philadelphia Normal School for Girls, Philadelphia, Pa., $25,000; State Normal School, Whitewater, Wis., $25,188; California State Normal School, San José, Cal., $33,300; Michigan State Normal School, Ypsilanti, Mich., $44,500; Connecticut State Normal School, New Britain, Conn., $87,000; Normal College, New York City, $95,000.

The largest public appropriations to normal schools in the 12 States aided by the Peabody fund were $20,000 to the Sam Houston Normal Institute, Huntsville, Tex., and $7,600 to the Normal School of Texas for Colored Students, Prairie View.

### REQUIREMENTS FOR ADMISSION TO NORMAL AND TO PROFESSIONAL SCHOOLS.

The tendency is noticeable in the public normals to increase the length of the course and to give it more and more a professional character. In view of these efforts it is important that the relative standing of normal schools and schools of law, medicine, &c., should be understood. The following statements indicate the admission requirements of these several classes of institutions:

#### *Boston Normal School.*

Candidates for admission must be at least eighteen years of age, unless an exception is made by a special vote of the committee in charge, and must be recommended for admission by the master or committee of the last school they attended.

A certificate that a candidate has completed the fourth year of the high school course is accepted as proof of qualification for admission. The course of study in the Boston high schools embraces the following subjects: Composition; rhetoric; English literature; ancient, mediæval, and modern history; civil government; botany; zoölogy; anatomy and physiology; chemistry; physics; astronomy; arithmetic, including the metric system; algebra; geometry; plane trigonometry; Latin, or French, or German; vocal music, and drawing. Candidates who have not completed the fourth year of the Boston High School course will be examined on this or its equivalent.

#### *State Normal School, Worcester, Mass.*

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches, viz: reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

#### *Normal College, New York.*

Candidates must pass an examination in algebra, arithmetic, grammar, geography, history, spelling, and drawing.

*Michigan State Normal School.*

Candidates must sustain a thorough examination in arithmetic, elements of English grammar, geography, reading, spelling, and penmanship.

*Harvard Law School.*

(1) *Latin.*—Candidates will be required to translate (without the aid of grammar or dictionary) passages selected from one or more of the following books: Cæsar's Commentaries on the Gallic War, the Æneid of Virgil, and the following orations of Cicero: Four orations against Catiline: for Archias; for the Manilian Law; for Marcellus; for Ligarius.

(2) Blackstone's Commentaries (exclusive of editor's notes).

Proficiency in French, representing an amount of preparatory work equivalent to that demanded of those who offer Latin, will be accepted as a substitute for the requisition in the latter language.

*Harvard Medical School.*

(1) *English.*—Every candidate shall be required to write legibly and correctly an English composition of not less than two hundred words, and also to write English prose from dictation.

(2) *Latin.*—The translation of easy Latin prose.

(3) *Physics.*—A competent knowledge of physics (such as may be obtained from Balfour Stewart's Elements of Physics).

(4) *Elective subject.*—Each candidate shall pass an approved examination in such one of the following branches as he may elect: French, German, the elements of algebra or of plane geometry, botany.

*Dartmouth Medical College.*

Applicants for admission must be eighteen years of age, and, unless already matriculates of this institution or graduates of some reputable college, academy, or high school, will be examined as to their fitness for entering upon and appreciating the technical study of medicine.

They will be expected to be familiar with the elementary principles of physics (light, heat, electricity, &c.) on entrance.

*Boston University School of Medicine.*

Candidates who have taken their first degree in arts, philosophy, or science are admitted without examination.

All others, before matriculation, are examined in the following branches: (1) In orthography, English composition, and penmanship; (2) in arithmetic, geography, and English grammar; (3) in elementary physics, by an examination in Stewart's Primer of Physics; (4) in Latin, by requiring a translation from Harkness's Latin Reader at sight.

*Massachusetts Institute of Technology.*

Regular courses: To be admitted as a regular student of the first year's class, the applicant must have attained the age of sixteen years and must pass a satisfactory examination in arithmetic (including the metric system of weights and measures); algebra, through equations of the second degree; plane geometry; French, grammar through irregular verbs and the first two books of Voltaire's Charles XII or an equivalent; English grammar and composition; geography.

COURSES OF STUDY AT HOME AND ABROAD.

By a comparison of Table III with Tables XII and XIII, appendix, it will be seen that the average duration of the course in normal schools is about the same as that of schools of law or medicine.

The faculties of normal schools and educators generally seem to be rapidly approaching agreement as to the essentials of a pedagogic course. Whether there be or be not a science of education is still matter of dispute, but both parties in the discussion allow that the body of facts and principles derived from psychology, physiology, and the history of methods of training should be included in the normal studies. It is also admitted

that the student must have the opportunity of observing for himself and of practising the art in which he desires to become proficient. The extent to which provision is made for the latter requirement is indicated by the table. Seventy-two public and 42 private normals, it will be seen, report "model" departments, while a number not so supplied make arrangements for their undergraduates to teach in other schools. This substitute plan is open to objection, and, excepting under the most judicious management, is of doubtful utility, the direction and criticism of an experienced principal who has some personal interest in the result being quite as important in the practical as in the theoretical part of the training of normal students.

The proportion of normal schools reporting gymnasiums is greater than in previous years, but less than should be the case, considering the importance of physical training in a scheme of popular education. Of all agencies the normal schools can do most to promote the systematic training of the body; their graduates are sought for the very schools in which the need of the exercise is most apparent, while, moreover, it is matter of experience that the notions of school training adopted in the normal schools affect to some extent all classes of elementary schools. Not only should a gymnasium be an adjunct of every normal school, but physiology, hygiene, and sanitation should be included in the curriculum as affording invaluable knowledge to teachers.

The assembling of many persons in the same room is well known to be a condition prejudicial to health; in the case of children in a school the teacher is the only person who can be relied upon to maintain the counteracting influences. It is to teachers, moreover, that we must look in some measure for the diffusion of knowledge with reference to the laws of health. "I have long ceased to doubt," says Dr. Schrodt, "that, apart from the effects of wounds, the chances of health or disease are in our own hands; and, if people knew only half the facts pointing that way, they would feel ashamed to be sick or to have sick children." This may seem an extreme statement, but the progress made in sanitary knowledge leaves no reasonable doubt that human misery may be greatly diminished by a general regard of the laws of health. The subject should be pressed upon the attention of every normal student and be made as familiar to the minds of children as the rudiments of language and numbers.

A larger number of schools report laboratories, museums, &c., than in previous years. With the increasing demand for science teaching, it is hard to understand the opposition manifested in some quarters to appropriations for appliances. The Illinois legislature was the scene of a special manifestation of this false economy during the present year, when the appropriations for the Southern Illinois Normal School were under discussion. The outcome was the reduction of the item of $1,250 for the library to $500 and the utter rejection of the proposition for $500 per annum for the laboratory and $700 for the museum, a result effected by men of the very class who declaim against cramming and memorizing and demand practical training in the schools.

The action of the Illinois legislature offers an unfavorable contrast to the efforts made in other sections of the United States to promote the study of science among teachers.

The course of lectures before the Teachers' School of Science, Boston, consisted for the year 1880–'81 of eight lessons on physics, by Prof. Charles R. Cross; eight on zoölogy, by Prof. Alpheus Hyatt; four on botany, by Prof. George L. Goodale, and four on geology, by Mr. W. O. Crosby. These lessons were illustrated by experiments and specimens in the hands of each student, and were exceedingly interesting as well as instructive. The course was in charge of the Natural History Society; but the entire expense for lectures, specimens, &c., was borne by Mrs. Augustus Hemmenway and Mrs. Quincy A. Shaw. Four hundred teachers of Boston and vicinity constituted the class.

The catalogue of the Lawrence Scientific School, Harvard University, announces that:

The school also offers facilities to teachers and to persons preparing to be teachers who desire to qualify themselves in the modern methods of teaching science by observation and experiment. A year's course of study, adapted to this purpose, may be selected

from the elements of natural history, chemistry, and physics, including any of the following subjects: physical geography and elementary geology; general chemistry and qualitative analysis; mineralogy; physics; botany; comparative anatomy and physiology; zoölogy.

This course is flexible and comprehensive; the instruction is mainly given in the laboratories and museums of the university, and is of the most practical character, every student being taught to make experiments and study specimens.

There are also scholarships in the scientific school, not exceeding eight at any one time, of the annual value of $150 each, for the benefit of graduates of the State normal schools. The manner in which these scholarships are divided among the normal schools is determined by the State board of education.

Similar measures have been inaugurated for the benefit of teachers in other States, but no report of them has been received at the Office.

In this connection it is proper to recall the views set forth in the London Times and in Nature with reference to the debate in the British Parliament in 1878 upon Sir John Lubbock's motion for the addition of elementary science to the subjects for which grants should be given under the education code. The Times says:

To be taught something about gravitation, about atmospheric pressure, about the effects of temperature, and other simple matters of like kind, which would admit of experimental illustration and which would call upon the learner to make statements in his own words instead of in those of somebody else, would be so many steps toward real mental development. At the end of a vacation, even if the facts of any particular occurrence had become somewhat mixed, the pupils would nevertheless preserve an increased capacity for acquiring new facts, and would probably retain these for a longer period; and such are precisely the changes which it should be the province of education to bring about. We would even go further than Sir John Lubbock, and in elementary schools would give an important place to the art of drawing, which teaches accurate observation of the forms of things. The efforts of a wise teacher should always be guided with reference to the position and surroundings of a child at home, and should seek to supplement the deficiencies of home training and example. Among the wealthier classes the floating information of the family circle often, though by no means always, both excites and gratifies a curiosity about natural phenomena; but among the poor this stimulus to mental growth is almost, if not entirely, wanting.

A writer in Nature, referring to the article in the Times, from which the above extract is taken, observed:

In itself the article may present nothing remarkable to the readers of Nature, but, as the deliberate utterance of the leading organ of opinion in this country, it marks a distinct stage of progress toward a more enlightened conception of what constitutes education.

The same writer, in concluding his article, said:

Every day we hear of the ignorance of the working classes; every other month "congresses" are held to devise means to remedy the consequences of this ignorance: ignorance of the laws of health, ignorance of household economy, ignorance of the implements and objects of labor, ignorance of the laws of labor and production, ignorance of the nature of the commonest objects with which they come into contact every day, ignorance of almost everything which it would be useful and nationally beneficial for them to know—an ignorance, alas! more or less shared by the "curled darlings" of the nation. Yet, while every day's paper shows how keen is the industrial competition with other nations and how in one department after another we are being outstripped by the results of better—i. e., more scientific—knowledge, the poor pittance of "elementary knowledge" asked for in Sir John Lubbock's bill is refused.

Those who have watched the progress of elementary schools in England are aware that the movement in favor of science has led to the very result which we are endeavoring to accomplish in our normal schools, viz, the preparation of teachers to give the instruction required.

Normal school training should embody, and in the best schools does embody, the results of the most careful and the most intelligent consideration of the subjects, methods, and aims of popular education. This relation to the whole work of elementary education gives special importance to every new point in the progressive history of this class of schools. The annual reports of the principals of the most efficient normals afford

matter which might advantageously be brought to the attention of all teachers and of all persons who, either in the capacity of parents, voters, legislators, or critics, are interested in the education of children. It is impossible to read these records and follow the progress of the work to which they give formal expression without being impressed with certain characteristics of our system of training teachers. It is in essence rational, flexible, and progressive.

It would be easy to indicate particulars in which foreign systems excel our own. In England the scholastic standard is perhaps higher. Upon the Continent there is a better classification of normals and a more methodical arrangement of details. We may study these examples with profit, but we have nothing to gain by their servile imitation. The attention of our educators has been frequently directed to the German and French training schools; we have had less occasion for considering the status of the same work in Great Britain. The following statements from the report of the committee of council on education in England and Wales, and the same in Scotland, afford, it is believed, some valuable points of suggestion and comparison:

With the view of encouraging the study of scientific subjects in training colleges, it has of late years been arranged that success in the examinations in science, held by the science and art department, shall be taken into account in determining the students' places in the class list of candidates for certificates as teachers of public schools. The record of examinations under this provision in 1881–'82 is as follows:

| | Males. | Females. |
|---|---|---|
| England and Wales: | | |
| Total number examined | 1,349 | 1,298 |
| Total number of passes | 1,713 | 475 |
| Scotland: | | |
| Total number examined | 306 | 0 |
| Total number of passes | 295 | 0 |

It will be observed that a number of students passed in more than one subject.

Languages now enter into the course of study in all the training colleges for masters and in several of those for mistresses. French is the language most generally taken; Latin comes next.

In Scotland the system introduced by the code of 1873, of combining attendance at university classes with the efficient course of practical professional training provided by the inspected training colleges, is producing satisfactory results. In 1880, 146 students availed themselves of this arrangement; the number at the latest report was 117 attending the following classes: Latin, Greek, mathematics, English literature, natural philosophy, and logic.

It is proper to observe that in Great Britain and in European countries generally pedagogic training leads to more permanent employment and a more definite career than in the United States.

## TEACHERS' INSTITUTES.

One of the most important subjects engaging the attention of school authorities in the United States is the adaptation of normal training to the improvement of the great body of teachers who supply the rural schools. It is needless to suggest that a large proportion of these teachers are persons of very ordinary attainments, with little or no special preparation for their work. Summer normals, normal or teachers' institutes, and the special or shorter courses offered by some of the regular normals have grown out of the necessity of doing something to save the country schools from the dubious efforts of untrained novices. These agencies have proved so efficient that they have been made an

integral part of the school system, and their organization and conduct are among the most prominent topics of discussion in the various pedagogical associations of the States.

Detailed statements of the institutes held during the year will be found in the abstracts of the appendix under the head of Training of Teachers.

### NORMAL TRAINING IN THE COLLEGES.

The science and art of education attract more and more attention in universities and colleges. Chairs of pedagogics are reported as having existed last year in the Universities of Michigan, Missouri, and Iowa. The course of lectures delivered during the year by G. Stanley Hall, PH. D., for the benefit of Boston teachers, indicates the interest of Harvard University in this matter.

In his annual report for 1880–'81, President Eliot makes the following statement with reference to Mr. Hall's lectures:

In the first four months of 1881, G. Stanley Hall, PH. D., university lecturer on pedagogy for the year 1880–'81, gave a course of twelve lectures on Saturday mornings at Wesleyan Hall, Boston, to an audience composed chiefly of teachers. The action of the university in directing attention to the philosophy of teaching and in causing Dr. Hall's lectures to be delivered at a time and place convenient for the teachers of Boston and the vicinity, was received with favor by many persons interested in the subject, and the corporation received, at the close of the course, the public thanks of the teachers who had attended it.

The following statement from a recent paper by W. H. Payne, professor of the science and the art of teaching in the University of Michigan, sets forth the work as conducted in that university and answers several inquiries which have arisen:

The chair of the science and the art of teaching was established by a unanimous vote of the board of regents, June 29, 1879. This subject had long before received the careful consideration of President Angell and had been commended to the attention of the regents in his annual reports. Before asking the regents to take formal action in the matter, the president submitted the plan to the faculty in the department of literature, science, and the arts, and by a unanimous vote it was commended to the board of regents.

This action of the president, faculty, and regents was based on a state of facts of long standing. The University of Michigan, as the highest educational institution in the State and as the head of our educational system, had for years been supplying the higher positions in the public school service with teachers. As a rule these teachers assumed the responsibilities of important positions with no conscious preparation; and it was conceived a duty owing to the State to furnish prospective teachers with an opportunity to learn at least the theory of teaching and of school management. This state of facts becomes more significant when it is recollected (1) that the principal high schools of the State are preparatory schools to the university, (2) that these schools naturally look to the university for their principals and assistant teachers, and (3) that these secondary schools educate large numbers of teachers for the common schools. It seemed, then, that the teaching service of the State might be usefully affected by making the science and the art of teaching a regular branch of instruction in the university.

It should be stated, at the outset, that there is no "normal department" in the University of Michigan. There are merely courses of instruction in the science and the art of teaching, just as there are in science and in mathematics, save that, while the former are wholly elective, some of the latter are required; but, in both cases, the courses count toward a degree. What is called a "teachers' diploma" is given under the following requirements: (1) The pupil must have taken at least the bachelor's degree; (2) must have taken a teachers' course in Latin, Greek, or in some other subject; and (3) must have taken at least one of the longer courses in the science and the art of teaching. But this diploma has no legal value whatever. It merely certifies to the accomplishment of certain work. It exempts from no examination. There has never been a thought of interfering, in the least degree, with the work of the State Normal School. From the very nature of things, the normal school and the university cannot be competitors in a way that will noticeably affect either institution. In the first place, it is not at all probable that any pupil will apply for admission to the university for the sole purpose of studying pedagogics. At best, this would occupy only one-half his time. If he

enters at all, he will almost inevitably pursue courses that are not offered by the normal school, which, in its academic work, is merely a school of secondary instruction. As a matter of fact, there has not been the slightest effect injurious to the normal school through the introduction of courses in pedagogics into the university. The present year of the normal school is one of the most prosperous in its entire history.

At their best, these two schools can do but a fraction of the service the State requires in the education of teachers. A part of this work would not be done at all if not done by the university, not even if there were three normal schools, as there should be if the teaching force of the State is to be even moderately recruited. It might be reasonably expected that if the professional education of teachers should receive a larger share of public attention through the introduction of this subject into the university the general effect must be favorable to the normal school. * * *

For the year 1879–'80 two courses of instruction were offered, as follows: (1) practical, devoted to the organization and management of public schools and to the more important details of school room work; (2) theoretical, devoted to the teaching of a body of public school doctrine. Each course occupied two hours per week for a half year. * * *

For the year 1880–'81 both the above courses were raised to four-hour courses, that is, the time given to each was doubled. Scarcely any change was made in the management of course 1 and the result was quite as satisfactory as in the preceding year. In course 2, instead of teaching wholly by lecture, as I had done at first, I made Bain's Education as a Science the basis of my instruction. This gave me several advantages that at this stage of my work were essential: (1) There was a body of doctrine formulated and printed and recommended by a distinguished name; (2) my teaching, based on a printed text, could be made definite. The subject proved to be difficult, but the very difficulties inspired my pupils with a respect for the study. Better than this, the doctrines were found to be very fruitful in their practical applications, and so there emerged a new spirit: a taste for philosophizing on educational questions. I would do myself injustice (a thing no one has a moral right to do) if I were to allow the inference that none of this spirit was awakened in the first year of the course; but it fell far short of what I desired and expected. On the whole, the gain was considerable, and I began to feel some degree of satisfaction with what I thought to be my real work in the university: that of teaching a body of educational doctrine as the basis of a rational art of teaching.

From the summary here presented it is evident that pedagogic training in the United States has developed a natural gradation.

Summer normals and normal institutes, normal schools having one or two years' course, normal schools having four years' course, and chairs of pedagogy in the universities correspond to different demands in the same general department. They are practical expedients created for the most part as the want was felt and afterwards found justifiable upon philosophic principles. There is needed just now a mind at once philosophic and practical to differentiate and systematize these several agencies, to adjust each to its province and coördinate all together in the interest of the various requirements of the school service of our country.

TABLE IV.—COMMERCIAL AND BUSINESS COLLEGES.

The following is a comparative exhibit of colleges for business training, 1872–1881:

| | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | 1881. |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of institutions.. | 53 | 112 | 126 | 131 | 137 | 134 | 129 | 144 | 162 | 202 |
| Number of instructors.. | 263 | 514 | 577 | 594 | 599 | 568 | 527 | 535 | 619 | 794 |
| Number of students ..... | 8,451 | 22,397 | 25,892 | 26,109 | 25,234 | 23,496 | 21,048 | 22,021 | 27,146 | 34,414 |

TABLE IV.—*Summary of statistics of commercial and business colleges.*

| States and Territory. | Number of schools. | Number of instructors. | Number of students. | | | Number of volumes in libraries. | Increase in the last year. |
|---|---|---|---|---|---|---|---|
| | | | Total number of students, excluding duplicate enrolments. | In day school. | In evening school. | | |
| Alabama | 1 | 5 | 130 | 130 | 0 | 1,200 | 0 |
| California | 8 | 41 | *a*1,072 | 996 | 73 | 3,850 | 200 |
| Connecticut | 1 | 3 | 149 | 100 | 49 | ..... | ..... |
| Georgia | 2 | 7 | *b*308 | 267 | ..... | 75 | 75 |
| Illinois | 22 | 83 | *c*4,836 | 2,866 | 1,304 | 18,446 | 354 |
| Indiana | 8 | 38 | *d*2,000 | 1,262 | 632 | 956 | 55 |
| Iowa | 10 | 46 | *e*1,864 | 1,582 | 383 | 344 | 64 |
| Kansas | 3 | 8 | 432 | 382 | 80 | ..... | ..... |
| Kentucky | 3 | 12 | 480 | 364 | 126 | 50 | 25 |
| Louisiana | 2 | 11 | 366 | 275 | 91 | 1,710 | 15 |
| Maine | 4 | 17 | 898 | 721 | 217 | 1,350 | 90 |
| Maryland | 2 | 22 | 1,138 | 675 | 463 | 400 | ..... |
| Massachusetts | 7 | 36 | *f*1,227 | 803 | 74 | ..... | ..... |
| Michigan | 9 | 29 | 1,337 | 1,085 | 307 | ..... | ..... |
| Minnesota | 4 | 12 | *g*554 | 172 | 82 | 425 | 25 |
| Mississippi | 3 | 12 | 150 | 150 | 0 | 1,200 | 25 |
| Missouri | 10 | 57 | *h*1,845 | 1,367 | 297 | 3,345 | 100 |
| Nebraska | 1 | 2 | 120 | 90 | 63 | ..... | ..... |
| New Hampshire | 4 | 7 | 140 | 105 | 35 | ..... | ..... |
| New Jersey | 7 | 39 | 1,275 | 716 | 559 | 1,650 | 185 |
| New York | 22 | 93 | 5,641 | 4,203 | 1,547 | 3,460 | 95 |
| North Carolina | 1 | 1 | ..... | ..... | ..... | ..... | ..... |
| Ohio | 21 | 69 | *i*2,630 | 1,276 | 563 | 3,695 | 120 |
| Oregon | 1 | 3 | 170 | 100 | 70 | 200 | 20 |
| Pennsylvania | 19 | 61 | *j*2,660 | 1,121 | 601 | 556 | 8 |
| Rhode Island | 2 | 11 | 474 | 395 | 79 | 160 | 9 |
| Tennessee | 6 | 14 | 440 | 394 | 108 | 50 | 0 |
| Texas | 7 | 13 | *k*494 | 413 | 94 | ..... | ..... |
| Vermont | 1 | 2 | 125 | 125 | ..... | ..... | ..... |
| Virginia | 1 | 1 | 44 | 23 | 21 | 542 | 6 |
| West Virginia | 1 | 4 | 90 | 60 | 30 | ..... | ..... |
| Wisconsin | 8 | 32 | 1,306 | 1,068 | 308 | 431 | 60 |
| Washington | 1 | 3 | 19 | 19 | ..... | ..... | ..... |
| Total | 202 | 794 | *l*34,414 | *m*23,305 | *m*8,256 | 44,095 | 1,531 |

*a* Not reported of 3 whether they are in day or evening school.
*b* Not reported of 41 whether they are in day or evening school.
*c* Not reported of 966 whether they are in day or evening school.
*d* Not reported of 106 whether they are in day or evening school.
*e* Not reported of 45 whether they are in day or evening school.
*f* Not reported of 350 whether they are in day or evening school.
*g* Not reported of 300 whether they are in day or evening school.
*h* Not reported of 181 whether they are in day or evening school.
*i* Not reported of 845 whether they are in day or evening school.
*j* Not reported of 938 whether they are in day or evening school.
*k* Not reported of 52 whether they are in day or evening school.
*l* Not reported of 3,827 whether they are in day or evening school.
*m* 974 attended both day and evening school.

TABLE V.—KINDERGÄRTEN.

The following is a comparative summary of Kindergärten, instructors, and pupils reported to the Bureau from 1873 to 1881, inclusive:

| | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | 1881. |
|---|---|---|---|---|---|---|---|---|---|
| Number of institutions | 42 | 55 | 95 | 130 | 129 | 159 | 195 | 232 | 273 |
| Number of instructors | 73 | 125 | 216 | 364 | 336 | 376 | 452 | 524 | 676 |
| Number of pupils | 1,252 | 1,636 | 2,809 | 4,090 | 3,931 | 4,797 | 7,554 | 8,871 | 14,107 |

TABLE V.—*Summary of statistics of Kindergärten.*

| States. | Number of schools. | Number of teachers. | Number of pupils. | States | Number of schools. | Number of teachers. | Number of pupils. |
|---|---|---|---|---|---|---|---|
| Alabama | 1 | | | Missouri | 60 | 214 | a7,002 |
| California | 17 | 29 | 546 | Nevada | 1 | 2 | 50 |
| Connecticut | 4 | 6 | 81 | New Hampshire | 1 | 1 | 15 |
| Delaware | 2 | 4 | 30 | New Jersey | 12 | 28 | 501 |
| Illinois | 19 | 34 | 611 | New York | 37 | 97 | 1,689 |
| Indiana | 4 | 9 | 93 | North Carolina | 4 | 6 | 25 |
| Iowa | 4 | 11 | 168 | Ohio | 12 | 34 | 448 |
| Kansas | 3 | 5 | 76 | Pennsylvania | 25 | 58 | 674 |
| Louisiana | 1 | 5 | 63 | Rhode Island | 2 | 6 | 68 |
| Maine | 2 | 2 | 104 | Virginia | 4 | 8 | 48 |
| Maryland | 3 | 9 | 69 | Wisconsin | 12 | 24 | 457 |
| Massachusetts | 20 | 37 | 647 | Arizona Territory | 1 | 1 | 16 |
| Michigan | 7 | 8 | 150 | District of Columbia | 10 | 20 | 303 |
| Minnesota | 5 | 18 | 173 | Total | 273 | 676 | 14,107 |

*a* Includes some pupils receiving primary instruction.

It is unnecessary to call attention to the rapid advance of Kindergärten in number and popularity. The increase of pupils over those reported last year has been 60 per cent. This prosperity is indicated strongly in that their claims upon the public for support and encouragement are being attended to more frequently, their methods are approved, their spirit is commended, their principles acknowledged to be correct, and their beneficence urged by educators and philanthropists. In these matters and in many others the Kindergarten occupies a position of promise, and its advocates and teachers are assured of an ever increasing field of labor and usefulness.

The San Francisco Public Kindergarten Society has recently published a report of progress during its first three years of existence. It was organized in the summer of 1878 by public minded citizens urged forward by the arguments and influence of Prof. Felix Adler, of New York, then visiting San Francisco. The object of the society is "to establish free Kindergärten, with a view of conferring the benefit of Kindergarten education upon the children of the poor, of rescuing them from the vicious examples of the street, saving them from the cruel consequences of neglect, and so to develop in them the elements of skill that they may become useful and honorable members of society in later years." The first Kindergarten was established in September, 1878, in a destitute section of the city. It met much opposition, but was enabled to carry on its work by the support of steadfast friends and the approval of the intelligent citizens who were watching its progress. At length it won popular favor. Now it is "talked over in every class of society, in every corner of the city," and "is discussed charitably,

financially, industrially, religiously, artistically, morally, intellectually, and educationally." Six schools have sprung up to extend the work commenced by the earliest. Attendance is measured by the capacity of the rooms. Thought is given to the instruction, to the care and comfort of the pupils, and to their homes and parents, so that the good results of these schools are far reaching. The charity work of Kindergärten has ever been a prominent feature in their operations. Not in San Francisco alone do the schools send comfort, courage, and germs of intelligence into dark and desolate homes through the children gathered in them, but in other cities women of culture and wealth have bestowed time, labor, and money on similar enterprises. As Mrs. Cooper and her Bible class have aided the extension of the Kindergarten in San Francisco, so churches, societies, and individuals have labored for them and through them in eastern cities. Boston is dotted with schools established by Mrs. Q. A. Shaw, in which children receive care, education, and clothing, if necessary. The number of schools and nurseries owing their existence to her is said to be forty, and other ladies in the same city have imitated her to a less extent. In Chicago Mrs. E. W. Blatchford has established a school at her own expense. A full sketch of the charitable Kindergarten work in this country would be replete with incidents illustrative of the value of these efforts for the children of the poor and a most interesting chapter in the history of home missionary work.

### PUBLIC SCHOOLS AND KINDERGÄRTEN.

The experience of St. Louis with Kindergärten in connection with the public schools has been extensive and instructive. During the school year 1880–'81, 8,635 children received Kindergarten instruction either alone or in connection with primary teaching. Even in that city the ingrafting process by which the public school system is joined to the Kindergarten is not complete or satisfactory. The steps and methods of transition from its schools and instruction to the methods adopted in the ordinary public school are not determined beyond question. A favorable solution of the difficulties is, however, anticipated, though the differences to be harmonized are serious. Superintendent Hon. Edward H. Long speaks of them as follows:

> The former [Kindergarten] recognizes education as the unfolding of spirit, a process of developing or bringing to consciousness that which exists potentially within. The knowledge of the external is the means, not the end, and the methods are definite for the accomplishment of its end. The old method of primary instruction recognizes, or at least proceeds as if it recognized, the external as the end, and, if the notion is entertained that somehow intellectual or moral culture is involved, it is vague, and only indefinite means are adopted to accomplish such end.

Miss M. J. Lyschinska, writing from an English standpoint on difficulties in infant schools, touches the questions of the relations of Kindergärten to the primary grade of public schools. Her idea seems to be that it is not always practicable to bring children to a prescribed point in intellectual acquirement at a given age, but that different children require different periods for the acquisition of the knowledge required for profitable entrance into the public schools. The time allowed should be long enough for the child's mind and nature to be unfolded in a Kindergarten up to where it has (in a symmetric growth) acquired the knowledge specifically needed for entrance upon the usual school routine, in connection with the graces and powers brought into service by judicious Kindergarten training. She attempts no solution of the question how children accustomed to instruction according to Kindergarten principles are to acquiesce readily in the tiresome methods of common teaching. Perhaps it needs none. The president of the New York Normal College, Thomas Hunter, PH. D., reports on the effects of Kindergärten in such a way as to banish doubts on this point. He says:

> The question naturally arises, what is the effect of the Kindergarten instruction on the children when they reach the higher grades of the school? The effect has been tested by comparing them with children who have not had the benefits of the Kindergarten; and we have invariably found that the children trained in the Kindergarten are brighter,

quicker, and more intelligent; and that especially in all school work, such as writing and drawing, requiring muscular power and flexibility in the wrist and fingers they preëminently excel.

It would be hard to find teachers of lower grade public schools who would report with general unanimity such results from their system of instruction as the Kindergartners claim for theirs, which are shown in Table V of the appendix to this report, pp. 413–447. These effects are summed up by an English lecturer as follows:

What the Kindergarten has to show are happy, healthy, good natured children; no proficiency in learning of any kind, no precocity; but just children in their normal state. The Kindergarten rejects reading, writing, ciphering, spelling. In it children under six build, plait, fold, model, sing, act; in short they learn in *play* to work, to construct, to invent, to relate and speak correctly, and—what is best of all—to love each other, to be kind to each other, to help each other. One thing more I must mention which children do learn in the Kindergarten and which comprises all their infantine accomplishments: they learn to play together, an accomplishment of the greatest moral importance to children of all ages.

Although there is a variance between the Kindergarten and the common methods of instruction, the confident expectation of many observers, is that the hindrance to their union will be overcome. The public cannot afford to lose the benefit of Kindergarten principles and influences. A widely circulated magazine, whose words are of weight with a numerous class of citizens, is reported as saying that "probably the day will come when school boards will realize that the Kindergarten, which brings under proper influences the rough little wanderers on the city streets, is a school which cannot be too carefully tended and heartily encouraged."

### NORMAL KINDERGARTEN INSTRUCTION.

The efforts to train Kindergarten teachers are to be highly commended. This system of instruction is not so transparent that the untutored can comprehend its principles and apply them profitably. Its simplicity is not that of a first thought, but that of a perfected idea, a finished structure. The nature and peculiarities of instructing children are not readily perceived by the inexperienced mind. Those who would educate them in accordance with their individual characteristics must know upon what material they are putting an impress and how they may make it the most effective of good. The mere proposition of a person to open a school for Kindergarten instruction does not make it certain that the person is qualified for the undertaking and will lead the children that attend into the paths of highest gain. Practical work under an experienced teacher is needed for the training of a Kindergartner. This position might be supported by quotations from numerous authorities in Kindergarten education. Miss Kate D. Smith, of the Silver Street Kindergarten, San Francisco, says:

The first companion of children should be an adept in the science and art of education. It is impossible to get any practical idea of Fröbel's philosophy without earnest study under a capable instructor; it is impossible to execute the work in the different Fröbel occupations and bring it to its legitimate end without guidance and direction; and it is utterly and entirely impossible to catch the necessary inspiration unless the student passes the period of her training in the Kindergarten itself.

Dr. Hunter considers "an able and thoroughly trained Kindergartner" the first condition of success in Kindergarten work. Miss E. Shirreff, president of the London Fröbel Society, writes:

If the teacher be really wise and careful, then is the class soon, in very truth, the garden where children grow and expand as nature directs, all hindrance cleared away and all help given to make the growth healthy and equal in all its parts. If she lacks those qualities, then the system fails in her hands; but, instead of undervaluing the system, we should only deplore that here also—as, alas! too often elsewhere—the holy work of education is trusted to the half educated.

Rules have been issued by the Austrian minister of instruction in respect to normal Kindergarten training. Pupils in the normal schools are to visit a Kindergarten once

a week in their third year and spend a considerable portion of their practice time during the next year under the direction of the Kindergartner. Those wishing to become Kindergarten instructors must also pursue special studies. The minimum age for entering the courses is sixteen years. A certificate of fitness is issued to pupils of the training school for female teachers who have received the instruction in music and gymnastics, passed the final examinations, taken the course in the occupations, and given evidence of theoretical and practical knowledge of the Kindergarten. The right to conduct an independent Kindergarten may be granted to those who can show at least two years' successful practice in such work.

### ESSENTIAL NEEDS OF A KINDERGARTEN.

A translation of a German statement of the essential needs of a Kindergarten recently appeared in the New Education. It is worthy of a careful reading by all interested or engaged in this method of instruction, and is as follows:

(1) *Rooms.*—According to the number of pupils, two or three spacious rooms are needed, also an anteroom for their wrappings. The largest room is used for the movement games, the others for the occupations and games at the tables. In the latter there are needed, besides tables and chairs, two glass cases; in one of these the occupation material is kept, in the other the work of the children, curiosities, specimens, &c., are preserved. The walls are furnished with the necessary cards, pictures, &c.

(2) The *garden*, which should not be wanting in a normal Kindergarten, must offer the necessary room for a playground (for the warm season sufficiently shaded by trees), for a sufficient number of garden beds, and for the cultivation of common plants, herbs, and shrubs for purposes of instruction.

(3) The *guidance* of the Kindergarten is to be intrusted only to well prepared Kindergartners. They must have passed at least a year in a good training school, and must have had some experience in practice under reliable direction. In addition, the Kindergartner should be of a gentle disposition and should love children. Musically, she should be able to sing the Kindergarten songs in a pleasing though not voluminous voice and to teach them correctly.

(4) The *number* of pupils for one Kindergartner should not be many more than twenty; at least this number should not be exceeded in private or family Kindergärten, since it is impossible for one person to superintend more children and to attend to individual wants and to proceed methodically. In public Kindergärten financial considerations may render it difficult to adhere to this limit; yet, if there is to be a shadow of methodical training, a second Kindergartner must be employed as soon as the number of children exceeds forty, so that two separate divisions may be formed.

(5) The *time table* must be so arranged that the spontaneous wishes of the children may be respected; all pedantry in following it should be avoided; and it should be readily modified by the inclinations of the children, the season, the weather, &c. The Kindergarten must never be made into a school and must ever be a place for spontaneous play and work on the part of the children. All undue physical and mental exertion is to be avoided, and the various ages are to be taken into account.

(6) The *supervision* is to be placed in the hands of ladies, more particularly of mothers, who understand best the wants of early childhood. This does not exclude aid on the part of gentlemen who have the necessary pedagogic culture. All who are intrusted with the supervision should be theoretically and practically familiar with Fröbel's methods of education.

### SECONDARY INSTRUCTION.

Secondary instruction is an expression employed to indicate a grade between elementary and superior instruction, but varying in different countries according to the greater or less extent to which provision is made for liberal culture and for special training. The statistical summary on page cxl of pupils receiving secondary instruction shows that the

expression "secondary instruction" has a wide application in the United States. The total of these pupils is 224,815, or about 1 in every 223 of the population. A number of the schools in Tables VI and VII have preparatory departments to which children are admitted as young as 6 years of age; under favorable circumstances the course which is strictly preparatory to college is commenced at 10 or 11 years of age. Secondary instruction proper begins at about 13 years of age and is from 2 to 6 years in duration.

High and normal schools are regulated by the school laws of their respective States or cities; preparatory schools sustain the most intimate relation to the colleges and universities; secondary schools are variously constituted and controlled. These several classes of institutions have so many points both of agreement and contrast that neither separate nor collective characterization affords an exact estimate of their operations.

High schools are apparently strengthened by the opposition which they from time to time encounter. The history of free schools in the North and West, their more recent development in the South, and the experience of foreign nations in the same direction afford convincing evidence that no system of public education can maintain an efficient existence without high schools, or the grade of instruction given in them. It is neither possible nor desirable that they should absorb all the functions of secondary education, but it is undoubtedly true that they offer the only adequate means for the accomplishment of some of its chief purposes. The transformations which are constantly demanded by the development of society are most readily brought to pass in institutions which are a common interest to all classes and which have resources practically unlimited. The present is a transition period in our country, and those familiar with the inside history of our schools are aware that the high schools are taking the initiative in the adjustment of educational processes. This fact was strikingly illustrated in the dedication of the noble structure in Boston for the accommodation of the Latin and English high schools. Here were represented all subjects of study and all profitable exercises; here provision had been made alike for the classics and for science, for physical and for mental training; here, indeed, was exemplified on a grand scale what ought to be and what is rapidly becoming a feature of our public schools of secondary grade, namely, the adaptation of material appliances to ideal results, of educational theory to living issues.

With few exceptions the schools included in Tables VI and VII represent what the English aptly call "voluntary schools," i. e., those originating with people acting in their private or individual capacity and not as a body politic. Above 50 per cent. of all the scholars of secondary grade in the United States are enrolled in the schools reported in Table VI. As a rule these schools are less progressive than the public high schools, and such of them as depend solely upon tuition fees are apt to decline as public schools improve. Of the total number 42 per cent. are reported under the auspices of religious denominations, while a number tabulated as non-sectarian have some church affiliation. Intolerant sectarianism has had very little survival in these schools, and it is evident that they command patronage mainly on other than denominational grounds. They are generally controlled by a board of trustees appointed with some reference to their fitness for educational affairs and their ability to afford a trustworthy guarantee of the character of the school. They will always be an important factor in the progress of Christian communities, and it is gratifying to observe that the several denominations in the United States are moving for the larger endowment and more efficient conduct of the secondary schools under their patronage.

*General statistical summary of pupils receiving secondary instruction.*

| States and Territories. | In city high schools (Table II).[a] | In normal schools (Table III).[b] | In institutions for secondary instruction (Table VI). | In preparatory schools (Table VII). | In preparatory departments of— | | | Total. |
|---|---|---|---|---|---|---|---|---|
| | | | | | Institutions for superior instruction of women (Table VIII). | Universities and colleges (Table IX). | Schools of science (Table X). | |
| Alabama | ..... | 560 | 1,007 | ..... | 265 | 20 | 47 | 1,899 |
| Arkansas | 68 | 243 | 620 | ..... | ..... | 564 | ..... | 1,495 |
| California | 1,484 | 57 | 4,185 | 443 | 135 | 1,178 | 34 | 7,516 |
| Colorado | 132 | ..... | 299 | 60 | ..... | 113 | ..... | 604 |
| Connecticut | 580 | ..... | 1,761 | 1,074 | 20 | ..... | ..... | 3,435 |
| Delaware | 110 | ..... | 723 | ..... | 37 | ..... | ..... | 870 |
| Florida | ..... | 140 | 1,064 | ..... | ..... | ..... | ..... | 1,204 |
| Georgia | 418 | 150 | 9,803 | 458 | 510 | 70 | 877 | 12,286 |
| Illinois | 1,824 | 1,162 | 6,809 | 662 | 259 | 2,977 | 77 | 13,770 |
| Indiana | 1,272 | 1,005 | 2,524 | ..... | 19 | 1,809 | 141 | 6,770 |
| Iowa | 590 | 108 | 4,949 | 55 | 268 | 1,769 | 15 | 7,754 |
| Kansas | ..... | 1,043 | 262 | ..... | 105 | 889 | ..... | 2,299 |
| Kentucky | 873 | 88 | 3,649 | ..... | 785 | 594 | ..... | 5,989 |
| Louisiana | 267 | 20 | 745 | ..... | 92 | 1,213 | 40 | 2,377 |
| Maine | 1,142 | 210 | 1,926 | 580 | ..... | 45 | ..... | 3,903 |
| Maryland | 2,033 | 215 | 2,560 | 392 | 75 | 360 | 6 | 5,641 |
| Massachusetts | 6,801 | 10 | 2,666 | 2,489 | 92 | 192 | ..... | 12,250 |
| Michigan | 2,328 | 174 | 1,275 | 110 | ..... | 1,361 | ..... | 5,248 |
| Minnesota | 186 | 369 | 2,061 | ..... | 20 | 421 | ..... | 3,057 |
| Mississippi | ..... | 193 | 3,266 | ..... | 308 | 557 | 437 | 4,761 |
| Missouri | 1,232 | ..... | 3,785 | 379 | 467 | 1,101 | 274 | 7,238 |
| Nebraska | 100 | 109 | 526 | ..... | ..... | 360 | ..... | 1,095 |
| Nevada | ..... | ..... | ..... | ..... | ..... | 40 | ..... | 40 |
| New Hampshire | 438 | ..... | 1,982 | 702 | 182 | ..... | ..... | 3,304 |
| New Jersey | 1,185 | ..... | 4,041 | 377 | 39 | ..... | ..... | 5,642 |
| New York | 3,908 | 2,649 | 19,045 | 2,127 | 1,042 | 2,944 | ..... | 31,715 |
| North Carolina | ..... ..... | 178 | 3,935 | ..... | 260 | 616 | ..... | 4,929 |
| Ohio | 4,796 | 434 | 3,478 | 299 | 197 | 3,726 | 93 | 13,023 |
| Oregon | 201 | ..... | 1,655 | ..... | 35 | 785 | ..... | 2,676 |
| Pennsylvania | 2,514 | 1,242 | 6,824 | 1,152 | 260 | 1,908 | 52 | 13,952 |
| Rhode Island | 548 | ..... | 370 | 433 | ..... | ..... | ..... | 1,351 |
| South Carolina | ..... | 629 | 2,227 | 150 | 271 | 358 | ..... | 3,635 |
| Tennessee | 460 | 658 | 5,929 | 420 | 515 | 1,122 | ..... | 9,104 |
| Texas | ..... | 271 | 3,482 | ..... | 287 | 1,153 | ..... | 5,193 |
| Vermont | ..... | 33 | 2,765 | 167 | 50 | ..... | ..... | 3,015 |
| Virginia | 499 | 305 | 1,949 | 254 | 201 | 73 | 108 | 3,389 |
| West Virginia | ..... | 31 | 745 | ..... | 56 | 134 | ..... | 966 |
| Wisconsin | 371 | 756 | 2,179 | 492 | 224 | 850 | ..... | 4,872 |
| Dakota | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| District of Columbia | 234 | 94 | 1,177 | ..... | ..... | 359 | ..... | 1,864 |
| Indian | ..... | ..... | 296 | ..... | ..... | ..... | ..... | 296 |
| New Mexico | ..... | ..... | 1,229 | ..... | ..... | ..... | ..... | 1,229 |
| Utah | ..... | ..... | 2,553 | ..... | ..... | 202 | ..... | 2,755 |
| Washington | ..... | ..... | 218 | ..... | ..... | 113 | ..... | 331 |
| Wyoming | ..... | ..... | 73 | ..... | ..... | ..... | ..... | 73 |
| Total | 36,594 | 13,136 | 122,617 | 13,275 | 7,016 | 29,976 | 2,201 | 224,815 |

*a* In 134 cities. *b* Strictly normal students not included.

Preparatory schools, Table VII, are located chiefly in the Middle and New England States, in which section secondary education, as distinct from elementary and collegiate, is most completely organized. The preparatories include a number of endowed academies which justly rank among the most noted institutions of the country. They have ample resources and are admirably furnished as regards teachers and material appliances, and they have preserved to us from our earliest history a conception of secondary instruction which is among the most precious of our inheritances from the past.

The act of incorporation of Phillips Academy at Andover, dated October 4, 1780, sets forth the purposes of the institution as follows: "For promoting true piety and virtue, and for the education of youth in the English, Latin, and Greek languages, together with writing, arithmetic, music, and the art of speaking; also, practical geometry, logic, and geography, and such other of the liberal arts and sciences or languages as opportunity may hereafter permit and as the trustees hereinafter provided shall direct." The constitution of the academy includes among the subjects in which the students are to be instructed "the great end and real business of living."

The founder of Phillips Exeter in defining the duties of the instructors says: "Above all, it is expected that the attention of instructors to the disposition of the minds and morals of the youth under their charge will exceed every other care, well considering that, though goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character and laythe surest foundation of usefulness to mankind." In another place he says again: "And in order to prevent a perversion of the true intent of this foundation, it is again declared that the first and principal design of this institution is the promoting of virtue and true piety, useful knowledge being subordinate thereto."

In this spirit our secondary schools must be maintained, especially those which are likely to draw patronage from the most prosperous families, if we would not have our "wealth outstrip our civilization."

The consideration of particular institutions and localities gives a more favorable impression of our secondary education than the survey of the whole country. In this broader view it seems that the interests of education in our midst could not be better served than by an investigation of this class of schools, conducted under the united authority of all the agents concerned in their maintenance. The particulars to which inquiry should be directed are the cost of the service, qualification of the teachers, personnel of the scholars, curricula, and results.

The tables afford much information on these points, but it is incomplete, and in the case of the high schools involved with the statistics of other public schools. The total number of institutions in Tables VI and VII is 1,466, having 7,360 instructors and 135,892 scholars. The total amount of productive funds in the possession of these institutions is $11,454,915, yielding an income of $1,042,073. The receipts from tuition fees during the year were $2,216,681. The price of tuition varies greatly in the different schools and affords no certain criterion of efficiency. Where there are no endowments low charges may be regarded as the indication of feebleness, but the reverse cannot be affirmed. The total receipts, averaged upon the total attendance, give a per capita expense of $16; if the income from productive funds be included, the per capita is $24. It is unnecessary to suggest that the sum does not represent a fair equivalent for the result proposed. The inference is plain: a prosperous people like our own ought to make larger investments in this department. It is inevitable that a larger number of students should enter upon and complete a course of secondary training than a higher collegiate course; for 1881 the number of students in the schools of Tables VI and VII is four times the number of students reported in the institutions comprised in Table IX. The total number of students under secondary instruction is above three times the number in all classes of institutions for superior instruction, not including students in preparatory departments; nevertheless it will be observed that the resources of the superior institutions

greatly exceed those of the secondary schools. Thus the value of grounds, buildings, and apparatus for secondary and preparatory schools, Tables VI and VII, is $24,813,687; for universities and colleges, Table IX, $40,255,976; the amount of productive funds for the former is $11,454,915, yielding an annual income of $1,042,073; for the latter, $43,786,877, yielding an annual income of $2,618,008.

Considering the diffusion of secondary training and its absolute importance, this is a matter to which the patrons and benefactors of learning may well turn their attention.

It is important that the qualification of teachers and the curricula of secondary schools should correspond to some rational system of training. Here we have much to learn from European nations, in which secondary education is better organized and adjusted more skilfully to the requirements of highly civilized and populous communities than in our own country. The courses of study must be as various as the purposes for which they are intended, and these in turn must be regulated by the classes into which the scholars may be grouped. I use the expression advisedly, for wherever the subject has been examined a classification of scholars has been recognized which seems to result from the natural order of life in modern society. The classification is not determined by "hard and fast lines" and is not the same in all countries. For the United States it is substantially as follows:

First. Scholars who may pursue the secondary course for about two years.

Second. Those who may complete a course of four or six years, but who desire at about 16 years of age to pursue studies related to their prospective vocations.

Third. Those for whom secondary training is a preparation for the college or university. The adjustment of courses of study to these distinct classes has long engaged the thoughtful consideration of the educators and enlightened statesmen of foreign countries; superior primaries, Gymnasien, Realschulen, polytechnic schools, professional or trade schools, &c., indicate the drift of their deliberations. The keenness of international competition (in which we are becoming constantly more involved), the growth of our business interests, the development of superior instruction—i. e., that which occupies students up to 24 or 25 years of age—urge us to follow the example of European nations in the adaptation of secondary training.

We are met at the outset of every such endeavor by the necessity for a fuller and more reliable presentation of the facts which must determine our adjustments. What is the proportion of scholars in each of the specified classes? What is the course which each pursues and with what results?

The tables, as they stand, indicate how far we are from adequate information upon these points, while only those familiar with the work of the Office can appreciate the difficulties in the way of a more complete record.

From an examination of the statistical summary of classical and scientific preparatory courses two facts are made evident: (1) The majority of students in the schools presented in Tables VI and VII are not preparing for superior institutions, only 7 per cent. of the scholars of the former being so reported and 34 per cent. of those of the latter. (2) A large proportion of this preparatory work is accomplished in the preparatory departments of colleges, universities, and schools of science. In other words, for the majority of their scholars the training of the secondary and preparatory schools is final.

The importance of a reliable estimate of the number of students preparing for college and the number who annually present themselves for the college entrance examinations will be readily recognized. With a view to securing this information I have from year to year sent out inquiries, the returns to which are embodied in the summaries of college entrance examinations and of students in classical and scientific preparatory courses, Table IX. These returns, it will be seen, are as yet too fragmentary for any general inference. They are given merely to illustrate what is required as a means of estimating the results of that department of secondary training which is professedly preparatory

for college. The demand for such information is increasing. Each institution seeks to know what others of the same grade are accomplishing, and those who meet for the general discussion of education realize the fatuity of counsels not based upon a knowledge of facts. In view of these manifestations I can but hope that the time is not distant when the teachers and officers of secondary schools will agree upon such a representation of the conditions of their work as the public interests demand.

TABLE VI.—INSTITUTIONS FOR SECONDARY INSTRUCTION.

The following is a comparative summary of the number of institutions for secondary instruction (exclusive of high schools, preparatory schools, and departments of normal schools and of institutions for superior instruction) making returns from 1872 to 1881, inclusive:

| | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | 1881. |
|---|---|---|---|---|---|---|---|---|---|---|
| No. of institutions.. | 811 | 944 | 1,031 | 1,143 | 1,229 | 1,226 | 1,227 | 1,236 | 1,264 | 1,336 |
| No. of instructors.. | 4,501 | 5,058 | 5,466 | 6,081 | 5,999 | 5,963 | 5,747 | 5,961 | 6,009 | 6,489 |
| No. of students..... | 98,929 | 118,570 | 98,179 | 108,235 | 106,647 | 98,371 | 100,374 | 108,734 | 110,277 | 122,617 |

TABLE VI.—*Summary of statistics of*

| States and Territories. | Number of schools. | Instructors. | | Number of students. | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Male. | Female | Total. | Male. | Female | In English course. | In classical course. | In modern languages. |
| Alabama | 13 | 23 | 27 | a1,007 | 489 | 376 | 470 | 173 | 53 |
| Arkansas | 8 | a14 | 6 | a620 | 265 | 295 | 477 | 59 | 2 |
| California | 30 | 92 | 168 | 4,185 | 1,698 | 2,487 | 3,353 | 435 | 1,308 |
| Colorado | 3 | 5 | 11 | 299 | 59 | 240 | 245 | 20 | 34 |
| Connecticut | 36 | 46 | 108 | 1,761 | 692 | 1,069 | 825 | 427 | 356 |
| Delaware | 13 | 36 | 13 | 723 | 439 | 284 | 401 | 111 | 39 |
| Florida | 9 | 11 | 30 | 1,064 | 349 | 715 | 1,000 | 119 | 71 |
| Georgia | 135 | a179 | 155 | a9,803 | 5,111 | 4,542 | 6,834 | 1,589 | 791 |
| Illinois | 43 | 95 | 215 | a6,809 | 2,817 | 3,913 | b3,196 | 196 | 1,041 |
| Indiana | 17 | 20 | 37 | a2,524 | 857 | 1,444 | 898 | 84 | 79 |
| Iowa | 40 | 83 | 78 | a4,949 | 2,224 | 2,078 | 2,525 | 326 | 401 |
| Kansas | 2 | 2 | 9 | 262 | 100 | 162 | 200 | 40 | 25 |
| Kentucky | 49 | 80 | 149 | 3,649 | 1,446 | 2,203 | 2,272 | 702 | 440 |
| Louisiana | 15 | 28 | 33 | 745 | 378 | 367 | 505 | 51 | 221 |
| Maine | 24 | 32 | 39 | 1,926 | 1,078 | 848 | 1,088 | 262 | 168 |
| Maryland | 33 | 94 | 56 | 2,560 | 1,362 | 1,198 | 1,417 | 439 | 457 |
| Massachusetts | 43 | 79 | 137 | 2,666 | 1,056 | 1,610 | 1,640 | 569 | 673 |
| Michigan | 9 | a26 | 46 | a1,275 | 242 | 785 | 526 | 100 | 73 |
| Minnesota | 18 | 40 | 42 | 2,061 | 1,118 | 943 | 1,555 | 183 | 269 |
| Mississippi | 34 | a51 | 76 | a3,266 | 1,335 | 1,750 | 2,352 | 429 | 138 |
| Missouri | 33 | 79 | 139 | a3,735 | 1,798 | 1,754 | 2,534 | 485 | 370 |
| Nebraska | 6 | 10 | 22 | 526 | 180 | 346 | 296 | 57 | 20 |
| New Hampshire | 34 | 52 | 42 | 1,982 | 1,047 | 935 | 954 | 336 | 259 |
| New Jersey | 49 | 127 | 119 | 4,041 | 2,289 | 1,752 | 2,960 | 532 | 1,887 |
| New York | 188 | 489 | 697 | a19,045 | 8,119 | 8,713 | 10,458 | 2,900 | 3,684 |
| North Carolina | 50 | 83 | 81 | a3,935 | 2,178 | 1,534 | 2,988 | 779 | 250 |
| Ohio | 42 | a90 | 125 | a3,478 | 1,330 | 1,887 | b1,117 | 504 | 162 |
| Oregon | 17 | 25 | 50 | 1,655 | 647 | 1,008 | 1,168 | 179 | 128 |
| Pennsylvania | 86 | 227 | 344 | a6,824 | 3,498 | 3,271 | b4,522 | 925 | 1,129 |
| Rhode Island | 6 | 13 | 34 | 370 | 134 | 236 | 323 | 115 | 197 |
| South Carolina | 14 | a30 | 32 | a2,227 | 891 | 848 | 1,214 | 125 | 68 |
| Tennessee | 67 | 121 | 127 | a5,929 | 2,840 | 2,770 | 4,329 | 712 | 310 |
| Texas | 29 | a74 | 59 | a3,482 | 1,845 | 1,536 | 1,889 | 245 | 692 |
| Vermont | 27 | a50 | 76 | a2,765 | 1,210 | 1,368 | 1,695 | 548 | 415 |
| Virginia | 31 | 54 | 65 | a1,949 | 905 | 834 | 1,453 | 341 | 232 |
| West Virginia | 8 | 5 | 30 | a745 | 115 | 485 | 402 | 53 | 21 |
| Wisconsin | 22 | a97 | 65 | a2,179 | 989 | 944 | 1,364 | 582 | 849 |
| Dakota | 1 | 1 | 0 | ..... | ..... | ..... | ..... | ..... | ..... |
| District of Columbia | 19 | 40 | 80 | a1,177 | 372 | 710 | 662 | 145 | 263 |
| Indian | 3 | 3 | 8 | 296 | 88 | 208 | 145 | 31 | ..... |
| New Mexico | 8 | 24 | 16 | 1,229 | 696 | 533 | 520 | 18 | 157 |
| Utah | 17 | 24 | 75 | 2,553 | 1,184 | 1,369 | 1,637 | 101 | 228 |
| Washington | 4 | 8 | 11 | a218 | 60 | 98 | 76 | 2 | 20 |
| Wyoming | 1 | ..... | 4 | a73 | ..... | ..... | ..... | ..... | ..... |
| Total | 1,336 | 2,762 | 3,727 | a122,617 | 55,530 | 60,448 | b74,485 | 16,029 | 17,940 |

a Sex not reported in all cases.

*institutions for secondary instruction.*

| Number of students. | | | | Number of schools in which drawing is taught. | Number of schools in which vocal music is taught. | Number of schools in which instrumental music is taught. | Libraries. | | Property, income, &c. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. | | | | Number of volumes. | Increase of volumes in the last school year. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. |
| 87 | 5 | 18 | 2 | 5 | 8 | 9 | 7,650 | 871 | $141,700 | $15,000 | ..... | $7,600 |
| 103 | 16 | ..... | ..... | 1 | 1 | 4 | 0 | 0 | 17,700 | 3,600 | $900 | 4,550 |
| 93 | 83 | 55 | 16 | 24 | 20 | 25 | 16,295 | 1,227 | 540,500 | ..... | ..... | 74,246 |
| 5 | ..... | ..... | ..... | 3 | 3 | 2 | 600 | 30 | 50,000 | ..... | ..... | 24,800 |
| 68 | 13 | 16 | 4 | 24 | 21 | 25 | 13,416 | 758 | 428,400 | 271,106 | 3,958 | 39,209 |
| 28 | 20 | 8 | ..... | 8 | 8 | 8 | 2,400 | 275 | 96,600 | 7,000 | ..... | 9,500 |
| 18 | ..... | 4 | 2 | 5 | 7 | 4 | 1,590 | 60 | 83,000 | 40,000 | 2,800 | 1,756 |
| 589 | 198 | 193 | 46 | 36 | 56 | 68 | 9,400 | 1,140 | 379,750 | 106,000 | 7,000 | 83,732 |
| 100 | 69 | 199 | 32 | 27 | 33 | 31 | 14,392 | 455 | 881,250 | 43,500 | 7,952 | 107,603 |
| 45 | 59 | 36 | 31 | 9 | 10 | 4 | 6,812 | 78 | 134,500 | 60,000 | 4,500 | 6,220 |
| 199 | 190 | 153 | 26 | 22 | 23 | 19 | 6,964 | 700 | 315,000 | 57,285 | 2,071 | 62,213 |
| 40 | 100 | ..... | ..... | 1 | 1 | 1 | 650 | 100 | 17,500 | 600 | ..... | 10,000 |
| 336 | 228 | 124 | 33 | 22 | 35 | 35 | 10,918 | 293 | 410,550 | 17,500 | 3,270 | 54,357 |
| 54 | 53 | 61 | 2 | 5 | 9 | 9 | 3,867 | 746 | 12,500 | ..... | ..... | 3,121 |
| 185 | 37 | 36 | 18 | 13 | 10 | 16 | 7,675 | 245 | 179,600 | 64,900 | 3,142 | 13,481 |
| 119 | 94 | 107 | 40 | 21 | 23 | 21 | 20,625 | 682 | 415,800 | 704,000 | 39,240 | 32,620 |
| 160 | 29 | 18 | 6 | 30 | 29 | 21 | 19,845 | 376 | 914,500 | 748,467 | 45,067 | 46,230 |
| 30 | 16 | 40 | ..... | 7 | 7 | 5 | 6,400 | 355 | 169,000 | 26,000 | 263 | 29,754 |
| 85 | 106 | 77 | 11 | 10 | 13 | 14 | 4,533 | 272 | 260,700 | 26,400 | 2,490 | 57,694 |
| 226 | 189 | 43 | 25 | 10 | 22 | 23 | 12,285 | 674 | 162,000 | 70,400 | 6,300 | 30,466 |
| 67 | 89 | 99 | 22 | 19 | 23 | 23 | 17,042 | 2,504 | 225,800 | 33,000 | 2,200 | 74,798 |
| 27 | 25 | 0 | 0 | 5 | 6 | 6 | 2,900 | 720 | 42,000 | 15,000 | 1,900 | 1,700 |
| 110 | 28 | 16 | 5 | 8 | 10 | 12 | 11,547 | 191 | 147,250 | 288,627 | 16,982 | 10,147 |
| 233 | 96 | 58 | 24 | 32 | 33 | 32 | 27,253 | 488 | 745,289 | 37,500 | 3,615 | 106,644 |
| *b*1,137 | 286 | 262 | 104 | 139 | 122 | 127 | 110,224 | 2,342 | 3,433,136 | 626,867 | 43,747 | 382,318 |
| 371 | 72 | 113 | 9 | 17 | 23 | 26 | 19,439 | 775 | 319,400 | 1,000 | 600 | 71,310 |
| *b*228 | 84 | 67 | 33 | 23 | 31 | 32 | 21,758 | 864 | 530,700 | 110,550 | 6,830 | 32,991 |
| 84 | 93 | 17 | 7 | 11 | 13 | 11 | 3,290 | 260 | 186,500 | 19,875 | 870 | 24,548 |
| 265 | 44 | 52 | 14 | 65 | 55 | 57 | 60,377 | 2,371 | 4,998,900 | 6,093,461 | 700,792 | 136,588 |
| 16 | ..... | 4 | ..... | 3 | 3 | 4 | 6,974 | 1,598 | 575,000 | 150,000 | 9,000 | 1,540 |
| 59 | 42 | 22 | 30 | 8 | 6 | 5 | 2,206 | 242 | 111,400 | 20,000 | ..... | 7,277 |
| 349 | 216 | 161 | 21 | 19 | 39 | 44 | 11,435 | 900 | 347,350 | 36,000 | 4,550 | 52,385 |
| 164 | 67 | 34 | 2 | 13 | 15 | 17 | 5,200 | 500 | 167,500 | ..... | ..... | 18,207 |
| 177 | 51 | 44 | 5 | 15 | 16 | 22 | 8,485 | 311 | 312,775 | 67,400 | 5,297 | 22,460 |
| 115 | 24 | 44 | 8 | 13 | 14 | 14 | 12,615 | 280 | 224,000 | 27,000 | 3,240 | 27,097 |
| 10 | 2 | 2 | ..... | 4 | 5 | 5 | 4,300 | ..... | 61,500 | 10,000 | 500 | 900 |
| *b*74 | 24 | 146 | 3 | 14 | 15 | 13 | 21,884 | 775 | 480,800 | 26,000 | 430 | 34,575 |
| ..... | ..... | ..... | ..... | 0 | 0 | 0 | ..... | ..... | 5,000 | ..... | ..... | ..... |
| 17 | 8 | 9 | 2 | 12 | 13 | 11 | 2,705 | ..... | 20,900 | ..... | ..... | 6,797 |
| ..... | ..... | ..... | ..... | 1 | 1 | 2 | 500 | ..... | 40,000 | ..... | 12,000 | 238 |
| 40 | 60 | 61 | ..... | 4 | 7 | 6 | 2,680 | 80 | 93,000 | ..... | 1,700 | 18,600 |
| 53 | 107 | 6 | 5 | 10 | 10 | 11 | 2,767 | 430 | 134,830 | 97,927 | 5,040 | 26,165 |
| 5 | 13 | ..... | ..... | 2 | 3 | 2 | 700 | 250 | 26,200 | 1,000 | ..... | 2,350 |
| ..... | ..... | ..... | ..... | ..... | 1 | 1 | ..... | ..... | 3,000 | ..... | ..... | ..... |
| *b*6,171 | 2,936 | 2,405 | 588 | 720 | 803 | 827 | 522,598 | 25,218 | 18,842,780 | 9,922,965 | 948,246 | 1,758,787 |

*b* Classification not reported in all cases.

TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the appendix. The following is a comparative statement of the statistics of these schools as reported to the Bureau from 1873 to 1881, inclusive:

| | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | 1881. |
|---|---|---|---|---|---|---|---|---|---|
| Number of institutions | 86 | 91 | 102 | 105 | 114 | 114 | 123 | 125 | 130 |
| Number of instructors | 690 | 697 | 746 | 736 | 796 | 818 | 818 | 860 | 871 |
| Number of students | 12,487 | 11,414 | 12,954 | 12,369 | 12,510 | 12,538 | 13,561 | 13,239 | 13,275 |

TABLE VII.—*Summary of statistics of preparatory schools.*

| States. | Number of schools. | Number of instructors. | Number of students— Preparing for classical course in college. | Preparing for scientific course in college. | Other students. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
|---|---|---|---|---|---|---|---|
| California | 3 | 20 | 7 | 11 | a425 | 12 | 1 |
| Colorado | 1 | 5 | ..... | ..... | a60 | ..... | ..... |
| Connecticut | 6 | 51 | 245 | 16 | a813 | 45 | 11 |
| Georgia | 2 | 14 | 112 | 201 | 145 | 3 | 1 |
| Illinois | 8 | 58 | 160 | 113 | a389 | 18 | 22 |
| Indiana | 2 | 8 | ..... | ..... | ..... | ..... | ..... |
| Iowa | 1 | 4 | 2 | 0 | 53 | 1 | 0 |
| Maine | 5 | 23 | 147 | 9 | 424 | 49 | 2 |
| Maryland | 4 | 20 | 45 | 16 | 331 | 10 | 3 |
| Massachusetts | 22 | 141 | 670 | 144 | a1,675 | 148 | 25 |
| Michigan | 1 | 6 | 10 | 16 | 84 | ..... | ..... |
| Missouri | 1 | 20 | 42 | 35 | 302 | 6 | 4 |
| New Hampshire | 6 | 40 | 459 | 21 | 222 | 80 | 6 |
| New Jersey | 5 | 39 | 56 | 44 | 277 | 18 | 13 |
| New York | 24 | 185 | 598 | 257 | a1,272 | 132 | 38 |
| Ohio | 5 | 36 | 94 | 51 | 154 | 16 | 6 |
| Pennsylvania | 14 | 84 | 359 | 98 | 695 | 55 | 16 |
| Rhode Island | 4 | 33 | 131 | 13 | a289 | 26 | 4 |
| South Carolina | 1 | 4 | 20 | ..... | 130 | 1 | 1 |
| Tennessee | 2 | 11 | 35 | 37 | 348 | 36 | 10 |
| Vermont | 2 | 9 | 20 | 12 | 135 | 3 | 0 |
| Virginia | 6 | 21 | 75 | 20 | a159 | 38 | 8 |
| Wisconsin | 5 | 39 | 125 | 82 | 285 | 10 | ..... |
| Total | 130 | 871 | 3,412 | 1,196 | a8,667 | 707 | 171 |

*a* Includes students preparing for classical or scientific course, the number included not being specified.

TABLE VII.—*Summary of statistics of preparatory schools*—Continued.

| States. | Libraries. | | Property, income, &c. | | | |
|---|---|---|---|---|---|---|
| | Number of volumes. | Increase in the last school year. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. |
| California | 2,150 | 50 | $122,000 | ..... | ..... | $4,300 |
| Colorado | ..... | ..... | ..... | ..... | ..... | ..... |
| Connecticut | 14,000 | 730 | 235,000 | $193,000 | $8,050 | 15,317 |
| Georgia | 301 | 301 | 55,000 | 50,000 | 4,000 | 1,100 |
| Illinois | 4,760 | 110 | 100,000 | ..... | 7,287 | 15,319 |
| Indiana | ..... | ..... | ..... | ..... | ..... | ..... |
| Iowa | 2,400 | ..... | 30,000 | 10,000 | 750 | 1,400 |
| Maine | 1,175 | 105 | 85,000 | 51,500 | 3,090 | 5,718 |
| Maryland | 3,075 | 200 | 75,000 | 800 | ..... | 123,200 |
| Massachusetts | 23,550 | 713 | 1,564,757 | 583,062 | 36,200 | 95,974 |
| Michigan | 560 | 50 | 50,000 | ..... | ..... | ..... |
| Missouri | ..... | ..... | 65,000 | ..... | ..... | ..... |
| New Hampshire | 9,530 | 355 | 990,000 | 355,588 | 18,910 | 10,904 |
| New Jersey | 3,150 | 610 | 216,000 | 20,000 | 1,200 | 9,335 |
| New York | 16,431 | 825 | 1,324,950 | 174,000 | 9,840 | 92,506 |
| Ohio | 10,500 | 180 | 210,000 | ..... | ..... | 2,100 |
| Pennsylvania | 16,325 | 280 | 344,000 | 75,000 | 4,500 | 48,740 |
| Rhode Island | 1,000 | 50 | 180,000 | ..... | ..... | 22,981 |
| South Carolina | 50 | ..... | 5,000 | ..... | ..... | 250 |
| Tennessee | 620 | ..... | 17,000 | ..... | ..... | ..... |
| Vermont | 1,000 | ..... | 30,000 | ..... | ..... | 1,600 |
| Virginia | 9,600 | 400 | 63,000 | ..... | ..... | 1,900 |
| Wisconsin | 4,575 | 125 | 209,200 | 19,000 | ..... | 5,250 |
| Total | 124,752 | 5,084 | 5,970,907 | 1,531,950 | 93,827 | 457,894 |

TABLE VIII. — SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior instruction of women will be found in Table VIII of the appendix. The following is a comparative summary of institutions, instructors, and pupils from 1871 to 1881, inclusive:

| | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | 1881. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| No. of institutions | 136 | 175 | 205 | 209 | 222 | 225 | 220 | 225 | 227 | 227 | 226 |
| No. of instructors | 1,163 | 1,617 | 2,120 | 2,285 | 2,405 | 2,404 | 2,305 | 2,478 | 2,323 | 2,340 | 2,211 |
| No. of students | 12,841 | 11,288 | 24,613 | 23,445 | 23,795 | 23,856 | 23,022 | 23,639 | 24,605 | 25,780 | 26,041 |

TABLE VIII.—*Summary of statistics of institu*

| States. | Number of institutions. | Corps of instruction. | | | Number of instructors in preparatory department. | Students. |
|---|---|---|---|---|---|---|
| | | Total. | Male. | Female. | | Number in preparatory department. |
| Alabama | 9 | 79 | 15 | 64 | 18 | 265 |
| California | 3 | 52 | 12 | 40 | 5 | 135 |
| Connecticut | 1 | 9 | 4 | 5 | 1 | 20 |
| Delaware | 1 | 9 | 3 | 6 | 2 | 37 |
| Georgia | 15 | *b*113 | 42 | 68 | 19 | 510 |
| Illinois | 12 | 115 | 31 | 84 | 11 | 259 |
| Indiana | 2 | 26 | 1 | 25 | 1 | 19 |
| Iowa | 3 | 38 | 5 | 33 | 8 | 268 |
| Kansas | 1 | 16 | 3 | 13 | 3 | 165 |
| Kentucky | 18 | 149 | 46 | 103 | 28 | 785 |
| Louisiana | 4 | 24 | 7 | 17 | 1 | 92 |
| Maine | 3 | *b*23 | 6 | 9 | ..... | ..... |
| Maryland | 5 | 52 | 11 | 41 | ..... | 75 |
| Massachusetts | 10 | 176 | 39 | 137 | 1 | 92 |
| Michigan | 2 | 13 | ..... | ..... | ..... | ..... |
| Minnesota | 2 | 21 | 3 | 18 | 4 | 20 |
| Mississippi | 8 | 64 | 18 | 51 | 5 | 308 |
| Missouri | 15 | 164 | 26 | 138 | 23 | 467 |
| Nevada | 1 | 6 | 2 | 4 | ..... | ..... |
| New Hampshire | 4 | 31 | 10 | 21 | 3 | 182 |
| New Jersey | 5 | 36 | 14 | 22 | 12 | 39 |
| New York | 16 | 207 | 41 | 166 | 49 | 1,042 |
| North Carolina | 7 | 46 | 14 | 32 | 7 | 200 |
| Ohio | 12 | 146 | 39 | 107 | 21 | 197 |
| Oregon | 1 | 14 | 2 | 12 | ..... | 35 |
| Pennsylvania | 16 | 172 | 61 | 111 | 35 | 260 |
| South Carolina | 5 | 46 | 12 | 34 | 9 | 271 |
| Tennessee | 16 | 109 | 22 | 87 | 12 | 515 |
| Texas | 9 | 59 | 17 | 42 | 8 | 287 |
| Vermont | 1 | 11 | 5 | 6 | 3 | 50 |
| Virginia | 12 | 116 | 32 | 84 | 8 | 201 |
| West Virginia | 3 | 22 | 4 | 18 | 4 | 56 |
| Wisconsin | 4 | *b*47 | 3 | 37 | 4 | 224 |
| Total | 226 | *a*2,211 | 545 | 1,635 | 305 | 7,016 |

*a* Classification not reported in all cases.

*tions for the superior instruction of women.*

| Students. | | | | Libraries. | | Property, income, &c. | | | |
|---|---|---|---|---|---|---|---|---|---|
| Number in collegiate department. | | | | | | | | | |
| In regular course. | In special or partial course. | Graduate students. | Total number in all departments. | Number of institutions authorized by law to confer collegiate degrees. | Number of volumes. | Increase in volumes in the last school year. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. |
| 598 | 40 | 9 | a1,016 | 8 | 9,300 | 255 | $440,000 | ..... | ..... | $15,000 |
| 77 | 6 | 4 | a402 | 1 | 7,875 | 100 | 275,000 | $12,500 | ..... | 24,000 |
| ..... | ..... | 7 | a100 | ..... | 500 | ..... | 40,000 | ..... | ..... | 4,500 |
| 37 | 0 | 0 | 74 | 1 | 1,500 | 0 | 24,000 | 0 | $0 | 3,000 |
| 953 | 104 | 23 | a1,902 | 13 | 7,784 | 179 | 490,000 | 25,000 | 1,500 | 45,700 |
| 499 | 291 | 13 | a1,506 | 6 | 28,301 | 95 | 792,000 | 21,000 | 1,500 | 35,161 |
| 23 | 29 | 7 | a216 | 2 | 3,600 | 28 | 25,000 | ..... | ..... | 2,800 |
| 162 | 44 | 3 | a531 | 3 | 2,021 | 71 | 50,000 | ..... | ..... | 3,000 |
| 41 | 24 | 0 | 170 | 1 | 872 | 50 | 150,000 | 0 | 0 | 37,000 |
| 1,088 | 65 | 18 | a2,080 | 16 | 13,090 | 853 | 570,000 | ..... | ..... | 58,940 |
| 69 | 5 | ..... | a323 | 4 | 1,100 | 10 | 78,000 | 20,000 | 1,600 | 6,800 |
| 29 | ..... | ..... | a114 | 2 | 3,000 | ..... | 100,000 | 47,000 | 3,000 | 4,500 |
| 162 | 7 | 11 | a349 | 2 | 8,128 | 8 | 106,000 | ..... | ..... | 3,300 |
| 976 | 307 | 5 | a1,597 | 2 | 49,425 | 1,769 | 1,081,300 | 395,000 | 34,500 | 63,124 |
| ..... | ..... | ..... | 103 | ..... | 1,200 | 200 | 60,000 | ..... | ..... | ..... |
| 55 | ..... | ..... | a195 | 1 | 900 | 20 | 42,000 | ..... | ..... | 2,500 |
| 508 | 6 | 3 | a978 | 7 | 4,518 | 150 | 170,000 | ..... | ..... | 37,997 |
| 715 | 31 | 22 | a1,930 | 12 | 11,289 | 964 | 662,000 | 80,000 | 1,200 | 49,500 |
| 56 | ..... | ..... | 56 | 0 | 250 | 0 | 30,000 | 0 | 0 | ..... |
| 154 | 38 | 6 | 380 | 2 | 2,700 | ..... | 125,000 | 100,000 | 6,020 | 12,140 |
| 101 | 21 | 13 | a369 | 2 | 5,030 | 850 | 152,000 | ..... | ..... | 9,800 |
| 557 | 650 | 24 | a3,119 | 4 | 27,741 | 2,422 | 1,634,259 | 62,900 | 2,243 | 177,410 |
| 280 | 22 | ..... | a631 | 3 | 5,900 | 30 | 104,000 | ..... | ..... | ..... |
| 508 | 215 | 5 | a1,093 | 4 | 15,646 | 465 | 847,250 | 44,400 | 2,884 | 72,077 |
| ..... | 10 | ..... | a175 | ..... | 550 | ..... | 30,000 | ..... | ..... | ..... |
| 458 | 288 | 8 | a1,472 | 7 | 19,180 | 378 | 573,600 | 11,000 | 660 | 65,300 |
| 422 | 9 | 6 | 708 | 5 | 2,400 | 100 | 97,000 | 1,000 | 70 | 5,200 |
| 1,039 | 102 | 20 | a1,718 | 15 | 14,750 | 152 | 412,000 | 30,000 | 1,800 | 37,830 |
| 327 | 3 | 2 | a820 | 7 | 2,900 | 180 | 70,000 | ..... | ..... | 16,330 |
| 117 | 27 | 2 | 196 | 1 | 650 | ..... | 102,000 | 8,000 | 480 | ..... |
| 742 | 46 | 11 | a1,142 | 11 | 2,900 | 30 | 409,500 | ..... | ..... | 30,800 |
| 74 | 5 | 1 | 136 | 2 | ..... | ..... | 15,000 | ..... | ..... | 3,500 |
| 118 | 98 | ..... | 440 | 1 | 6,540 | 92 | 290,250 | ..... | 10,546 | 30,800 |
| 10,945 | 2,493 | 223 | a26,041 | 145 | 261,540 | 9,451 | 10,047,159 | 857,800 | 68,003 | 858,009 |

*b* Sex not reported in all cases.

*Degrees conferred by institutions for the superior instruction of women.*

| States. | Number of degrees. | States. | Number of degrees. |
|---|---|---|---|
| Alabama | 55 | New Jersey | 10 |
| California | 1 | New York | 25 |
| Georgia | 99 | North Carolina | 5 |
| Illinois | 22 | Ohio | 25 |
| Indiana | 2 | Pennsylvania | 26 |
| Kentucky | 86 | South Carolina | 33 |
| Louisiana | 11 | Tennessee | 80 |
| Maine | 18 | Texas | 12 |
| Maryland | 4 | Vermont | 3 |
| Massachusetts | 50 | Virginia | 15 |
| Minnesota | 9 | West Virginia | 3 |
| Mississippi | 26 | Wisconsin | 8 |
| Missouri | 46 | Total | 672 |
| New Hampshire | 4 | | |

In all the leading nations of Europe, Germany excepted, collegiate or, as it is termed, higher education for women is a subject of special attention and effort. In a few European countries the movement has reference to some specific end to be accomplished and signifies nothing outside of that limit. In others it arises from a deep conviction that the best interests of society suffer from the difference which exists between the education of men and women. All that the advocates of higher education for women claim upon the ground of her capacity for development has been conceded in the United States, as appears from the establishment and endowment of colleges for women in which the same course of studies is pursued as in colleges for men, the experiment of the Harvard annex, and the practice of coeducation on the part of some of the leading institutions of the country.

In Europe as in the United States the chief point (i. e., woman's capacity) has been conceded. Two important questions growing out of this concession are at present widely discussed, namely: Should higher education for woman conform in all respects to that which is deemed best for man? Is coeducation practicable or desirable?

In the discussion of these questions the experience of the United States is constantly referred to as being of longer duration and more complete than that of any other nation. The attention thus directed to our country gives a reason for full and accurate reports from all institutions engaged in the work. A stronger reason is found in the importance of the record in forming a just estimate of our social progress. Universal elementary education is essential in a republic; liberal education is an evidence and an index of those ideal conditions which are the ultimate end of good government and of public virtue and intelligence.

The schools reported in Table VIII are, it will be observed, exclusively for women; they numbered 226 in 1881, with 2,211 instructors and 26,041 pupils. To these should be added five colleges for women in the State of New York,[1] which, on account of their relations to the University of the State, are reported in Table IX, making a total of 231 superior schools for women tabulated in my report, enrolling about 27,000 students.

A glance at Table VIII, appendix, will serve to indicate the varied character of the institutions here presented. With few exceptions they are conducted under the auspices of religious denominations and are an evidence of that zeal for education which has

[1] Wells College, Aurora; Elmira Female College, Elmira; Ingham University, Le Roy: Rutgers Female College, New York; and Vassar College, Poughkeepsie.

been characteristic of the church no less in Protestant than in Catholic countries. The relation of the schools to the religious denominations has placed them among the great moral influences of the country, and probably in the past they have contributed more to the maintenance of morals and the development of character than to intellectual activity or the mastery of the severer branches of knowledge.

A few of the schools report themselves as wholly engaged in preparatory work and a large number as chiefly so engaged. The number of students in the preparatory departments is 7,016, about 26 per cent. of the whole number. All of the schools include a collegiate department in their prospectus, in which the course of study is determined by that which custom approves for the degree of B. A. It is variously modified in the different schools, but probably not more so than in the colleges for young men reported in Table IX. Out of a total of 26,041 scholars in Table VIII, it will be observed that 10,945 are reported in the regular college course. Tuition fees, as will be seen by reference to the corresponding table, appendix, range from $10 to $200 per annum, averaging a little less than those reported in Table IX. The schools generally have a boarding department, and it is the price of living and the charge for extras, viz, music, drawing, language, &c., that make up the heavy expense of which complaint is frequently made.

A large proportion of the institutions possess grounds and buildings, the total valuation under this head being $10,047,159. Few have any income from productive funds, in which respect and in the very general absence of appliances, such as libraries, laboratories, museums, &c., they do their work under much greater disadvantage than the institutions in Table IX. It will be seen that the total of productive funds reported in Table VIII is less than the funds of several single institutions in Table IX. The receipts from tuition fees for the year were $858,119 as against $2,080,450 received in the institutions reported in Table IX.

The record here presented affords some important general conclusions with reference to the education of women. It indicates a preference for separate collegiate education on the part of a large and influential class of our people. It indicates also a different conception of education as applied to women from that which obtains in the case of men. This difference, however, does not seem to conform to any recognized difference in capacity or probable vocation; it is rather the lingering evidence of a disposition to treat woman's education as a matter of little moment. It is an incongruity, not an adjustment.

A few of the schools under consideration, as Vassar, Smith, and Wellesley, owe their establishment to that movement for the superior education of women which has characterized the last twenty years. They have endowments, require examination for admission, and maintain high standards of scholarship. If, in the nature of things, liberal education for women should differ in kind or in processes from that which is judged best for men, it might be supposed that the fact would be made evident in these institutions, untrammelled as they are by traditions, pledges, prejudices, or acquired tendencies. It is a little difficult to get at all the facts that bear upon the general conclusion, but it may be assumed that when these are collated and compared with the like data from coeducation colleges we shall have great enlightenment with reference to the important and interesting question of liberal education for woman.

Coeducation is the policy pursued in a number of the institutions represented in Table IX and in the majority of those founded upon the land grant of 1862, represented in Table X. The number of women reported in the former is as follows: preparatory department, 7,009; collegiate department, classical course, 1,827, and scientific course, 1,295. The latter make no distinction of sex in reporting the collegiate departments; in the preparatory department they report 290. Information received in this Office from 16 of the institutions gives them a total of 1,278 women students.

The experience of these institutions shows that coeducation is entirely practicable under their management, and it is recommended by their officers upon considerations of economy, its agreement with the conditions of family life, and its practical results.

In the United States, as in Great Britain and France, the movement for the higher education of woman has been greatly stimulated by the demand for her services as teacher. This influence has been particularly felt in the direction of science. The number of women enrolled in science classes increases slightly from year to year as does the provision for their instruction in this department. At the request of the Women's Education Association of Boston and with their generous coöperation, special laboratories have been provided for the instruction of women in the Massachusetts Institute of Technology. As set forth in the report, "the design is to afford them facilities for the study of chemical analysis, industrial chemistry, mineralogy, and biology. The instruction is arranged for such students as may be able to devote their whole time to the work, as well as for those who, by reason of other engagements, can spend only a few hours a week in these exercises."

No progress has been made since my last report with reference to the admission of women to Harvard or to Columbia College. The effort to affect the policy of these institutions is not prompted, as sometimes represented, by the desire to secure for women the best possible collegiate training. This is already accomplished by the admission of women to a number of colleges whose equality with those mentioned, in respect to training for the B. A. degree, is not a matter of question. The constant pressure brought to bear upon our oldest and richest institutions with reference to the education of women is due to two causes: First, the conviction entertained by many of the most thoughtful men and women that separate education has no reason in the nature of things and is opposed to the best interests of society; second, to the fact that the institutions specified, by reason of their large endowments and accumulated resources, promise more rapid development upon the university side than is possible to other institutions, and their exclusiveness debars women from the provision for the extended and specialized training which is only possible under university conditions.

It will be remembered that for several successive years, in his annual reports, Dr. F. A. P. Barnard, president of Columbia College, has urged the admission of women to that institution. In his current report he says:

The time seems, therefore, to have fully come when Columbia College should feel herself urged by every motive of expediency or duty to do her part in carrying forward this noble and beneficent work.

He concludes his argument as follows:

In conclusion on this subject, the undersigned can only repeat the conviction expressed in his former report, that the question here considered is in this institution only a question of time; and that, whatever may happen this year or the next, Columbia College will yet open her doors widely enough to receive all earnest and honest seekers after knowledge, without any distinction of class or sex.

Numberless enterprises for the progress or amelioration of society are due to the habit of action and the community of feeling resulting from the associated effort which is a condition of collegiate education. In the case of women this result is not wanting and promises the most valuable return for the investment made in the provision for their higher education. One of its most interesting illustrations is the action of the association of college alumnæ with reference to physical education, as set forth in the prospectus of the Association of Collegiate Alumnæ.

TABLE IX.—UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of this class of institutions, with instructors and students, as reported to this Bureau each year from 1872 to 1881, inclusive:

| | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | 1881. |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of institutions | 298 | 323 | 343 | 355 | 356 | 351 | 358 | 364 | 364 | 362 |
| Number of instructors. | 3,040 | 3,106 | 3,783 | 3,999 | 3,920 | 3,998 | 3,885 | 4,241 | 4,160 | 4,361 |
| Number of students.... | 45,617 | 52,053 | 56,692 | 58,894 | 56,481 | 57,334 | 57,987 | 60,011 | 59,594 | 62,435 |

TABLE IX.—*Summary of statistics of universities and colleges.*

| States and Territories. | Number of universities and colleges reporting. | Number reporting date of charter. | Number not reporting date of charter. | Number reporting only preparatory students. | Number reporting collegiate students. | Number not reporting classification of students. | Number not reporting students. | Number not reporting libraries. | Years in course. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Number not reporting. | Number with four years' course. | Number with three years' course. | Number with courses over four years. | Number having only elective courses. |
| Alabama | 3 | 3 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 2 | 0 | 1 | 0 |
| Arkansas | 4 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 3 | 0 | 1 | 0 |
| California | 11 | 10 | 1 | 2 | 7 | 2 | 0 | 0 | 2 | 7 | 0 | 2 | 0 |
| Colorado | 3 | 3 | 0 | 0 | 2 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 |
| Connecticut | 3 | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |
| Delaware | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Georgia | 6 | 5 | 1 | 0 | 4 | 2 | 0 | 0 | 1 | 5 | 0 | 0 | 0 |
| Illinois | 28 | 28 | 0 | 1 | 26 | 1 | 0 | 2 | 1 | 25 | 0 | 2 | 0 |
| Indiana | 15 | 14 | 1 | 1 | 13 | 1 | 0 | 0 | 1 | 12 | 0 | 2 | 0 |
| Iowa | 18 | 16 | 2 | 0 | 16 | 2 | 0 | 4 | 1 | 16 | 0 | 1 | 0 |
| Kansas | 8 | 8 | 0 | 0 | 8 | 0 | 0 | 1 | 0 | 7 | 0 | 1 | 0 |
| Kentucky | 14 | 14 | 0 | 0 | 10 | 3 | 1 | 3 | 3 | 5 | 1 | 4 | 1 |
| Louisiana | 9 | 9 | 0 | 2 | 6 | 1 | 0 | 2 | 2 | 5 | 0 | 2 | 0 |
| Maine | 3 | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |
| Maryland | 11 | 10 | 1 | 0 | 10 | 1 | 0 | 1 | 1 | 8 | 0 | 1 | 1 |
| Massachusetts | 7 | 7 | 0 | 0 | 7 | 0 | 0 | 2 | 0 | 7 | 0 | 0 | 0 |
| Michigan | 9 | 9 | 0 | 0 | 9 | 0 | 0 | 0 | 1 | 7 | 0 | 1 | 0 |
| Minnesota | 5 | 4 | 1 | 0 | 4 | 0 | 1 | 1 | 1 | 4 | 0 | 0 | 0 |
| Mississippi | 3 | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 |
| Missouri | 16 | 15 | 1 | 1 | 10 | 5 | 0 | 1 | 1 | 13 | 1 | 1 | 0 |
| Nebraska | 5 | 5 | 0 | 1 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 1 | 0 |
| Nevada | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| New Hampshire | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| New Jersey | 4 | 3 | 1 | 0 | 2 | 2 | 0 | 1 | 0 | 3 | 1 | 0 | 0 |
| New York | 27 | 25 | 2 | 0 | 26 | 1 | 0 | 1 | 1 | 22 | 0 | 4 | 0 |
| North Carolina | 9 | 8 | 1 | 0 | 8 | 1 | 0 | 1 | 0 | 7 | 0 | 1 | 1 |
| Ohio | 36 | 36 | 0 | 2 | 33 | 0 | 1 | 2 | 1 | 34 | 0 | 1 | 0 |
| Oregon | 8 | 8 | 0 | 1 | 7 | 0 | 0 | 0 | 0 | 6 | 0 | 2 | 0 |
| Pennsylvania | 27 | 26 | 1 | 1 | 26 | 0 | 0 | 3 | 0 | 22 | 0 | 5 | 0 |
| Rhode Island | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| South Carolina | 8 | 8 | 0 | 1 | 5 | 1 | 1 | 1 | 1 | 6 | 0 | 1 | 0 |
| Tennessee | 19 | 18 | 1 | 0 | 18 | 1 | 0 | 1 | 0 | 15 | 0 | 2 | 2 |
| Texas | 9 | 9 | 0 | 1 | 6 | 2 | 0 | 1 | 0 | 8 | 0 | 1 | 0 |
| Vermont | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| Virginia | 8 | 8 | 0 | 0 | 6 | 1 | 1 | 0 | 0 | 3 | 1 | 0 | 4 |
| West Virginia | 4 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Wisconsin | 8 | 8 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 |
| District of Columbia | 5 | 5 | 0 | 1 | 3 | 1 | 0 | 0 | 0 | 4 | 0 | 1 | 0 |
| Utah | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Washington | 2 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| Total | 362 | 346 | 16 | 17 | 308 | 29 | 8 | 31 | 23 | 287 | 4 | 38 | 10 |

TABLE IX.—*Summary of statistics of*

| States and Territories. | Number of universities and colleges. | Number of instructors. | Preparatory department. | | | | | Number of students unclassified. | Collegiate department. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Students. | | | | | | Corps of instruction. | Whole number of students. | Students in classical course. | | Students in scientific course. | |
| | | | Total. | Male. | Female. | Preparing for classical course. | Preparing for scientific course. | | | | Male. | Female. | Male. | Female. |
| Alabama | 3 | 2 | 20 | 20 | ..... | ..... | ..... | ..... | 18 | 314 | *a*143 | ..... | ..... | ..... |
| Arkansas | 4 | 10 | *b*564 | 128 | 115 | 22 | ..... | ..... | 28 | 271 | 87 | 45 | 5 | 1 |
| California | 11 | 36 | 1,178 | 1,044 | 134 | 126 | 222 | ..... | 131 | 602 | *ac*344 | 29 | 155 | 21 |
| Colorado | 3 | 2 | 113 | 70 | 43 | 37 | 36 | ..... | 23 | 45 | *ad*37 | ..... | 1 | ..... |
| Connecticut | 3 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 62 | 959 | *a*845 | 8 | ..... | ..... |
| Delaware | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 8 | 54 | 8 | 11 | 33 | ..... |
| Georgia | 6 | 2 | 70 | 68 | 2 | 12 | ..... | ..... | 54 | 554 | 226 | ..... | ..... | ..... |
| Illinois | 28 | 58 | *b*2,901 | 1,894 | 775 | *c*630 | 772 | 76 | 224 | 1,887 | *a*666 | *a*185 | 331 | 141 |
| Indiana | 15 | 58 | 1,793 | 1,223 | 570 | 385 | 345 | 16 | 128 | 1,329 | *af*485 | *a*78 | 113 | 69 |
| Iowa | 18 | 46 | 1,697 | 1,074 | 623 | *c*662 | 562 | 72 | 168 | 1,614 | *a*447 | *a*201 | 214 | 180 |
| Kansas | 8 | 21 | 889 | 550 | 339 | 75 | 84 | ..... | 75 | 431 | 160 | 44 | 138 | 32 |
| Kentucky | 14 | 18 | 594 | 476 | 118 | *c*196 | 116 | ..... | 97 | 1,178 | 185 | 16 | 154 | 22 |
| Louisiana | 9 | 22 | 1,022 | 829 | 193 | 107 | 32 | 191 | 68 | 174 | *a*113 | 5 | 4 | 9 |
| Maine | 3 | 3 | 45 | 39 | 6 | 44 | ..... | ..... | 32 | 422 | 388 | 25 | 7 | 2 |
| Maryland | 11 | 18 | 325 | 313 | 12 | 169 | 30 | 35 | 160 | 1,385 | *a*374 | 34 | 44 | 2 |
| Massachusetts | 7 | 7 | 192 | 192 | ..... | 100 | 30 | ..... | 151 | 1,865 | 1,625 | 33 | 15 | 1 |
| Michigan | 9 | 22 | 1,361 | 773 | 588 | 239 | 542 | ..... | 114 | 1,166 | 186 | 56 | 142 | 165 |
| Minnesota | 5 | 1 | 279 | 188 | 91 | 155 | 124 | 142 | 44 | 408 | 137 | 21 | 81 | 53 |
| Mississippi | 3 | 7 | 557 | 460 | 97 | 249 | 131 | ..... | 21 | 320 | 96 | 2 | 59 | 3 |
| Missouri | 16 | 37 | 1,101 | 864 | 237 | 368 | 211 | ..... | 196 | 1,695 | *a*199 | *a*58 | 52 | 32 |
| Nebraska | 5 | 11 | 360 | 318 | 42 | *c*47 | ..... | ..... | 16 | 216 | 4 | 4 | 6 | 2 |
| Nevada | 1 | 1 | 40 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| New Hampshire | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 247 | 247 | ..... | ..... | ..... |
| New Jersey | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 73 | 677 | 465 | ..... | ..... | ..... |
| New York | 27 | 113 | 2,662 | 2,295 | 367 | *c*919 | 590 | 282 | 426 | 3,495 | *a*1,975 | 266 | 396 | 66 |
| North Carolina | 9 | 8 | 616 | 533 | 83 | 339 | 102 | ..... | 69 | 590 | 306 | ..... | 39 | ..... |
| Ohio | 36 | 120 | *b*3,726 | 2,667 | 945 | 1,134 | 1,035 | ..... | 284 | 2,612 | *a*1,191 | *a*218 | 270 | 373 |
| Oregon | 8 | 21 | 785 | 439 | 346 | 234 | 245 | ..... | 38 | 458 | *a*168 | *a*125 | 26 | 22 |
| Pennsylvania | 27 | 70 | 1,877 | 1,521 | 356 | 606 | 303 | 31 | 288 | 2,367 | *a*1,473 | 84 | 451 | 21 |
| Rhode Island | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 18 | 251 | *a*251 | ..... | ..... | ..... |
| South Carolina | 8 | 8 | 358 | 304 | 54 | 47 | 19 | ..... | 42 | 304 | *a*145 | ..... | 12 | 2 |
| Tennessee | 19 | 33 | 1,122 | 956 | 166 | 297 | 237 | ..... | 148 | 1,876 | *a*396 | 27 | 111 | 20 |
| Texas | 9 | 18 | 1,075 | 692 | 383 | 243 | 240 | 78 | 58 | 540 | 350 | 116 | 52 | 21 |
| Vermont | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 18 | 93 | 84 | 7 | ..... | ..... |
| Virginia | 8 | 6 | 73 | 73 | ..... | 18 | 10 | ..... | 69 | 889 | *a*155 | ..... | 4 | ..... |
| West Virginia | 4 | 7 | 134 | 112 | 22 | 40 | 37 | ..... | 32 | 201 | 92 | 41 | 35 | 2 |
| Wisconsin | 8 | 15 | 786 | 558 | 228 | 171 | 110 | 64 | 88 | 658 | *a*269 | *a*88 | 135 | 33 |
| Dist. of Columbia | 5 | 9 | 359 | 359 | ..... | 302 | 10 | ..... | 43 | 222 | 73 | ..... | 23 | ..... |
| Utah | 1 | 3 | 202 | 128 | 74 | ..... | ..... | ..... | 3 | ..... | ..... | ..... | ..... | ..... |
| Washington | 2 | 7 | *b*83 | ..... | ..... | 80 | ..... | 30 | 11 | 90 | 47 | ..... | ..... | ..... |
| Total | 362 | 820 | *b*28,959 | 21,160 | 7,009 | *c*8,053 | 6,175 | 1,017 | 3,541 | 32,459 | *ab*14,442 | *a*1,827 | 3,108 | 1,295 |

*a* A small number of scientific students included here.
*b* Sex not reported in all cases.
*c* Includes 97 sex not given.
*d* Includes 36 sex not given.

*universities and colleges*—Continued.

| Collegiate department. | | Volumes in libraries. | | | Property, income, &c. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Special or optional students. | Number of graduate students. | Number in college libraries. | Increase in the last collegiate year. | Number in society libraries. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | Receipts for the last year from State appropriation. | Aggregate amount of scholarship funds. |
| ..... | 12 | 8,200 | 150 | 1,500 | $300,000 | $312,000 | $24,600 | $8,000 | ..... | ..... |
| 107 | ..... | 2,286 | 100 | 300 | 114,000 | 12,000 | 1,000 | 8,300 | $5,000 | ..... |
| 49 | 4 | 47,750 | 960 | 7,250 | 1,380,200 | 1,739,204 | 105,116 | 91,014 | 36,597 | ..... |
| 7 | ..... | 11,000 | 540 | ..... | 230,000 | 17,934 | 1,282 | 366 | 17,000 | ..... |
| 59 | 47 | 148,155 | 7,006 | 22,500 | 472,884 | 1,888,979 | 120,776 | 114,128 | ..... | $187,843 |
| 1 | 1 | 6,000 | 25 | 3,500 | 75,000 | 83,000 | 4,980 | 500 | 0 | ..... |
| 4 | 2 | 30,100 | 615 | 14,600 | 652,300 | 588,170 | 43,493 | 10,650 | 8,000 | 20,300 |
| 220 | 20 | 130,630 | 1,905 | 20,300 | 2,511,550 | 1,418,184 | 95,229 | 116,844 | ..... | 104,875 |
| 177 | 9 | 76,591 | 1,703 | 15,700 | 1,298,000 | 1,038,000 | 50,029 | 29,646 | 20,000 | 24,755 |
| 129 | 11 | 51,022 | 1,437 | 2,854 | 789,000 | 817,382 | 51,382 | 42,568 | 20,000 | 10,209 |
| 56 | 1 | 24,178 | 3,020 | 2,617 | 523,000 | 58,000 | 5,500 | 5,400 | 30,000 | ..... |
| 79 | 3 | 45,076 | 1,488 | 14,649 | 673,000 | 619,000 | 38,443 | 37,060 | ..... | 57,000 |
| ..... | ..... | 57,995 | 425 | 7,200 | 837,000 | 328,313 | 15,100 | 21,060 | 20,000 | ..... |
| ..... | ..... | 59,371 | 725 | 1,800 | 863,500 | 576,884 | 39,000 | 22,000 | 600 | 109,180 |
| 8 | 83 | 49,922 | 2,641 | 5,575 | 892,500 | 3,027,600 | 181,734 | 45,705 | 30,065 | 12,412 |
| 80 | 24 | 292,626 | 6,053 | 39,545 | 1,250,000 | 5,985,207 | 276,131 | 166,851 | ..... | 612,074 |
| 54 | 12 | 59,690 | 3,272 | 7,100 | 1,344,942 | 1,102,684 | 89,290 | 75,351 | 64,250 | 15,000 |
| 113 | 3 | 21,600 | 1,717 | 2,287 | 421,196 | 777,327 | 50,900 | 8,340 | 23,000 | 12,050 |
| 52 | 3 | 8,400 | 306 | 4,700 | 446,000 | 544,061 | 32,643 | 8,275 | ..... | ..... |
| 35 | 33 | 108,315 | 6,490 | 8,700 | 1,127,220 | 1,025,450 | 63,005 | 135,294 | 27,000 | 134,200 |
| ..... | ..... | 8,000 | 500 | ..... | 205,000 | 34,180 | 2,359 | 682 | 28,000 | 300 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | 54,000 | 1,600 | ..... | 125,000 | 500,000 | 25,000 | 16,000 | 1,000 | 100,000 |
| 11 | 41 | 60,600 | 3,300 | 21,800 | 1,150,000 | 1,386,344 | 86,615 | 20,770 | ..... | 116,616 |
| 207 | 65 | 294,437 | 13,069 | 23,375 | 7,480,540 | 8,958,612 | 472,413 | 462,059 | 140,696 | 285,465 |
| 65 | ..... | 31,250 | 720 | 35,500 | 549,000 | 278,000 | 10,000 | 37,096 | ..... | 21,120 |
| 418 | 15 | 286,411 | 12,347 | 34,736 | *g*3,156,744 | 2,159,228 | *h*180,661 | 101,775 | 20,000 | 181,000 |
| 66 | 1 | 9,420 | 275 | 1,200 | 257,000 | 244,000 | 20,600 | 15,950 | 2,500 | 45,620 |
| 132 | 28 | 163,718 | 12,525 | 69,848 | 4,744,850 | 4,200,204 | 239,499 | 250,105 | ..... | 190,398 |
| ..... | ..... | 53,000 | 575 | 0 | ..... | 645,979 | 36,099 | 30,869 | ..... | 86,468 |
| 14 | ..... | 17,450 | 650 | 10,600 | 340,000 | 462,000 | 22,869 | 5,194 | 5,000 | 30,000 |
| 43 | 22 | 51,708 | 1,854 | 8,740 | 1,498,250 | 1,245,264 | 80,475 | 39,720 | ..... | 16,410 |
| ..... | 1 | 10,411 | 653 | 1,350 | 335,000 | 20,750 | 775 | 55,150 | 180 | 1,500 |
| 2 | ..... | 33,000 | 400 | ..... | 440,000 | 255,000 | 16,328 | 6,082 | 8,130 | 36,700 |
| 23 | 5 | 102,000 | 254 | 26,000 | 1,558,000 | 370,800 | 22,200 | 20,540 | ..... | 5,500 |
| 29 | 2 | 5,800 | 310 | 350 | 295,000 | 139,000 | 8,469 | 5,592 | 11,500 | ..... |
| 132 | 1 | 48,765 | 1,859 | 1,980 | 890,300 | 803,137 | 101,556 | 56,702 | 43,381 | 21,500 |
| ..... | 11 | 47,411 | ..... | 900 | 900,000 | 120,000 | 1,957 | 1,165 | 10,000 | 18,810 |
| ..... | ..... | 2,735 | 35 | ..... | 30,000 | ..... | ..... | 3,147 | 2,500 | ..... |
| 6 | ..... | 3,200 | 1,400 | ..... | 100,000 | 5,000 | 500 | 4,500 | 1,250 | ..... |
| 2,378 | 460 | 2,522,223 | 92,904 | 419,056 | *g*40,255,976 | 43,786,877 | *h*2,618,008 | 2,080,450 | 575,649 | 2,457,303 |

*e* Classification not reported in all cases.
*f* Includes 161 sex not given.
*g* The productive funds in several instances are included in this number.
*h* A small income from tuition fees is included here.

*Summary of college entrance examinations in* 1881.

| Name. | Location. | Total number of candidates. | Number admitted. | | | | | Number rejected for deficiency in— | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Without conditions. | Conditioned in— | | | | | | | | |
| | | | | Latin. | Greek. | Mathematics. | History and geography. | Latin. | Greek. | Mathematics. | History and geography. | Two or more subjects. |
| University of Alabama.... | Tuscaloosa, Ala ..... | 158 | 156 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Arkansas Industrial University.* | Fayetteville, Ark ..... | 475 | 440 | 15 | 5 | 5 | 10 | 11 | 0 | 15 | 5 | 8 |
| College of St. Augustine. | Benicia, Cal ..... | 49 | ..... | ..... | ..... | ..... | ..... | 3 | 2 | 6 | ..... | ..... |
| Pierce Christian College. | College City, Cal..... | 90 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| St. Mary's College ..... | San Francisco, Cal.... | 45 | 45 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Santa Clara College..... | Santa Clara, Cal..... | 70 | 70 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Trinity College ..... | Hartford, Conn ..... | 30 | 8 | 12 | 13 | 16 | *a*14 | ..... | 2 | 1 | ..... | ..... |
| Illinois Wesleyan University. | Bloomington, Ill ..... | *b*45 | 23 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Blackburn University .... | Carlinville, Ill..... | 60 | 58 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Eureka College ..... | Eureka, Ill ..... | 250 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Northwestern University. | Evanston, Ill..... | 55 | 34 | 4 | 3 | 6 | 4 | ..... | ..... | ..... | ..... | 4 |
| Knox College* ..... | Galesburg, Ill .. ..... | 30 | 18 | 5 | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 2 |
| Lombard University..... | Galesburg, Ill..... | 12 | 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Irvington College..... | Irvington, Ill..... | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| McKendree College.. ..... | Lebanon, Ill..... | 175 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Monmouth College* ..... | Monmouth, Ill ..... | 80 | 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Augustana College ..... | Rock Island, Ill ..... | 24 | 22 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 |
| Shurtleff College..... | Upper Alton, Ill..... | 17 | 4 | ..... | ..... | 12 | ..... | ..... | ..... | 1 | ..... | ..... |
| Illinois Industrial University. | Urbana, Ill ..... | 114 | 75 | 2 | 0 | 17 | 1 | 0 | 0 | 0 | 0 | 9 |
| Wheaton College ..... | Wheaton, Ill..... | 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| The Indiana University.. | Bloomington, Ind ... | 74 | 41 | 28 | ..... | 25 | 4 | ..... | ..... | ..... | ..... | ..... |
| Concordia College*..... | Fort Wayne, Ind ..... | 45 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Franklin College ..... | Franklin, Ind..... | 28 | 23 | ..... | ..... | ..... | ..... | ..... | ..... | 5 | ..... | ..... |
| Hartsville University*.... | Hartsville, Ind..... | 16 | 16 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Union Christian College. | Merom, Ind..... | 10 | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Earlham College* ..... | Richmond, Ind ..... | 13 | 7 | 4 | 4 | 1 | 3 | ..... | ..... | 0 | 0 | ..... |
| Griswold College ..... | Davenport, Iowa..... | 9 | 5 | ..... | ..... | 2 | ..... | ..... | 2 | ..... | ..... | ..... |
| Parsons College*..... | Fairfield, Iowa..... | 42 | 30 | 10 | 5 | 12 | 4 | ..... | ..... | ..... | ..... | ..... |
| Upper Iowa University.. | Fayette, Iowa..... | 15 | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Simpson Centenary College. | Indianola, Iowa ..... | 30 | 19 | 7 | 1 | 2 | ..... | ..... | ..... | ..... | ..... | ..... |
| German College ..... | Mt. Pleasant, Iowa .. | 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Penn College ..... | Oskaloosa, Iowa..... | 25 | 24 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Central University of Iowa.* | Pella, Iowa..... | 36 | 28 | ..... | ..... | ..... | ..... | 8 | 8 | ..... | ..... | ..... |
| Tabor College*..... | Tabor, Iowa ..... | 35 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Lane University..... | Lecompton, Kans..... | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Bates College ..... | Lewiston, Me ..... | 42 | 37 | 0 | 0 | 4 | 0 | 0 | 0 | 1 | 0 | 0 |
| Boston College..... | Boston, Mass ..... | 62 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Tufts College ..... | College Hill, Mass... | 24 | 4 | 7 | 9 | 4 | 4 | 0 | 0 | 0 | 0 | 0 |

* From Report of the Commissioner of Education for 1880.

*a* Number admitted conditioned in history and geography or in English.

*b* Whole number admitted.

*Summary of college entrance examinations in* 1881—Continued.

| Name. | Location. | Total number of candidates. | Number admitted. | | | | | Number rejected for deficiency in— | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Without conditions. | Conditioned in— | | | | | | | | |
| | | | | Latin. | Greek. | Mathematics. | History and geography. | Latin. | Greek. | Mathematics. | History and geography. | Two or more subjects. |
| Williams College | Williamston, Mass. | 102 | a76 | 16 | 20 | 7 | 11 | ..... | 1 | ..... | ..... | 5 |
| Hope College* | Holland, Mich | 18 | 17 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Kalamazoo College | Kalamazoo, Mich. | 13 | 9 | 2 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| Hamline University | Hamline, Minn | 5 | 3 | 1 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Carleton College | Northfield, Minn | 33 | 11 | 9 | 2 | 4 | 4 | 0 | 0 | 0 | 0 | b5 |
| Pritchett School Institute. | Glasgow, Mo | 155 | ..... | 11 | 4 | 18 | 16 | 8 | 2 | 11 | 11 | 7 |
| Lincoln College* | Greenwood, Mo | 26 | 26 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Washington University* | St. Louis, Mo | 29 | 13 | 3 | 4 | 4 | 2 | 1 | 1 | 2 | 2 | 2 |
| Drury College* | Springfield, Mo | 20 | 6 | 7 | 4 | 5 | 3 | ..... | ..... | ..... | ..... | ..... |
| Stewartsville College | Stewartsville, Mo | 15 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rutgers College | New Brunswick, N. J. | 32 | 17 | 1 | 6 | 11 | 1 | ..... | ..... | ..... | ..... | ..... |
| College of New Jersey* | Princeton, N. J. | 161 | 65 | 28 | 29 | 41 | 19 | 2 | 2 | 2 | 1 | 3 |
| St. Stephen's College | Annandale, N. Y. | 7 | 5 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 0 |
| St. John's College | Brooklyn, N. Y. | 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Canisius College | Buffalo, N. Y. | 178 | ..... | 86 | 56 | (92) | | ..... | ..... | ..... | ..... | ..... |
| St. Lawrence University | Canton, N. Y. | 32 | 16 | 1 | 0 | 4 | 6 | ..... | ..... | ..... | ..... | 6 |
| Hobart College | Geneva, N. Y. | 14 | 9 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Madison University* | Hamilton, N. Y. | 31 | 21 | 2 | 2 | 8 | 2 | 2 | 1 | 2 | ..... | 2 |
| Cornell University | Ithaca, N. Y. | 152 | 65 | 12 | 5 | 45 | 9 | 7 | 5 | 12 | 0 | 21 |
| Vassar College | Poughkeepsie, N. Y. | 36 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Union College* | Schenectady, N. Y. | 67 | ..... | 4 | 5 | 18 | c4 | ..... | ..... | ..... | ..... | ..... |
| Syracuse University | Syracuse, N. Y. | 52 | 23 | 14 | 10 | 4 | 11 | ..... | ..... | ..... | ..... | 4 |
| North Carolina College | Mt. Pleasant, N. C. | 8 | 4 | 3 | 4 | 4 | ..... | ..... | ..... | ..... | ..... | ..... |
| Wake Forest College* | Wake Forest, N. C. | 171 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Weaverville College | Weaverville, N. C. | 107 | ..... | 28 | 8 | 8 | ..... | 0 | 0 | 0 | 0 | 0 |
| Buehtel College | Akron, Ohio | 26 | 12 | 6 | 2 | 3 | 4 | 0 | 0 | 0 | 0 | 0 |
| Baldwin University* | Berea, Ohio | 40 | 20 | 6 | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 4 |
| German Wallace College | Berea, Ohio | 60 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Joseph's College | Cincinnati, Ohio | 98 | 32 | 8 | 3 | 25 | 12 | 4 | 2 | 8 | 4 | 10 |
| Kenyon College | Gambier, Ohio | 31 | 11 | 8 | 7 | 12 | ..... | 4 | 3 | 4 | ..... | 5 |
| Denison University* | Granville, Ohio | 27 | 19 | 3 | 5 | 3 | ..... | ..... | ..... | ..... | ..... | 3 |
| Marietta College | Marietta, Ohio | 28 | 14 | 5 | 3 | 3 | 0 | 7 | 6 | 5 | 0 | 6 |
| Oberlin College | Oberlin, Ohio | 77 | 8 | 21 | 22 | 15 | 29 | 10 | 10 | ..... | ..... | 8 |
| Rio Grande College* | Rio Grande, Ohio | 7 | 6 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| Scio College* | Scio, Ohio | 120 | 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Heidelberg College* | Tiffin, Ohio | 30 | 19 | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 0 | 0 |
| Urbana University | Urbana, Ohio | 7 | 3 | 2 | 3 | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| Wooster University | Wooster, Ohio | 43 | 28 | 11 | 12 | 4 | 10 | 3 | 3 | ..... | ..... | ..... |
| Christian College* | Monmouth, Oreg. | 80 | 80 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Philomath College | Philomath, Oreg. | 40 | 14 | 12 | 2 | 6 | 6 | 0 | 0 | 0 | 0 | 0 |
| Willamette University* | Salem, Oreg. | 8 | 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

* From Report of the Commissioner of Education for 1880.

*a* This number admitted on certificate of other colleges or from preparatory schools.

*b* Four of this number did not complete their examinations.

*c* Number admitted conditioned in English.

*Summary of college entrance examinations in* 1881—Continued.

| Name. | Location. | Total number of candidates. | Number admitted. | | | | | Number rejected for deficiency in— | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Without conditions. | Conditioned in— | | | | | | | | |
| | | | | Latin. | Greek. | Mathematics. | History and geography. | Latin. | Greek. | Mathematics. | History and geography. | Two or more subjects. |
| Pennsylvania College.... | Gettysburg, Pa..... | 42 | 27 | 4 | 10 | 9 | 6 | ..... | ..... | ..... | ..... | 3 |
| Haverford College*..... | Haverford College, Pa. | 27 | 16 | 4 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 2 |
| Monongahela College*... | Jefferson, Pa..... | 38 | 38 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| St. Francis College..... | Loretto, Pa..... | 65 | 65 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Allegheny College..... | Meadville, Pa ..... | 42 | ..... | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 0 | 0 |
| Westminister College..... | New Wilmington, Pa. | 24 | 20 | ..... | ..... | ..... | ..... | 2 | 2 | ..... | ..... | 2 |
| Pittsburgh Catholic College. | Pittsburgh, Pa ..... | 75 | 52 | 20 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Western University of Pennsylvania.* | Pittsburgh, Pa ..... | 43 | 21 | 3 | 2 | 3 | 3 | 0 | 0 | 1 | 1 | 9 |
| Swarthmore College*..... | Swarthmore, Pa ..... | 73 | 29 | 10 | ..... | 9 | 8 | 5 | ..... | 21 | 17 | 26 |
| Brown University..... | Providence, R. I..... | 77 | 27 | 31 | 13 | 31 | ..... | 1 | 1 | 3 | ..... | 2 |
| Erskine College..... | Due West, S. C..... | 16 | 8 | 0 | 8 | 7 | 3 | ..... | 3 | 4 | 0 | 4 |
| Newberry College ..... | Newberry, S. C..... | 25 | 12 | ..... | 5 | 3 | ..... | 5 | 5 | 5 | ..... | 5 |
| East Tennessee Wesleyan University. | Athens, Tenn..... | 22 | 15 | 4 | 2 | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| Southwestern Baptist University. | Jackson, Tenn..... | 62 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Maryville College..... | Maryville, Tenn..... | 6 | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Mosheim Institute..... | Mosheim, Tenn ..... | ..... | 35 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Central Tennessee College. | Nashville, Tenn..... | 3 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fisk University*..... | Nashville, Tenn..... | 8 | 6 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| University of the South.. | Sewanee, Tenn..... | 186 | 186 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Southwestern University. | Georgetown, Tex ..... | 32 | 19 | 7 | 8 | 11 | 4 | ..... | ..... | ..... | ..... | ..... |
| Baylor University ..... | Independence, Tex... | 12 | ..... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Marvin College* ..... | Waxahachie, Tex ..... | 231 | 147 | 12 | 2 | 20 | 0 | 2 | 1 | 5 | 0 | 0 |
| University of Vermont and State Agricultural College. | Burlington, Vt ..... | 25 | 21 | 3 | 3 | 2 | 0 | 2 | 2 | 1 | 0 | 3 |
| Middlebury College..... | Middlebury, Vt..... | 17 | 11 | 2 | 2 | ..... | ..... | ..... | 4 | ..... | ..... | 4 |
| Randolph Macon College.* | Ashland, Va..... | 127 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Roanoke College*..... | Salem, Va ..... | 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Lawrence University ..... | Appleton, Wis ..... | 36 | 6 | 18 | 2 | 6 | 4 | ..... | ..... | ..... | ..... | ..... |
| Beloit College ..... | Beloit, Wis..... | 25 | 12 | 5 | 3 | 4 | 4 | 0 | 0 | 0 | 0 | ..... |
| University of Wisconsin.* | Madison, Wis ..... | 140 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Racine College..... | Racine, Wis ..... | 8 | 5 | ..... | ..... | 2 | ..... | ..... | ..... | ..... | ..... | 1 |
| Howard University..... | Washington, D. C ..... | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| National Deaf-Mute College.* | Washington, D. C ..... | 12 | 4 | 4 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total ..... | ..... | 6,096 | 2,885 | 543 | 340 | 486 (92) | 231 | 96 | 75 | 120 | 45 | 176 |

* From Report of the Commissioner of Education for 1880.

*Statistical summary of students in classical and scientific preparatory courses.*

| States and Territories. | Number preparing for classical course in college. | | | Number preparing for scientific course in college. | | | | Total reported. |
|---|---|---|---|---|---|---|---|---|
| | In academies (Table VI). | In preparatory schools (Table VII). | In universities and colleges (Table IX). | In academies (Table VI). | In preparatory schools (Table VII). | In universities and colleges (Table IX). | In preparatory departments of scientific schools (Table X). | |
| Alabama | 87 | ..... | ..... | 5 | ..... | ..... | 47 | 139 |
| Arkansas | 103 | ..... | 22 | 16 | ..... | ..... | ..... | 141 |
| California | 93 | 7 | 126 | 83 | 11 | 222 | 34 | 576 |
| Colorado | 5 | ..... | 37 | ..... | ..... | 36 | ..... | 78 |
| Connecticut | 68 | 245 | ..... | 13 | 16 | ..... | ..... | 342 |
| Delaware | 28 | ..... | ..... | 20 | ..... | ..... | ..... | 48 |
| Florida | 18 | ..... | ..... | ..... | ..... | ..... | ..... | 18 |
| Georgia | 589 | 112 | 12 | 198 | 201 | ..... | 877 | 1,989 |
| Illinois | 100 | 160 | 630 | 69 | 113 | 772 | 77 | 1,921 |
| Indiana | 45 | ..... | 385 | 59 | ..... | 345 | 141 | 975 |
| Iowa | 199 | 2 | 662 | 190 | 0 | 562 | 15 | 1,630 |
| Kansas | 40 | ..... | 75 | 100 | ..... | 84 | ..... | 299 |
| Kentucky | 336 | ..... | 196 | 228 | ..... | 116 | ..... | 876 |
| Louisiana | 54 | ..... | 107 | 53 | ..... | 32 | 40 | 286 |
| Maine | 185 | 147 | 44 | 37 | 9 | ..... | ..... | 422 |
| Maryland | 119 | 45 | 169 | 94 | 16 | 30 | 6 | 479 |
| Massachusetts | 160 | 670 | 100 | 29 | 144 | 30 | ..... | 1,133 |
| Michigan | 30 | 10 | 239 | 16 | 16 | 542 | ..... | 853 |
| Minnesota | 85 | ..... | 155 | 106 | ..... | 124 | ..... | 470 |
| Mississippi | 226 | ..... | 249 | 189 | ..... | 131 | 437 | 1,232 |
| Missouri | 67 | 42 | 368 | 89 | 35 | 211 | 274 | 1,086 |
| Nebraska | 27 | ..... | 47 | 25 | ..... | ..... | ..... | 99 |
| New Hampshire | 110 | 459 | ..... | 28 | 21 | ..... | ..... | 618 |
| New Jersey | 233 | 56 | ..... | 96 | 44 | ..... | ..... | 429 |
| New York | 1,137 | 598 | 919 | 286 | 257 | 590 | ..... | 3,787 |
| North Carolina | 371 | ..... | 339 | 72 | ..... | 102 | ..... | 884 |
| Ohio | 228 | 94 | 1,134 | 84 | 51 | 1,035 | 93 | 2,719 |
| Oregon | 84 | ..... | 234 | 93 | ..... | 245 | ..... | 656 |
| Pennsylvania | 265 | 359 | 606 | 44 | 98 | 303 | 52 | 1,727 |
| Rhode Island | 16 | 131 | ..... | ..... | 13 | ..... | ..... | 160 |
| South Carolina | 59 | 20 | 47 | 42 | ..... | 19 | ..... | 187 |
| Tennessee | 349 | 35 | 297 | 216 | 37 | 237 | ..... | 1,171 |
| Texas | 164 | ..... | 243 | 67 | ..... | 240 | ..... | 714 |
| Vermont | 177 | 20 | ..... | 51 | 12 | ..... | ..... | 260 |
| Virginia | 115 | 75 | 18 | 24 | 20 | 10 | 108 | 370 |
| West Virginia | 10 | ..... | 40 | 2 | ..... | 37 | ..... | 89 |
| Wisconsin | 74 | 125 | 171 | 24 | 82 | 110 | ..... | 586 |
| District of Columbia | 17 | ..... | 302 | 8 | ..... | 10 | ..... | 337 |
| New Mexico | 40 | ..... | ..... | 60 | ..... | ..... | ..... | 100 |
| Utah | 53 | ..... | ..... | 107 | ..... | ..... | ..... | 160 |
| Washington | 5 | ..... | 80 | 13 | ..... | ..... | ..... | 98 |
| Total | 6,171 | 3,412 | 8,053 | 2,936 | 1,196 | 6,175 | 2,201 | 30,144 |

*Statistical summary of students in institutions for superior instruction (not including students in preparatory departments).*

| States and Territories. | Number of students in colleges. | Number of students in schools of science. | Number of students in schools for the superior instruction of women. | Total number of students reported in these institutions. |
|---|---|---|---|---|
| Alabama | 314 | 135 | 751 | 1,200 |
| Arkansas | 271 | 14 | ..... | 285 |
| California | 602 | 169 | 267 | 1,038 |
| Colorado | 45 | 140 | ..... | 185 |
| Connecticut | 959 | 185 | 80 | 1,224 |
| Delaware | 54 | ..... | 37 | 91 |
| Georgia | 554 | 182 | 1,392 | 2,128 |
| Illinois | 1,887 | 303 | 1,247 | 3,437 |
| Indiana | 1,329 | 140 | 197 | 1,666 |
| Iowa | 1,614 | 211 | 263 | 2,088 |
| Kansas | 431 | 267 | 65 | 763 |
| Kentucky | 1,178 | 182 | 1,295 | 2,655 |
| Louisiana | 174 | 29 | 231 | 434 |
| Maine | 422 | 110 | 114 | 646 |
| Maryland | 1,385 | 310 | 274 | 1,969 |
| Massachusetts | 1,865 | 741 | 1,505 | 4,111 |
| Michigan | 1,166 | 234 | 103 | 1,503 |
| Minnesota | 408 | ..... | 175 | 583 |
| Mississippi | 320 | 102 | 670 | 1,092 |
| Missouri | 1,695 | 362 | 1,463 | 3,520 |
| Nebraska | 216 | ..... | ..... | 216 |
| Nevada | ..... | ..... | 56 | 56 |
| New Hampshire | 247 | 94 | 198 | 539 |
| New Jersey | 677 | 210 | 330 | 1,217 |
| New York | 3,495 | 3,073 | 2,077 | 8,645 |
| North Carolina | 590 | 24 | 431 | 1,045 |
| Ohio | 2,612 | 124 | 896 | 3,632 |
| Oregon | 458 | 60 | 140 | 658 |
| Pennsylvania | 2,367 | 2,312 | 1,212 | 5,891 |
| Rhode Island | 251 | ..... | ..... | 251 |
| South Carolina | 304 | 58 | 437 | 799 |
| Tennessee | 1,876 | ..... | 1,203 | 3,079 |
| Texas | 540 | 127 | 533 | 1,200 |
| Vermont | 93 | 43 | 146 | 282 |
| Virginia | 889 | 443 | 941 | 2,273 |
| West Virginia | 201 | ..... | 80 | 281 |
| Wisconsin | 658 | 124 | 216 | 998 |
| District of Columbia | 222 | ..... | ..... | 222 |
| Washington | 90 | ..... | ..... | 90 |
| Total | 32,459 | 10,508 | 19,025 | 61,992 |

The statistics of colleges and universities show slight losses at a few points and moderate gains at others. Colleges and students are fewer this year than last. The income from productive funds has diminished, but the resources of colleges have increased. They have more property at their disposal and a larger force of teachers. Here and there an institution has enlarged its courses or given to them greater flexibility or closer adapta-

tion to public needs. Some additional institutions have adopted the practice of admitting without examination the graduates of approved high schools. Other institutions have held examinations for admission in distant cities where they have not been held before. Several State universities have received public appropriations sufficient to insure them against immediate necessity and, in some cases, to provide for future needs. Incentives to study have been increased by additional prizes and fellowships. More stringent rules relative to conferring degrees have occasionally been adopted. The conduct of students has received many favorable notices and internal dissensions have not prevailed to any great degree.

### COLLEGE HYGIENE.

Prof. Edward Hitchcock, M. D., of Amherst College, Mass., has issued a report on his twenty years' experience in the department of physical education and hygiene in that institution. Heavy gymnastics are not commended by him to the mass of students. Dumb bells weighing about a pound each are approved, and exercise with them is taken for 20 or 30 minutes each afternoon, toward the evening. This has been found the most practicable time. Reliance is not placed on exercise alone for maintaining health. Attention is paid to cleanliness, care of the digestive organs, relaxation from mental effort, &c. Athletic sports are encouraged, but not unduly stimulated. The average development and health of students during their course have been satisfactory. The increase of height from freshman to senior year has been from 67.33 to 67.94 inches; of weight, from 133 to 142 pounds; of chest girth, from 34.76 to 35.97 inches; and of lung capacity, from 233 to 251 cubic inches. The diseases incident to students are principally colds, pneumonia, and throat difficulties. About 40 per cent. of sickness arises from these causes, 9 per cent. from physical injuries, 5 per cent. from febrile complaints, and nearly as much from weak and sore eyes. The average time lost by students on account of sickness has been 2.65 days yearly. Instruction in anatomy, physiology, and hygiene is given in freshman and sophomore years.

### GROWTH OF YALE COLLEGE.

The president of Yale College has this year issued the first of a proposed series of reports on the progress of that institution and the changes within it. Once in five years a similar report will be presented to the alumni and distributed to the public. This one covers 15 years. During this period the officers of government and instruction in all the departments have increased from 49 to 108; the students, from 682 to 1,037. The academic staff has increased from 12 professors and 8 tutors to 22 professors and 9 tutors. The graduate department has increased from a single professor and 4 or 5 students to 6 professors and 29 students. The college library has 102,000 volumes against 46,000 in 1865–'66. The Peabody museum has been provided and is made of great service in the study of natural history and kindred sciences. Eight buildings have been erected and $70,000 have been expended in permanent improvements. The aggregate addition to the wealth of the college is more than $2,500,000. Of instruction in the academical department President Porter says:

The three lower classes are taught in smaller divisions and the divisions themselves are graded according to scholarship. In the junior and senior classes arrangements for optional studies in the afternoon have been matured and a liberal variety of such studies is offered, and as much time has been allotted to the optional system as, in our opinion, is practicable or desirable. The optional studies are assigned to the afternoon, four in each week, and are so arranged as to provide for continuous study for from one to several terms in all the principal departments of science and letters.

### ELECTIVE SYSTEMS.

Elective systems of instruction in colleges have been increasing in favor and have been adopted or extended by several institutions within a few years. Sufficient time has elapsed to warrant inquiry as to results. Theories have been tested practically, and the

advantages and disadvantages of allowing students a choice of studies have been weighed against each other in college halls under the eyes of vigilant observers, whose testimony may be accepted as strong evidence of the appropriateness and value of the elective system. One of the most prominent objections was that students would elect studies requiring the least effort. This has not been found a common practice. In Columbia College, New York City—

The great body of young men in college are really interested in study. They appreciate the value of their opportunities and are earnestly desirous to improve them to the best advantage. They select their studies, when free to do so, with an intuitive recognition of those which they are most capable of mastering, and from which therefore they are conscious that they will derive the greatest profit.

Dr. A. P. Peabody, some time ago, said of the manner in which the power of choice was exercised at Harvard College:

I think that at first there was in the choice of studies a good deal of caprice, wantonness, and haphazard; but with every year the choice has become more and more a serious matter, a subject of careful forethought and forecast, insomuch that there are some of our late freshman class who have, with suitable advice, drawn up written schemes, and very judicious ones, of a course of study extending through the remaining three years.

The choice of subjects made by students freely exercising their taste and judgment bears out the opinions presented and shows a sufficient adherence proportionately to the studies usually constituting college curricula. The number of courses of instruction in the principal departments of collegiate study in Michigan University and the number of students in them present at examination were reported last year. In history there were 11 courses, 582 students; in Latin, 13 courses, 527 students; Greek, 13 courses, 413 students; German, 7 courses, 381 students; French, 8 courses, 315 students; English, 10 courses, 409 students; philosophy, 4 courses, 195 students; mathematics, 11 courses, 339 students; chemistry, 13 courses, 162 students; physics, 6 courses, 113 students; zoölogy, 6 courses, 117 students; geology, 9 courses, 73 students. Many other departments were represented by fewer courses and students. Those mentioned show the prominence of English and linguistic studies. At Johns Hopkins University, 1880–'81, the number of students in attendance on courses in mathematics was 31; physics, 35; chemistry, 40; biology, 25; Greek, 31; Latin, 40; German, 55; French, Italian, &c., 33; English, 29; history, 40. "In Harvard College," says Prof. Charles F. Dunbar, "it does not appear that the tendency of the elective system has been to develop abnormally any particular class of studies." Classical literature has received slightly less attention. Modern languages have maintained their ground. History has gained heavily. Mathematics remains singularly constant. Physics, chemistry, and natural history attract a slightly increasing number of students. In Columbia College, the inferences drawn from a tabular statement of elective work during junior and senior years by President F. A. P. Barnard are as follows:

It appears from the foregoing that the ancient languages are chosen by a larger proportion of the class during the junior than during the senior year; that this proportion for Greek is more than two-thirds in the junior and about one-half during the senior year; for Latin it is five-sixths during the junior and a little less than one-half during the senior; also, that mathematics is chosen by more than three-fourths of the juniors and by only about one-fifth of the seniors. The small number in this latter class is accounted for by the fact that the mathematics of the senior year is the differential and integral calculus, which is only selected by those who have a special aptitude for this class of studies. Physics is a favorite study in both years and was chosen in the year under consideration by nearly the entire number in each class. Of the modern languages, French and German are selected by about a third of the juniors and by about one in eight or ten of the seniors; Italian comes next, and Spanish is the choice of the smallest number. Botany, which was not offered at the beginning of the year, was chosen only by nine juniors.

Of the studies which are elective in the senior year only, geology was, during the year ending June, 1881, elected by every member of the class and astronomy by all but one; about three-fifths selected chemistry, two-fifths philosophy, and one-fifth political economy. Logic, history, and English literature do not appear in the above lists, as these studies are obligatory on all students.

The effect of the elective system on scholarship has been excellent. The studies selected are in harmony with the tastes and proclivities of the students and are pursued with interest and satisfaction. A transition from prescribed to elected studies is accompanied by an improvement in marks. But as some students are not conscious of their unfitness for certain studies and their fitness for others it is suggested that instructors, who have become familiar with the mental qualities and inclinations of pupils, both in preparatory schools and during the period of fixed studies, should be consulted in the preparation of a scheme of elective studies.

The general results of the elective system at Harvard College are summed up by President Eliot in a review of the annual report of the dean of the faculty, as follows:

It is to be inferred from his account of the actual experience of the college during a period of ten years that the system does not tend to bring about the extinction of the traditional studies called liberal; because these studies, though pursued by a smaller proportion of students than formerly, are pursued by those who choose them with greater vigor and to better purpose than they were ever pursued as parts of a prescribed curriculum. The tables of the dean's report also indicate that the scientific turn of mind is comparatively rare among the young men who enter the college, a large majority of the students preferring languages, metaphysics, history, and political science to mathematics, physics, zoölogy, and botany. Whether this preference is the result of genuine natural predisposition or an effect of the training supplied by the secondary schools it would be hard to determine. Finally, whoever reads the history of the development of the elective system as it is recorded in the successive annual reports of the dean of the college faculty since 1870 will arrive at the well grounded conviction that every extension of the system has been a gain to the individual student, to the college, and to every interest of education and learning, and will also see reason to believe that the time is not far distant when the few subjects still prescribed for all students will in their turn become elective.

### VARIATIONS IN COLLEGE ATTENDANCE.

The statistics of the colleges and universities of the country show the number of students in their collegiate departments to be 32,459. The ratio between the number of students and the entire population, whether in the whole country or in the individual States or in groups of States, has much significance and interest. Schools of science form a distinct class of schools, and therefore may be omitted in the consideration of this question, though they have courses of study as advanced as those commonly pursued in colleges and often nearly identical with the scientific courses of classical institutions. The influence of students and graduates of scientific and classical schools is not greatly different, socially or politically. The mental discipline and the acquisitions of the two classes fit them for responsibilities equally burdensome and important. If the frequency with which young people are availing themselves of opportunities for gaining higher education would be ascertained definitely, schools of science and institutions for the higher instruction of women should be taken into account. But many indications may be obtained from approximate figures relating to the relative attendance of youth in distinctly collegiate institutions in different sections of the country.

There is in the United States 1 college student to 1,545 inhabitants. The number of inhabitants of a State for each student attending college within it varies greatly. Connecticut has 655 inhabitants for each student in its colleges; Tennessee and Maryland, about 800; Massachusetts, a little less than a thousand; California, a little more. At the other end of the list are Vermont and several of the States in the Southwest, which have more than three thousand inhabitants to a student in their own colleges. These figures do not represent the number of students from any particular State pursuing collegiate studies. They are approximately correct for the larger States South and West; they are entirely misleading when applied to New England. Comparatively few persons are found in southern colleges who reside out of the State, except in the cases of noted universities and of colleges located near the State boundary. The same is, to a smaller extent, true in the West.

In New England there are 1,034 inhabitants for each student in the colleges of its six States and 1,526 inhabitants for each resident of New England in its colleges. Maine has 1 student in college in New England for each 1,310 inhabitants; New Hampshire,

1 for 1,983; Vermont, 1 for 1,477; Massachusetts, 1 for 1,393; Rhode Island, 1 for 2,049; and Connecticut, 1 for 1,946. Thus Vermont, which has only 1 student in its colleges for every 3,000 inhabitants, has more students according to its population than Connecticut, though the latter State has one student in its colleges for every 655 inhabitants. Reasons for this are apparent. One of them may be discussed here, since it largely determines whether there will be more students *from* a State or *in* a State. It is the presence of well known and richly endowed colleges. The colleges of Vermont are small and limited in means. Just beyond the boundary of the State are Dartmouth and Williams. The former has 47 Vermont students; the latter, 14. Amherst College is but little more distant and has 12. Harvard and Yale are near enough to attract several. More than one-half of Vermont's students are in colleges outside of the State. The condition of affairs is quite different in Connecticut. Her students are largely in her own institutions. Other States send thither their sons: Maine, 30; New Hampshire, 13; Vermont, 10; Massachusetts, 65; New York, 200; New Jersey, 30; Pennsylvania, 90; and the States of the West are well represented.

It does not appear that the proportion of college students is so much smaller in the older Southern States east of the Mississippi than in New England as many would suppose. One student for 1,700 inhabitants is not far from a just average. A much smaller proportion is reported as in their colleges. But the same inequality exists here as in the States above mentioned. For instance, South Carolina has reported only one student to 3,270 inhabitants. Had every one of its colleges reported, it would have shown a larger proportion of students. A further increase must be made, not only because the State does not educate all its students, but also because almost no students from outside attend its colleges. There are as many students from South Carolina in Yale and Harvard as there are collegiate students in South Carolina from other States, so far as can be ascertained by the catalogues of the colleges of that State for the present year possessed by the Office, and nearly all are in its files. The case of Tennessee is different. It has a large student population from other States. Vanderbilt University alone has nearly 400 such students. In 1880 it registered 31 from Texas, 38 from Kentucky, 35 from Alabama, 14 from Georgia, 7 from Louisiana, 4 from South Carolina, 19 from Arkansas, 23 from Mississippi, and a small number from nearly every one of the Southern and Central States.

It would seem that there has been an increase not only in the absolute number, but also in the relative proportion of college students during the last fifty years; but it is essential to bear in mind that the facilities for gathering such statistics available half a century ago were far inferior to those existing at present. Then 44 institutions reported 4,021 students. At least 13 other colleges existed. If their attendance was on the average the same as that of the 44 reporting, the entire number of students may be estimated at 5,200, about one-sixth of the present number. The population then was a little more than one-fourth as large as in 1880. The establishing of colleges north of the Ohio had only commenced. Five of the 36 colleges in Ohio, 1 of the 15 in Indiana, and 1 of the 28 in Illinois had been founded and in them were gathering small knots of students around the few energetic men that were the soul of these ventures. South of the Ohio River and Pennsylvania and east of the Mississippi 25 colleges, with 1,229 students, were reported in the spring of 1831 to the American Quarterly Register, where now there are 92 colleges, with 7,757 students. Then there was 1 student to about 4,000 inhabitants. North Carolina, Georgia, and Tennessee fell below this average. Now North Carolina and Tennessee have more students relatively than the average of Southern States. Virginia and South Carolina have proportionately fewer now than fifty years ago.

In New York, New Jersey, and Pennsylvania there was 1 student for 3,430 inhabitants in 1830; now there is 1 for 1,577 inhabitants. Then New York had comparatively the fewest students in college; now it has the most. Its 4 colleges have multiplied to 27. Union College, then far ahead in point of numbers, has been outstripped by two of the colleges of New York City. In New Jersey students have increased slightly more rap-

idly than the population; and Princeton College has passed by Rutgers. Pennsylvania's student population has increased from 1 in 3,100 to 1 in 1,745. Some of the colleges then flourishing have no longer an individual existence. Others have been founded, so that there are 20 more now than in 1830.

The college population of New England has increased from 1 in 1,281 to 1 in 1,034. That of Vermont is absolutely smaller than fifty years ago; and that of Rhode Island is relatively so. In Maine it has increased from 1 in 2,194 to 1 in 1,500; in New Hampshire, from 1 in 1,760 to 1 in 1,400; in Massachusetts, from 1 in 1,108 to 1 in 940; and in Connecticut, from 1 in 727 to 1 in 655. In none of the States is there so large a part of the entire number of persons in college from the State attending within the State as in 1830. This is emphatically true of New Hampshire and Vermont. Fifty years ago most of the young men of Maine, Rhode Island, and Connecticut were educated in their own States, as they are at present.

President Porter, of Yale College, says: "The liberal education which the colleges have uniformly proposed to give is none other than what Milton calls the 'complete and generous education' that 'fits a man to perform justly, skilfully, and magnanimously all the offices, both private and public, of peace and war.'" This being done, the increased college attendance is a pleasing feature of educational progress. That the tendency of students to pass beyond State limits in seeking higher education is praiseworthy is the opinion of President Eliot, of Harvard. In a recent report he said:

The segregation, within State limits or any other narrow bounds, of the young men receiving university instruction would be a grave calamity for the United States; for the association and education in common of young men taken from all parts of the country is one of the strongest of national bonds. It is much to be wished that universities may grow up in the Western and Southern States, as well as in the Eastern, strong enough to attract students from all parts of the country, and that the German practice of migrating from one university to another may take root here.

### SCHOOLS OF POLITICAL SCIENCE.

Political science should be taught in colleges because it directs the attention of the student to important truths and instructs him in principles of government viewed from the standpoint not of the politician, but of the scholar. Most colleges recognize its claims and give one or two terms of senior year to constitutional and international law and political economy. The introduction of elective and graduate courses has given students larger opportunities to pursue the study advantageously. A few leading universities have established courses in which the distinctive studies are history, social science, political economy, and law. Columbia College, New York City, and the University of Michigan, Ann Arbor, have recently added schools of political science to those already in operation. The objects of these new departments are best stated by quotations from the publications of the two institutions. The Columbia College Handbook of Information says:

The purpose of the school is to give a complete general view of all the subjects both of internal and external public polity, from the threefold standpoint of history, law, and philosophy. Its prime aim is therefore the development of all the branches of the political sciences. Its secondary aim is the preparation of young men for all the political branches of the public service.

Acting President Henry S. Frieze, of the University of Michigan, uses the following words in reporting the organization of a school of political science:

It aims to give its students a large and thorough preparation for the duties that will devolve upon them as citizens and members of society. It opens to them a wide range of history, wherein they may learn to estimate aright the conditions either of social good or social evil, the conditions of national prosperity or of national ruin. The courses offered to them in jurisprudence, in constitutional law and history, in legislative and parliamentary forms, and in administrative methods and usages are designed to fit them for those public duties to which every citizen is liable to be called. There are also studies in political economy and international law and studies in sanitary science, all combining with the rest to make up a course of advanced and practical education which can hardly fail to make of those who pursue it to the end intelligent and useful citizens and members of society.

The requirement for admission to the School of Political Science, Columbia College, is the successful completion of the regular course of undergraduate study in that college or in some other maintaining an equivalent curriculum of study to the end of the junior year. One year less of preparatory study is required at Michigan University, and those that have gone forward to graduation in a reputable college are credited with so much of the work of the school as they may have completed during their course.

The studies of the Columbia College School are arranged in a single course three years in length. Those of the first year are chiefly historical. The development of natural sciences, philosophy, national politics, and constitutions is considered with studies in geography and ethnography. Land tenure, taxation, and finance are the branches of political economy under discussion. The studies of the second year are in Roman and constitutional law; those of the third include diplomacy, international and administrative law, and social science. The studies of the Michigan University school are embraced under the four heads of history, political economy, sanitary science, and rights. English history has a prominent place in the historical department. Courses of instruction are also given in the general history of continental Europe, the political history of the American colonies, and the constitutional history of the United States. There are elementary and advanced courses in political economy. The former is theoretical; the latter concerned with practical questions, such as commercial crises, transportation, migration, free trade and protection, and social reforms. Sanitary science includes chemical biology, foods, water and air supply, heating and light, ferments and germs, health laws, &c.

The completion of one year of the course in the school at Columbia College entitles the student to the degree of bachelor of philosophy; of the entire course, to that of doctor of philosophy. The securing of a degree in the Michigan University depends on the satisfactory completion of a prescribed amount of study. An examination for bachelor's or master's degree may be undergone at the close of two years' special work. Those that obtain a master's degree with distinction may present themselves for a doctor's degree at the expiration of another year; others may do so any time after two years. The degrees are in philosophy, in science, or in letters.

The Wharton School of Finance and Economy in the University of Pennsylvania may be mentioned in this connection, although its aim is to prepare for business rather than public life. Its special studies commence with junior year and continue three years, as do the scientific courses of the university. Students who have passed through the freshman and sophomore classes of either the classical or scientific department of the university are admitted without examination; all others are examined in subjects similar to those pursued in one or the other of these departments during the first two years. The prominent studies of the school are French, German, natural sciences, social science, political economy, and general law. The principal work of junior year is on questions of money, taxation, commerce, transportation, and labor. The degree conferred at the end of the course is bachelor of science.

TABLE X.—SCHOOLS OF SCIENCE.

The following statement shows the number of institutions and departments of this class, with instructors and students, as reported to this Office each year from 1870 to 1881, inclusive. The numbers under 1873, 1874, 1875, 1876, 1877, 1878, 1879, 1880, and 1881 include the National Military and Naval Academies:

| | 1870. | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | 1881. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of institutions. | 17 | 41 | 70 | 70 | 72 | 74 | 75 | 74 | 76 | 81 | 83 | 85 |
| Number of instructors.. | 144 | 303 | 724 | 749 | 609 | 758 | 793 | 781 | 809 | 884 | 953 | 1,019 |
| Number of students..... | 1,413 | 3,303 | 5,395 | 8,950 | 7,244 | 7,157 | 7,614 | 8,559 | 13,153 | 10,919 | 11,584 | 12,709 |

TABLE X.—PART 1.—*Summary of statistics of schools of science.*

| States. | Number of schools. | Preparatory department. | | | Scientific department. | | | | Number of State scholarships. | Number of other free scholarships. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Instructors. | Students. | | Corps of instruction. | Students. | | | | |
| | | | Male. | Female. | | In regular course. | In partial course. | Number of graduate students. | | |
| Alabama | 1 | 1 | 47 | ..... | 11 | 135 | ..... | ..... | ..... | ..... |
| Arkansas | 1 | (a) | (a) | (a) | 2 | 6 | 8 | 0 | 721 | ..... |
| California | 1 | 0 | 0 | 0 | 26 | 70 | 31 | ..... | ..... | ..... |
| Colorado | 1 | ..... | ..... | ..... | 5 | 57 | ..... | ..... | 0 | 0 |
| Connecticut | 1 | ..... | ..... | ..... | 25 | 162 | 5 | 18 | 27 | 3 |
| Delaware | 1 | ..... | ..... | ..... | (a) | (a) | ..... | ..... | 30 | ..... |
| Florida | b0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Georgia | 5 | 16 | c711 | 166 | 19 | 176 | 6 | ..... | ..... | ..... |
| Illinois | 1 | 3 | 73 | 4 | 24 | 291 | 11 | 1 | 0 | 0 |
| Indiana | 1 | 2 | 90 | 51 | 9 | 90 | 48 | 2 | 184 | 0 |
| Iowa | 1 | 2 | 10 | 5 | 20 | 205 | 3 | 3 | 0 | 0 |
| Kansas | 1 | ..... | ..... | ..... | 13 | 259 | 6 | 2 | ..... | ..... |
| Kentucky | 1 | 2 | ..... | ..... | 13 | d182 | ..... | ..... | 300 | ..... |
| Louisiana | 1 | 1 | 40 | ..... | 9 | 29 | ..... | ..... | 0 | 0 |
| Maine | 1 | ..... | ..... | ..... | 8 | 103 | 4 | 3 | 0 | 0 |
| Maryland | 1 | ..... | 6 | ..... | 7 | 49 | ..... | ..... | ..... | ..... |
| Massachusetts | 2 | ..... | ..... | ..... | 45 | 257 | 239 | 21 | 0 | 27 |
| Michigan | 1 | 0 | 0 | 0 | 12 | 209 | 12 | 6 | 0 | 0 |
| Minnesota | 1 | ..... | (a) | (a) | (a) | (a) | ..... | ..... | 0 | 0 |
| Mississippi | 2 | 10 | 437 | ..... | 9 | 102 | ..... | ..... | ..... | ..... |
| Missouri | 2 | 2 | 25 | ..... | 15 | 72 | 137 | ..... | ..... | ..... |
| Nebraska | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Nevada | 1 | (a) | (a) | (a) | ..... | ..... | ..... | ..... | ..... | ..... |
| New Hampshire | 1 | ..... | ..... | ..... | 10 | 43 | 1 | 0 | 12 | 22 |
| New Jersey | 1 | ..... | ..... | ..... | 14 | 40 | 10 | 4 | 40 | 0 |
| New York | 1 | 0 | 0 | 0 | 52 | 259 | (a) | (a) | 128 | 4 |
| North Carolina | 1 | 0 | 0 | 0 | 7 | 16 | 8 | ..... | 98 | 3 |
| Ohio | 1 | 7 | 74 | 19 | 13 | 60 | 62 | 2 | ..... | ..... |
| Oregon | 1 | (a) | (a) | (a) | 3 | 60 | ..... | ..... | 60 | ..... |
| Pennsylvania | 1 | 5 | 35 | 10 | 12 | 39 | ..... | 5 | 50 | 0 |
| Rhode Island | 1 | ..... | ..... | ..... | (a) | (a) | ..... | ..... | 46 | ..... |
| South Carolina | 2 | (a) | (a) | (a) | 4 | 58 | ..... | ..... | ..... | ..... |
| Tennessee | 1 | (a) | (a) | 0 | (a) | (a) | ..... | ..... | 275 | 0 |
| Texas | 1 | 0 | 0 | 0 | 18 | 127 | 0 | 0 | 0 | 0 |
| Vermont | 1 | 0 | 0 | 0 | 9 | 21 | 2 | 0 | 0 | 18 |
| Virginia | 2 | 1 | 81 | 27 | 33 | 316 | 4 | 0 | 200 | 50 |
| West Virginia | 1 | (a) | (a) | 0 | (a) | (a) | ..... | ..... | 60 | ..... |
| Wisconsin | 1 | 0 | 0 | 0 | 18 | 83 | 35 | 1 | 0 | 10 |
| Total | 46 | 52 | c1,629 | 282 | 465 | 3,581 | 632 | 68 | 2,231 | 137 |
| U. S. Military Academy | 1 | 0 | 0 | 0 | 52 | 228 | 0 | 0 | 0 | ..... |
| U. S. Naval Academy | 1 | 0 | 0 | 0 | 65 | 261 | 0 | 0 | 0 | 0 |
| Grand total | 48 | 52 | 1,629 | 282 | 582 | 4,070 | 632 | 68 | 2,231 | 137 |

*a* Included in summary of statistics of universities and colleges (Table IX).
*b* College not yet established.
*c* Sex of 219 not given.
*d* Includes some students in the preparatory department.

TABLE X.—PART 1.—*Summary of statistics of schools of science*—Continued.

| States. | Libraries. | | | Property, income, &c. | | | | |
|---|---|---|---|---|---|---|---|---|
| | Number of volumes in general libraries. | Increase in the last school year. | Number of volumes in society libraries. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | Receipts for the last year from State appropriation. |
| Alabama | 2,000 | ..... | 1,000 | $75,000 | $253,500 | $20,280 | ..... | ..... |
| Arkansas | 200 | 25 | 20 | 170,000 | 130,000 | 10,400 | $2,000 | (a) |
| California | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) |
| Colorado | 150 | ..... | ..... | 55,000 | ..... | ..... | ..... | $25,000 |
| Connecticut | 5,000 | ..... | ..... | 200,000 | 272,164 | 29,212 | 17,798 | ..... |
| Delaware | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) |
| Florida | ..... | ..... | ..... | ..... | 121,400 | 10,004 | ..... | ..... |
| Georgia | 3,500 | 500 | ..... | 164,000 | 242,202 | 17,914 | 1,800 | 275 |
| Illinois | 12,942 | 425 | 0 | 545,000 | 319,000 | 21,398 | 10,619 | 13,842 |
| Indiana | 2,065 | 262 | ..... | 250,000 | 340,000 | 17,000 | 2,029 | 4,500 |
| Iowa | 6,000 | 300 | 0 | 500,000 | 600,000 | 45,000 | 0 | 24,000 |
| Kansas | 3,050 | 150 | 300 | 99,525 | 329,988 | 31,225 | 426 | 20,729 |
| Kentucky | ..... | ..... | ..... | 85,000 | 165,000 | 9,900 | 1,500 | 17,000 |
| Louisiana | 17,000 | ..... | 0 | 400,000 | 318,313 | 14,500 | 0 | 10,000 |
| Maine | 4,105 | 131 | ..... | 145,000 | 131,300 | 7,500 | ..... | 3,000 |
| Maryland | ..... | ..... | 1,500 | 100,000 | 112,500 | 6,975 | 825 | 6,000 |
| Massachusetts | 5,300 | 200 | ..... | 520,727 | 542,000 | 30,672 | 53,107 | ..... |
| Michigan | 6,250 | 328 | 300 | 274,380 | 327,284 | 20,517 | 0 | 12,040 |
| Minnesota | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) |
| Mississippi | 2,830 | ..... | ..... | 300,000 | 226,575 | 11,679 | ..... | 87,000 |
| Missouri | 1,750 | 72 | ..... | 46,660 | 55,000 | 7,680 | 1,300 | 7,500 |
| Nebraska | (a) | ..... | ..... | 25,000 | ..... | ..... | ..... | (a) |
| Nevada | ..... | ..... | ..... | (a) | (a) | ..... | ..... | (a) |
| New Hampshire | 1,200 | ..... | 200 | 100,000 | 80,000 | 4,800 | ..... | ..... |
| New Jersey | (a) | (a) | (a) | (a) | (a) | (a) | (a) | 6,960 |
| New York | (a) | (a) | (a) | b253,509 | (a) | (a) | (a) | (a) |
| North Carolina | 2,000 | ..... | ..... | (a) | 130,000 | 7,500 | (a) | ..... |
| Ohio | 1,600 | ..... | ..... | 500,000 | 559,628 | 33,923 | 3,798 | 20,573 |
| Oregon | (a) | (a) | (a) | 10,000 | 60,000 | 5,000 | ..... | ..... |
| Pennsylvania | 3,000 | ..... | ..... | 532,000 | 500,000 | 30,000 | 0 | 0 |
| Rhode Island | (a) | (a) | (a) | ..... | 50,000 | ..... | ..... | ..... |
| South Carolina | 26,500 | ..... | ..... | 25,000 | 191,800 | 11,508 | ..... | ..... |
| Tennessee | (a) | (a) | (a) | (a) | 425,000 | 25,410 | (a) | ..... |
| Texas | 1,090 | ..... | 0 | 212,000 | 174,000 | 14,280 | 4,191 | 0 |
| Vermont | (a) | ..... | ..... | (a) | (a) | 8,130 | (a) | (a) |
| Virginia | 2,200 | 470 | 50 | 521,080 | 435,000 | 23,500 | 100 | 10,500 |
| West Virginia | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) |
| Wisconsin | (a) | (a) | 0 | 200,000 | 267,000 | 15,322 | 18 | 0 |
| Total | 109,732 | 2,863 | 3,370 | 6,308,881 | 7,358,654 | 491,229 | 99,511 | 268,919 |
| U. S. Military Academy | 28,208 | 458 | ..... | c2,500,000 | 0 | 0 | 0 | 0 |
| U. S. Naval Academy | 22,629 | 869 | 0 | 1,292,390 | 0 | 0 | 0 | 0 |
| Grand total | 160,569 | 4,190 | 3,370 | 10,101,271 | 7,358,654 | 491,229 | 99,511 | 268,919 |

*a* Included in summary of statistics of universities and colleges (Table IX).
*b* Value of equipment only.
*c* Value of grounds and buildings.

TABLE X.—PART 2.—*Summary of statistics of schools of science.*

| States. | Number of schools. | Preparatory department. | | | Scientific department. | | | | Number of State scholarships. | Number of other free scholarships. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Instructors. | Students. | | Corps of instruction. | Students. | | | | |
| | | | Male. | Female. | | In regular course. | In partial course. | Number of graduate students. | | |
| California | 1 | 2 | 26 | 8 | 5 | 48 | 20 | ..... | ..... | ..... |
| Colorado | 2 | ..... | ..... | ..... | 8 | 18 | 65 | ..... | ..... | ..... |
| Georgia | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Indiana | *a*1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Massachusetts | 5 | ..... | ..... | ..... | 103 | 206 | 18 | ..... | 20 | 7 |
| Michigan | 1 | ..... | ..... | ..... | 3 | 7 | ..... | ..... | ..... | ..... |
| Missouri | 1 | 5 | *b*249 | ..... | 17 | 37 | 109 | 7 | 0 | 9 |
| New Hampshire | 2 | ..... | ..... | ..... | 16 | 50 | 0 | 0 | 0 | 20 |
| New Jersey | 2 | ..... | ..... | ..... | 29 | 153 | 1 | 2 | 0 | 15 |
| New York | 5 | ..... | ..... | ..... | 84 | 2,579 | 4 | 3 | ..... | 44 |
| Ohio | 3 | ..... | ..... | ..... | 6 | ..... | ..... | ..... | ..... | ..... |
| Pennsylvania | 8 | ..... | 7 | ..... | 89 | 2,225 | 41 | 2 | ..... | ..... |
| Vermont | 1 | ..... | ..... | ..... | 10 | 20 | ..... | ..... | ..... | ..... |
| Virginia | 3 | ..... | ..... | ..... | 8 | 123 | ..... | ..... | 50 | 17 |
| District of Columbia | *a*1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | 37 | 7 | *b*282 | 8 | 378 | 5,466 | 258 | 14 | 70 | 112 |

| States. | Libraries. | | | Property, income, &c. | | | | |
|---|---|---|---|---|---|---|---|---|
| | Number of volumes in general libraries. | Increase in the last school year. | Number of volumes in society libraries. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | Receipts for the last year from State appropriation. |
| California | 300 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Colorado | 600 | 50 | ..... | $15,000 | ..... | ..... | $1,500 | $15,000 |
| Georgia | ..... | ..... | ..... | ..... | ..... | ..... | ..... | (*c*) |
| Indiana | 900 | ..... | ..... | 135,000 | $250,000 | $15,000 | ..... | ..... |
| Massachusetts | 6,200 | 200 | ..... | 188,500 | 1,599,750 | 72,755 | 10,050 | ..... |
| Michigan | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) |
| Missouri | ..... | ..... | ..... | 125,000 | ..... | ..... | ..... | ..... |
| New Hampshire | 2,000 | 100 | ..... | *d*1,700 | 200,000 | 11,000 | 2,160 | 0 |
| New Jersey | 5,000 | 100 | ..... | 650,000 | 610,000 | 43,450 | 19,780 | 0 |
| New York | 24,393 | 1,447 | ..... | 2,000,000 | 150,000 | *e*43,495 | 44,100 | ..... |
| Ohio | ..... | ..... | ..... | 100,000 | 1,250,000 | 9,734 | ..... | ..... |
| Pennsylvania | 42,468 | 1,306 | ..... | 594,000 | 50,000 | 6,050 | ..... | ..... |
| Vermont | 4,000 | ..... | ..... | 20,000 | ..... | ..... | 1,000 | ..... |
| Virginia | 550 | 500 | 150 | 400,000 | 20,000 | 1,200 | 7,000 | 15,000 |
| District of Columbia | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | 86,411 | 3,703 | 150 | 4,229,200 | 4,129,750 | 202,684 | 85,590 | 30,000 |

*a* Not yet organized.

*b* Includes a number of female students.

*c* Included in summary of statistics of universities and colleges (Table IX).

*d* Value of apparatus.

*e* Includes receipts from other sources.

The schools of science have not undergone great changes during the last year. The number of institutions endowed with the national land grant remains the same and their faculties and students have neither diminished nor increased greatly. Gifts have been made to some of them, and thus they have been afforded better conveniences and an opportunity to widen the field of instruction and increase the teaching force. The newly established colleges of agriculture in Mississippi and South Carolina have been well attended and are meeting with eminent success. The list of schools of science not endowed with the national land grant has had a few additions. The Case School of Applied Science has been organized at Cleveland, Ohio. The design of its instruction is to give a thorough technical and professional training in the principles of natural and physical science, with their application to the arts. The course of study will be four years in length. One-half of the time will be spent in a careful study of mathematics, chemistry, physics, modern languages, and the methods of scientific research; the other half, in professional studies in some department of applied science. It is yet to be announced in what departments instruction will be afforded. The Ohio Mechanics' Institute, Cincinnati, has taken a forward step during the year by organizing a department of science and arts. Its duties include publishing a quarterly journal of science, providing annually a course of not less than six public lectures on topics of general interest within the scope of the department, holding monthly meetings for the transaction of business and the discussion of scientific questions, and inquiring into and reporting on new and presumably meritorious inventions. The department is divided into special sections for scientific work, each of which has an organization of its own. Sections of chemistry, mechanics, and engineering have been formed, and those of electricity and architecture are contemplated. The journal of the department contains "such of its proceedings, including reports on inventions, papers, and discussions of scientific interest, as may be deemed valuable to the public." The consideration of new inventions is intrusted to a committee of not less than five persons. Evidence of original invention, novelty, and usefulness is required. If the device or discovery seems worthy, the committee may recommend the award of the medal of the Ohio Mechanics' Institute. The society is enjoying a vigorous life and promises to greatly enlarge its field of usefulness.

A series of elaborate agricultural experiments has been undertaken at private expense at Houghton Farm, Orange County, N. Y. This estate was purchased five years ago by Mr. Lawson Valentine, of New York City. It was soon brought to a satisfactory condition as a residence, and then plans for experimental work were made. Dr. Manly Miles was employed as director, and laid out fields suitable for his purpose, supervised their systematic drainage, and visited the best known experimental stations of Europe. Actual work was commenced in the year 1880. Recently the enterprise has been divided into three distinct departments: the farm, the experiment work, and the residence. The intentions of the proprietor with reference to these departments are stated by him, as follows:

(1) That the farming operations be carried on in accordance with the best known methods and under the best possible organization and management, with a view of educating and enlightening others by furnishing valuable examples and results in practical agriculture.

(2) That there be a scientific department devoted to agricultural investigation and experiment, and that such department be of the highest order, so as to command the respect, interest, and coöperation of the leading scientific minds of this and other countries.

(3) That Houghton Farm be a comfortable, healthful, and attractive home for the family of its proprietor and afford large hospitality for friends and guests.

### PHYSICS AND CHEMISTRY.

During the year a circular on chemistry and physics, edited by Prof. F. W. Clarke, B. S., has been widely distributed. It contains a comprehensive view of instruction in these subjects, given in various classes of schools, and was introduced by general re-

marks on the increase of science teaching, the methods of instruction, laboratories, original research, &c. The report was well received and promises to aid in promoting the study of these sciences, which contribute so much to the solution of industrial problems and to the right understanding of familiar operations and phenomena.

Examples of the practical uses to which the principles of each department of physics are applied readily suggest themselves.

The author of a handbook of the Kansas State Agricultural College, issued during the time when Hon. J. A. Anderson, now a member of Congress, was president of the institution, says:

In most of the arts and trades, a knowledge of some branch of physics or chemistry ranks next in usefulness to that of practical English and practical mathematics, and should be taught accordingly. Familiarity with the laws of light and skill in the manipulation of shades and colors have special worth to the painter, frescoer, engraver, and photographer. The mason, builder, and machinist should understand heat, as it acts upon air in the draught of flues and ventilation of houses or in the shrinking and warping of wood, or as it acts upon water, upheaving foundations, disintegrating rock, or furnishing the great motor, steam. Water itself, either as a driving power or as a solving and cleansing agent, has an interest to the artisan equal to the use which he makes of it. Electricity has its special value to the operator, metallurgy to the worker in metals, economic geology and botany to the engineer. As numberless as the vats, laboratories, and furnaces of the industrial world are the combinations of physics and chemistry.

Mr. C. B. Stetson, a writer on technical education, speaking of the industrial value of a knowledge of chemistry, says:

All those persons whose business it is to produce new combinations of matter—such as the farmer, miner, dyer, bleacher, founder, maker of machinery, and numerous others—should have a knowledge of chemistry. Without such knowledge, which is an essential element of skilled labor in these departments of industry, neither rude nor dexterous labor can produce satisfactory results.

Such ideas of the importance of chemistry are of recent origin. A hundred years ago the students of medicine first undertook to apply the elements of this science which now is called upon by them with the utmost frequency. Within the present century only have professorships in colleges been generally established. The rapid spread of the study commenced after the period of brilliant chemical discoveries, which extended over a large part of the first half of this century. When, in 1862, Congress gave land for the promotion of the education of the people in the pursuits and professions of life, chemistry had become recognized as a science touching human industry at many points and found a foothold in all the institutions aided by the national grant. Nearly one-fourth of them have courses designed particularly for the perfecting of students in chemical knowledge. Cornell University has a four years' course in chemistry and physics; Rutgers Scientific School, a short course exclusively for chemistry and a long course in chemistry and agriculture; the Massachusetts Institute of Technology, three courses, four years in length. Other scientific colleges give similar prominence to this science, so that it may be said with truth that endowing schools for practical education by the Government has been a powerful stimulus to the study of chemistry. Professor Clarke, in the circular whose publication has elicited these thoughts, speaks of the study of chemistry and physics in the schools of science as follows:

The scientific schools differ from each other almost as widely as do the colleges. One, for example, is exclusively a school of engineering, in which chemistry and physics are purely incidental studies. Others devote especial attention to giving mechanical training, to mining, or to chemical technology. In nearly all of them applied science, so called, is mainly cultivated, with inorganic and analytical chemistry and general physics as prominent objects of study.

The mental discipline incident to the study of chemistry is of the highest kind, and entitles the science to a prominent place among the branches which make up advanced courses of study. This truth has been recognized by many collegiate institutions, both by giving the science increased attention in fixed courses and by placing it on an equality

with classical and mathematical studies in many instances in which the elective system has been adopted. Original work in the laboratory merits the warmest commendation, as it employs the finest qualities of the intellect. Prof. Henry E. Roscoe has made a forcible presentation of the claims of original research at Owens College, Manchester, England, in which occur the following passages:

In this ordinary course of laboratory work the hand is gradually trained to perform the various mechanical operations; the eye is at the same time taught to observe with care and the mind to draw the logical inferences from the phenomena observed. Habits of independent thought and ideas of free inquiry are thus at once inculcated; no authority besides that of the senses is appealed to, and no preconceived notions have to be obeyed; the student creates for himself his own material for observation, and draws his own conclusion therefrom. If he is inaccurate, either in his manipulation, his observations, or in his conclusion, nature soon finds him out.

### INSTRUCTION IN MECHANICAL ENGINEERING.

The multiplication of courses in mechanical engineering, the improvement of methods of instruction in this department, and the increase of appliances for practical work have been noticeable in schools of science during the present year, as well as in those immediately preceding. The term mechanical engineering is not easily defined. It may be described as the art of designing, constructing, and operating machinery, mill work, steam engines, and other machines. The ample remuneration for such work which manufacturers are willing to give and the popular conviction that our youth may be trained to fill places of usefulness and honorable profit in mills and factories to the advantage of themselves and the nation have originated and nourished the systematic study of all branches bearing upon mechanic arts. In the courses established, modern languages and literature have served to make students acquainted with engineering literature and able to express themselves with correctness and fluency. The sciences have unfolded the laws of natural forces underlying processes and existing in materials. Mathematics has given the rules of calculation; drawing, a skill of eye and hand; and shop practice, familiarity with actual labor accurately performed. How these and other subjects are embodied in the training of the mechanical engineer will appear incidentally in taking a brief view of instruction in this department.

The friends of industrial science and practical education living in Eastern Massachusetts were turning their thoughts as early as 1860 to the establishment of an institute of technology, in which the sciences allied to the occupations of the producing classes should be taught with special reference to their economic value. A school of mechanical engineering was not among those named in the original plan, but the course of study placed at the head of all in the first catalogue of the institute was in this subject. Its studies occupied the last two years of a four years' course, and were embraced under the heads of analytic mechanics, applied mechanics, construction of machines, descriptive geometry, and general studies.

While the Institute of Technology was being organized in Boston, gentlemen of wealth in the central part of the State became convinced of the need of a system of training boys for the duties of an active life "broader and brighter than the popular method of learning a trade and more simple and direct than the so-called liberal education." Through their beneficence the Worcester County Free Institute was founded and enabled to offer an education based on mathematics, living languages, physical sciences, and drawing, and a training for some mechanical pursuit. At the organization of the institute (1868), algebra, geometry, trigonometry, calculus, and mechanics were included in the mathematical studies. French is the modern foreign language most studied. Chemistry was taken more or less throughout the course, while physics and geology received attention. Free hand drawing occupied ten hours a week junior year and two hours a week middle year; mechanical drawing, six hours a week during middle and senior years. A department of design received into it at the middle of junior year students who had exhibited aptness for drawing, and gave them instruction preparatory to

fresco and ornamental painting and the designing of prints. The distinguishing feature of the institute was the method and amount of practice in a machine shop. The shop was a genuine factory, turning off marketable products and employing skilled mechanics for the direction of the students. In it each scholar was obliged to work a fixed number of hours weekly. His advantages over a common apprentice consisted in the rapid advancement from drudgery to skilled labor, the careful distribution of time, constant tuition, and the discipline and culture of drawing and intellectual studies. The original plan has been adhered to substantially to the present time, the amount of drawing and shop practice having been slightly increased. Each student must commence work at 7 in the morning, daily. The training, it is claimed, omits no element necessary to an education in mechanics, and introduces chipping, filing, planing, sawing, milling, &c., in their relations to an actual machine or structure and under the stimulus of the business consequences of inferior workmanship. The course of practical work may be so modified as to give special fitness for either mechanical engineering, civil engineering, drawing, physics, or chemistry, students of mechanical engineering being required to serve an apprenticeship of six months previous to entering the regular three years' course.

In 1868, Edwin A. Stevens, esq., a wealthy citizen of Hoboken, N. J., bequeathed land and a large sum of money for the founding of an "institution of learning." The trustees to whom the disposition of the funds was given determined to establish a school of mechanical engineering and name it the Stevens Institute of Technology in honor of its founder. A single course of instruction was arranged. Mathematics, physics, mechanical drawing, chemistry and metallurgy, French and German, and literature were given places beside mechanical engineering. A faculty of young men was selected to aid in executing the plans of the trustees, and the new field was entered upon with enthusiasm. The institute has grown steadily. In 1875 a mechanical laboratory was established. In it engines, lubricants, building materials, and other structures and substances have been tested. The department of mechanical engineering instructs thoroughly in the various branches of the subject and gives practice to familiarize the student with appliances, processes, and methods necessary to the construction of mechanical design. The workshop course consists of carpenter work and wood turning, millwrighting and steam fitting, machinist work, blacksmithing, moulding and founding, and pattern making. The carpenter work includes the preparation of tools and exercises in planing, sawing, and framing. The instruction in wood turning is upon the care and management of the lathe, the production of definite forms, and the action of woods while being turned. The practice in millwrighting and steam fitting is thorough and complete, as it is in the other departments of actual work. The school has long had a machine and carpenter shop, an iron and brass foundry, and a blacksmith shop. During the past year (1881) a new machine shop has been fitted up and presented to the institute. It is 50 by 80 feet in area and has galleries running along the four sides. An engine near the centre drives two lines of shafting connecting with machine tools. They consist of fourteen lathes of different sizes, two planers, two drill presses, and one milling machine. At the presentation exercises, President Henry Morton spoke of shop practice, as might the heads of other schools or departments of mechanical engineering, in the following words:

We have no idea of allowing our workshop course in any way to displace the valuable instruction of the other departments; but, on the contrary, we intend that it shall render them only more efficient, by making closer their relations to what every student sees to be the object of his course here, namely, the acquirement of the various and extensive knowledge—scientific, mathematical, and practical—which will enable him to grapple successfully with the vast and difficult problems daily presented to the mechanical engineer.

About the year 1869 the Iowa Agricultural College established a course in mechanical engineering. Previously there had been a shop connected with the college; but it was made of service in purely utilitarian work for the college, which was chiefly concerned

with agriculture. While repairs were being made and other work done, the students had opportunities to earn wages and learn the use of tools. On the reorganization of the college, instruction in branches contributing to mechanical knowledge was arranged in a course by itself, which followed closely the agricultural course for a year and a half and then was characterized by special studies in the mechanic arts. The plan has been changed little since. The work in the shop, consisting of a series of exercises such as are involved in the construction of models and simple pieces of apparatus, has become more regular and systematic. It is required for two or three hours a week during freshman, junior, and senior years. Much work is done in the mechanical laboratory during junior year and the study of steam occupies considerable time in senior year.

Although there had been a design to locate a branch of the Illinois Industrial University at Chicago, in which there should be instruction in the mechanic arts, yet a shop was provided at the opening of the university at Champaign in which students learned something of mechanical processes. No regular course of practice was taken and no professor of mechanical engineering appointed until 1870. Training was obtained by constructing parts of machines and by performing work needed by the university. In 1870 Professor Robinson entered upon his duties as professor of mechanical engineering, arranged a course of study and practice, and commenced the equipment of shops. By his advice an engine, a lathe, machine tools, a forge and its accessories, raw material, and other necessaries were provided, and the shop was enlarged. In 1871 a building 128 by 88 feet was erected, in which were a boiler and forge room; a machine shop, furnished with steam engine, lathes, and other machinery; pattern and finishing shop, and shops for carpentry, cabinet work, wood working machinery, paint rooms, printing room, draughting rooms, &c. Over seven thousand dollars' worth of new machines and tools was added to the outfit of the several shops, and the attendance upon this course of instruction rapidly increased, and practice became more systematic. In 1878 a course in mechanical engineering was announced, which has been adhered to closely to the present time. It gives the student practice in five shops which are devoted to (1) pattern making, (2) blacksmithing, (3) moulding and founding, (4) bench work for iron, and (5) machine tool work for iron, respectively. In the first the practice consists of planing, turning, chiselling, and the preparation of patterns for casting. The shop has a complete set of tools, benches, and vises. The common operations of blacksmithing are undertaken in the second shop and those of casting in the third. In the fourth shop there is a course of free hand bench work, and afterward the fitting of parts is undertaken. In the fifth shop all the fundamental operations on iron by machinery are practised. The actual work done is carefully outlined beforehand by drawings; and the designing of machines and their elements is required.

Instruction in mechanical engineering in Cornell University received its chief impulse in 1870, when provision was made by Hon. Hiram Sibley for the erection of a building for the department of mechanic arts. A course four years in length and another three years in length had been arranged at the organization of the university or soon after. Upon the completion of the building and the equipment of its rooms the department was in a condition to supply practical as well as theoretical instruction. A professorship was endowed by the generous benefactor who erected the building and the amount of shop practice gradually increased. The University Register of 1876 speaks of the department of mechanic arts as follows:

> There are now closely connected with the lecture room, in which the *theoretical* side of the mechanic arts is presented, other rooms for the designing and modelling of machinery and workshops fitted with power and machinery for working in wood and metals, in which the *practical* side will be conducted.
>
> The machine shop is to be conducted wholly as a means of instruction, and each student in the department will be required to devote at least two hours a day to work in the shop, so that he will not only get theory and practice combined, but he will also have opportunities to construct and use tools of the greatest precision. Each candidate

for the degree of bachelor of mechanical engineering will be given an opportunity to design and construct some machine or piece of apparatus or conduct a series of experiments, approved by the department, such as promise to be of public utility.

At present the professional studies are pursued chiefly in the fourth year of the course; but experimental mechanics, machine construction, and mill work are studied in the second or third year; drawing and shop practice continue through the course. The studies of the fourth year are mechanism, machine drawing, and mechanics in the first term; designing machinery, steam engine, and practice in the physical laboratory in the second term; and in the third term building materials and construction, field practice, and the use of instruments, the preparation of working drawings, and special study. The shop practice embraces work requiring the use of all hand tools and of the machines ordinarily employed in machine shops.

In 1871 a distinct course in mechanical engineering was announced by the officers of the O'Fallon Polytechnic Institute of Washington University, St. Louis. It extended over two years and was preceded by two years of general scientific study. Its studies included mathematics, descriptive geometry, drawing (through the course), mechanics, physics, chemistry, mineralogy, geology, astronomy, and English studies. A workshop was commenced soon afterward. At the outset its equipment consisted of a lathe, machine tools, carpenters' tools, and benches. It has been supplied from time to time with other tools, until now the admirable and extensive shops of the Manual Training School are at the service of engineering students. Before the opening of this school students had practice in three shops: the carpenters', the blacksmiths', and the machine shop. The carpenters' shop contained work benches, drawers, and tools for twenty students. The blacksmith shop had two forges and the essential tools for forge work. The machine shop contained 10 lathes of various patterns, a scroll saw, a planer, and a gear cutter. Two afternoons a week were assigned for shop practice, and the work thus done did not diminish the intellectual tasks required.

In 1872 the legislature of Minnesota created a college of mechanic arts in the State University. In the next college year a course in mechanical engineering was constituted by giving increased attention in the last year of the civil engineering course to physics, applied mechanics, and machines. In 1875 a beginning in fitting up a shop for the accommodation of students in mechanical engineering was reported. The nucleus of an equipment then existed in the shape of a lathe and accompanying tools. The study of machinery and other branches of mechanical engineering was commenced with junior year. During the present year (1881) shops have been equipped for practice. They are (1) a wood shop, with benches, lathe, and wood working tools; (2) a vise shop, with benches, vises, files, and other "fitting" tools; and (3) a forge shop, with a steam engine of eight horse power, eight forges, anvils, and the necessary forging tools. The prospect of satisfactory results is most gratifying. It is intended to devote the first term to vise work, the second to forge work, and the third to wood work.

A course in mechanical engineering was started at the commencement of the college year in 1872 at the Maine State College of Agriculture and the Mechanic Arts. It was attempted by it to lay a solid foundation in the knowledge of the principles of machinery, and at the same time to make the instruction of practical value by means of problems in construction and design, particular attention being given to drawing. The college has never had shops for instruction, but a room has been fitted up for vise work. In this way students acquire a degree of manual dexterity.

In 1872 the University of Pennsylvania organized a department of science, having courses in (1) analytical and applied chemistry and mineralogy, (2) geology and mining, (3) civil engineering, and (4) mechanical engineering. The courses were identical for two years and distinct for two years. The special studies of the course in mechanical engineering were applied mechanics, machinery, drawing, and descriptive geometry. Visits to machine shops and factories and the examination of models of bridges, roofs, and mechanical structures formed part of the plan of instruction. Recently the course has

been made five years in length. Special attention is given to drawing, first from designs and models and afterwards from calculations, to casting and working in iron, and to making and using machine tools. The cabinet of models now contains representations of various kinds of steam engines, American and foreign machinery, pulleys, shafting and coupling, various products of iron manufacture, and working drawings of constructed machinery. Opportunity for graduate study is afforded.

The school of mechanical engineering of Lehigh University requires two and a half years of professional study of candidates for the degree of mechanical engineer. The degree is also conferred upon graduates of the school of civil engineering who devote a year to the study of stereotomy, thermodynamics, kinematics, metallurgy, machine drawing and construction. The instruction is largely theoretical. Workshop lectures and visits of inspection have been included. The shop instruction does not necessarily involve manual labor and the manipulation of tools, but rather aims to familiarize students with those points in pattern making, moulding, forging, fitting, and furnishing which designers of machinery need to know.

In 1873 the organic law of the Kansas State Agricultural College was revised and numerous industrial departments were created. A carpenter shop was provided and students were furnished with bench room and tools. They were taught the uses and names of tools, required to put them in order and keep them so, and given regular practice in sawing, planing, tenoning, mitring, and house framing, building, and finishing. Useful articles were also made for the college or the student himself. The carpenter shop is now better equipped than in 1873, having separate benches and tools for twenty students in a class, besides machines and tools for finer work. There is also a shop for iron work. The similarity of the instruction in carpentry given at present with that commenced in 1873 is shown by the following recent statement:

On entering the shops all are enrolled as carpenters and take the same first lessons in sawing, planing, and dressing lumber, making mortises, tenons, and joints, and in general use and care of tools. Later, one who chooses a trade is provided with work in the line chosen, while the farmers' course provides for general training in a great variety of operations, rather for ingenuity than for skill. In the full course of a carpenter special instructions are given in the whole range of work, from framing to stair-building. Students are allowed, after attaining sufficient skill, to work upon their own materials, under the advice of the superintendent. All are required to take at least one term of practice in the shop during the first year at college. In iron work instruction is given in ordinary forging, filing, tempering, &c.

No studies directly pertaining to mechanical engineering are taken in the course of study prescribed for all the students of the college. Drawing, mechanics, and civil engineering are the most nearly related.

The professional studies in mechanical engineering in the Massachusetts Institute of Technology had been given in 1873 three years (instead of two as at first) and only one year of the course was devoted exclusively to general study. The direct engineering instruction was then given in three courses: the mathematical, the practical, and the graphical. They were carried on together with the same class. In the practical course the entire attention was given to the application of theory as involved in practice. In the graphical course it was intended to supplement each exercise in theory or practice by a drawing exercise covering the same ground. The instruction was aided by large collections of models of carpentry, masonry and stone cutting, bridges, machines, and mechanisms. The International Exhibition at Philadelphia in 1876 gave a new phase to instruction in mechanical engineering, allying it firmly to shop practice. The lessons then taught by the exhibit of foreign nations, especially Russia, were utilized immediately by those holding a controlling influence in the Institute of Technology. Shops for wood work, forging, founding, and machine tool work were provided. Courses of practice were laid out to be pursued by not only the pupils in the school of mechanic arts, but also by the students of mechanical engineering. This plan was modified somewhat by the introduction of the shop practice mentioned above, and a course adopted varying from the

one now pursued chiefly in being less restricted to technical branches. The present course shows the studies adjudged by good authorities to be essential to the education of a mechanical engineer. It is as follows:

First year: Algebra, geometry, plane and spherical trigonometry, chemistry, qualitative analysis, laboratory work, rhetoric, English composition, English history and literature, French, drawing, military drill.

Second year: Setting of machines, transmission and production of power, kinematics of machines, machine drawing, analytic and descriptive geometry, differential calculus, physics, descriptive astronomy, physical geography, English history and literature, German, pattern and foundry work (shop work), carpentry.

Third year: Combustion of fuel, steam generators and steam engines, machine drawing, machine design, elements of thermodynamics, steam engineering laboratory, integral calculus, general statics, strength of materials, blacksmithing (shop work), physics, lectures and laboratory work, constitutional history, political economy, German, kinematics and dynamics, chipping and filing (shop work).

Fourth year: Machine design, measurement and regulation of power, machine drawing, thermodynamics of steam and other heat engines, pumping engines, hydraulic motors, machines and regulators, abstracts from memoirs, steam engineering laboratory, strength of materials, hydraulics, metallurgy, theory of elasticity, dynamics, building materials, blacksmithing (shop work), engine lathe work (shop work), thesis work.

A course in physics and mechanical engineering was arranged at the opening of Purdue University, La Fayette, Ind., in 1874. In 1878 President White recommended the adoption of the Russian system, the employment of a competent instructor, and the furnishing of the necessary shops. In October, 1879, the school for practical training in mechanics was opened. The shop was placed in the charge of Prof. W. F. M. Goss, a graduate of the department of mechanics of the Massachusetts Institute of Technology. It was fitted to accommodate five students, giving them practice, not in special trades, but in the use of typical hand and machine tools for working in wood and iron and in the elementary principles which underlie mechanical trades. The course is two years in length and includes ten weeks of bench work in wood, twelve weeks of pattern making, ten weeks of bench work in iron, twenty weeks of forging, and eighteen weeks of machine work.

The machinery is driven by steam power from the engine house. The shop contains five benches for wood working, with sets of carpenter tools, a large power turning lathe, scroll saw, and other tools for a large variety of work. The machines, tools, and fixtures for iron work include (1) benches fitted with Parker vises, sets of files, chisels, hammers, hardened steel squares, gauges, calipers, and other tools needed for all kinds of bench work in iron; (2) forges of improved pattern, with air blast furnished by a Sturtevant blower driven by steam power, and all the common smithing tools, such as anvils, hammers, tongs, chisels, &c.; (3) an engine or machine lathe, a machine planer of the best pattern, a vertical drill press, an emery grinder and grindstone, with a supply of small tools: chucks, drills, taps, and dies, and lathe and planer tools, &c.

The Agricultural and Mechanical College of Texas was organized in 1876 and reorganized in 1880. Two courses of study were then laid out, one in agriculture and the other in mechanics. Each was three years in length and included no foreign languages. The mechanical course required drawing and shop work throughout. The shop work of the first year includes elementary constructions in wood with hand tools and practice with wood working machinery; second year, elementary metal working, machine tool work, practical steam enginery, and mill work; third year, work on original designs and experiments and a graduation construction. There are shops for (1) carpenter work, (2) forge work, (3) vise work, (4) machine wood work, (5) machine metal work, and (6) steam enginery. The equipment of the shops cost about $5,000. All work is executed from drawings and must come up to the standard of good workmanship. The progress of the student through the shop practice is described by the professor of mechanical engineering as follows:

Beginning with wood working by hand tools, he will be promoted from that to the use and care of wood working machinery, such as circular and fret saws and the turn-

ing lathe. Then he will be made stock clerk and time keeper; after that take a course of instruction in working of metals with hand tools, such as filing, chipping, and other vise work, erecting of machinery; then be put in charge of the boiler, and from that duly promoted to engineer, to take charge of the engine and power; and from that goes to drilling, boring, turning, screw cutting, and other machine tool work, when he is to begin work on his graduating piece, which is to be made entirely by himself and be a whole or part of the subject treated of in his graduating thesis.

In 1877 the University of Wisconsin established a department of mechanical engineering and equipped a machine shop for practical work. The course of study commences with sophomore year, and is devoted to mathematical, scientific, and practical work, to the general exclusion of literary and linguistic branches. Ten hours a week of shop work are required. The instruction is conducted upon a system combining training in elementary and fundamental processes with the construction of machines and the performance of profitable labor. The shop is a well lighted room, 38 by 40 feet in area and 14 feet in height, and contains the most approved tools and machinery. The motive power is furnished by a 30 horse power steam engine.

In 1878 a gentleman was called to the chair of physics and mechanics in the Ohio State University who was especially interested in mechanical engineering. Up to that time physics had received attention to the exclusion of mechanics. Then a course in the latter subject was instituted, in which were included mechanism, machine drawing and designing, thermodynamics, prime movers, machinery, mill work, strength of materials, and laboratory practice. The mechanical laboratory was not in shape for use until 1880 and seems to be equipped simply as a workshop. It is said to "contain all the machinery now necessary to the practical training of young men fitting themselves for the work of the mechanical engineer." It occupies a building admirably arranged for the proper location within it of work benches, vises, and machinery. The practice in the mechanical laboratory is had during sophomore year and consists mostly of exercises in the use of common tools. Fourteen students have taken the course during the past fall term.

In 1881 the University of Michigan availed itself of the provision of Congress allowing engineers in the Navy to be detailed as professors in colleges. It thus secured the services of a gentleman qualified to oversee the establishment of a department of mechanical engineering as well as to instruct in the branches specially contemplated in the statute under which the professor was assigned. The act of Congress provided—

That, for the purpose of promoting a knowledge of steam engineering and iron shipbuilding among the young men of the United States, the President may, upon the application of an established scientific school or college within the United States, detail an officer from the Engineer Corps of the Navy as professor in such school or college: *Provided*, That the number of officers so detailed shall not at any time exceed twenty-five, and such details shall be governed by rules to be prescribed from time to time by the President: *And provided further*, That such details may be withheld or withdrawn whenever, in the judgment of the President, the interests of the public service shall so require.

The State has appropriated $2,500 for a mechanical laboratory in connection with the department of engineering, and it has been decided to expend the sum in erecting and equipping a shop for practice in the mechanic arts. The department of engineering is now fully organized by the provision of courses in civil, mining, and mechanical engineering.

### MANUAL TRAINING SCHOOLS.

A school of mechanic arts was founded at Boston, Mass., in August, 1876, by a vote of the corporation of the Massachusetts Institute of Technology. In a recent article on the manual element in education, Prof. J. D. Runkle, LL. D., says:

This school, in which special prominence is given to *manual* education, has been established for those who wish to enter upon industrial pursuits rather than to become scientific engineers. It is designed to afford such students as have completed the ordinary grammar school course an opportunity to continue the elementary, scientific, and literary

studies, together with mechanical and free hand drawing, while receiving theoretical and practical instruction in these various arts, including the nature and economic value of the materials with which they deal. Nine hours per week — three lessons of three hours each — of the students' time are devoted to shop work, and the balance to drawing and other studies, only one shop course, except in the case of special shop students, being carried on at a time.

The plan of shop work is similar to that of the imperial technical school at Moscow, Russia. The studies, outside of the shops, are, for the first year, algebra to equations of the second degree, plane geometry, mechanical drawing, and English composition; for the second year, algebra, physics, mechanical drawing, and English composition. The mechanic art courses are as follows: In *wood:* (1) carpentry and joinery; (2) wood turning; (3) pattern making. In *iron:* (1) vise work; (2) forging; (3) foundry work; (4) mechanical tool work.

The wood working shop is 50 by 20 feet in area. At one end of the room 16 lathes are arranged on two long benches, so that there are four lathes on each side of each bench. Beneath the lathes are drawers for tools. At the other end of the room carpentry and joinery benches are placed. In the middle are saws for cutting lumber to desired dimensions. The machine tool shop contains 16 engine lathes, 4 speed lathes, and a milling machine. The vise shop contains 4 heavy benches, with 32 vises attached. This gives a capacity for teaching 128 students the course every 10 weeks, or 640 students in a year of 50 weeks. The forge shop has eight forges. The foundry has 16 moulding benches, an oven for core baking, and a blast furnace of one-half ton capacity.

Mr. Thomas Foly, who is in charge of the forging, vise work, and machine tool work, says:

The plan here is to give to the student the fundamental principles in such lessons as will teach them most clearly and give practice enough in the shortest time to acquire a knowledge of the different kinds of tools and various ways of using them. For instance, if a man can make a small article in iron, steel, or any other material perfectly by such methods, he can make it of larger proportions with the additional time and help required for such an undertaking. The same in degrees of heat required for fusing or welding metals: if he can do it well in a lesser degree, he can certainly do so in a greater, with the additional facilities.

After nearly five years' experience in the workshops in my charge, with the valuable suggestions of the professors so much interested in the success of the school, we find the best results in the time allowed accomplished by the method now in use in the institute workshops, viz, three lessons per week of three hours each. The time is just sufficient to create a vigorous interest without tiring; it also leaves a more lasting impression than by taxing the physical powers for a longer period. We have tried four hours a day, and find that a larger amount of work and of better quality can be produced in the three hour lessons.

The Manual Training School of Washington University, St. Louis, which was described in my last annual report and a short account of which may be found in the appendix, has had a year of gratifying prosperity.

### INDUSTRIAL SCHOOL FOR MINERS AND MECHANICS.

A school of a grade hardly as high as that of manual training schools was opened in May, 1879, at Drifton, Pa., for the instruction of young miners in subjects immediately relating to their work. The instruction is given in the evening, except when mining operations are suspended. Then pupils are expected, but not compelled, to attend from 9 to 12 o'clock A. M. and from 2 to 5 o'clock P. M. The usual length of evening sessions is two hours. Preparatory, junior, and senior classes are organized, and an advanced expert class is planned. The pupils of the preparatory class pursue the common English branches, algebra to evolution, free hand and mechanical drawing, and geometry, with particular reference to its relations to drawing. Object lessons are given frequently, as they are found serviceable in awakening dormant faculties. The junior studies continue in the same line. The elements of book-keeping are taught with a special view to the pupil's improvement in penmanship and arithmetic. Algebra and

geometry are supplemented by trigonometry, mensuration, and analytical geometry. A course in geometrical projection aims to give the pupil facility in drawing any figure in plan elevation or section, both with instruments and by free hand. Natural philosophy and elementary mechanics are attempted. Chemistry is taught, that the pupils may become acquainted with the names, properties, and combining proportions of the most important elements, particularly with those which enter into the composition of the common minerals. Simple chemical tests for minerals are undertaken. The instruction in mineralogy and lithology is confined to the more generally occurring minerals and rocks, and those of most immediate interest. The aim of the junior studies is to lay a thorough foundation in mathematics and drawing for subsequent instruction. The studies of the senior year are chiefly in drawing, mining, and preparation of products. The work in drawing includes the elements of construction in wood, stone, and metal, the making of working drawings, and the design of simple structures and machines. Mining includes (1) the useful minerals and metals, their occurrence and the methods of exploration; (2) the various means employed for the extraction of ores; (3) opening and laying out mines; (4) methods of exploitation; (5) maintenance of mines in good order; (6) transportation; (7) drainage; (8) ventilation; (9) mine surveying and mapping; (10) accidents and their prevention; (11) accounts, contracts, and estimates; and (12) hygiene of mines and remedies in case of injuries. The instruction is entirely free, and the effects of the school are seen in the improved manners and morals of the pupils. They are earnest in study and aspire to become competent foremen. Effort is made to have them perform intelligent labor while pursuing their studies, that their senses may not be blunted and that their surroundings may furnish objects illustrating subjects of study and stimulating thought and inquiry about them.

## ROYAL AGRICULTURAL HIGH SCHOOL AT BERLIN.

The following is an abstract of two publications[1] received by the Bureau of Education from Berlin containing accounts of the recently established agricultural high school:

### ESTABLISHMENT OF THE SCHOOL.

While the establishment of an agricultural institution at Berlin was suggested as early as the year 1847, the idea of founding an agricultural museum was not conceived until the year 1860, and decisive steps were not taken until 1867, the year of the Paris International Exposition. This exhibition, at which German agriculture was prominently represented, induced the Prussian government to grant the necessary means for the establishment of a museum. Numerous and valuable donations were received from foreign and German exhibitors at Paris, and a fair beginning was made towards the establishment of a great institution. On the 19th December, 1867, the Prussian Diet authorized the government to purchase a suitable site for the erection of a building. Several years passed before a suitable site was agreed upon, and it was not until 1876 that the building was commenced under the superintendence of the royal architect, Tiede. The magnificent structure was completed in 1881 and cost 2,527,000 marks ($601,426). Until the completion of the building the museum and the agricultural high school were under separate control, the school being considered an annex to the university. On the 14th February, 1881, the two institutions were united by royal decree, and both are at present known under the name of "agricultural high school" (landwirthschaftliche Hochschule).

By ministerial decree of May 27, 1881, the school is placed under the jurisdiction of the minister of agriculture and forestry. The minister appoints a board of curators, who represent him in the management of the school. The staff of professors consists of a rector, elected every year by the professors and approved by the ministers, and a num-

[1] Die königliche landwirthschaftliche Hochschule zu Berlin and Auszug aus dem provisorischen Statut der königlichen landwirthschaftlichen Hochschule in Berlin.

ber of professors appointed by the minister of agriculture. The present number of professors is 31 and the number of assistant professors 6. The rector for the school year 1881–'82 is the privy councillor, Prof. Dr. Landolt.

COURSE OF INSTRUCTION.

The following is the course of instruction for the school year 1881–'82:

(1) *Agriculture, forestry, horticulture, and agricultural machines.*

Introduction to agricultural studies; history and literature of agriculture; notions of scientific agriculture; agricultural valuation; general notions of agriculture; cultivation of plants; knowledge of the soil; practical exercises in the agronomic laboratory; manures; horticulture; feeding; general notions of breeding; cattle breeding; horse breeding; sheep breeding and knowledge of wool; hog breeding; dairying; practice in the agricultural seminary; agricultural excursions; forest culture; exploration of forests; knowledge of forest soil; protection of forests; administration of forests; agricultural accounts; mechanics and general theory of machine construction; descriptive machine construction; knowledge of agricultural machines; technical drawing.

(2) *Natural sciences.*

*Botany and the physiology of plants.*—Anatomy, morphology, and the history of the development of plants in connection with microscopic demonstrations; microscopic course for more advanced students, with special reference to the diseases of plants; experiments in the botanical institute; systematic botany, with special reference to agricultural, forest, and medicinal plants; agricultural and forest botany, connected with excursions; fruits and seeds, with special reference to adulteration of the same; adulteration of food and feed; microscopic exercises in technical botany; experimental physiology of plants; review of the physiology of plants; diseases of plants; practical exercises in the physiological laboratory; history of the development of the mushroom; history of the development of algæ.

*Chemistry and technology.*—Inorganic experimental chemistry; organic experimental chemistry; chemical analysis; chemistry and technology of the manufacture of beet sugar; progress in the manufacture of beet sugar; practice in the laboratory of the association for beet sugar industry in Germany; chemistry as relating to brewing, distilling, &c.; progress in the manufacture of alcohol and yeast; practical exercises in the laboratory and experimental distillery of the association of alcohol manufacture in Germany.

*Mineralogy, geology, and geognosy.*—Mineralogy; geognosy and geology; the knowledge of the soil; demonstration in the mineralogical museum; geognostic excursions.

*Physics and meteorology.*—Experimental physics; meteorology; practice in the use of meteorological and other physical instruments; physical geography.

*Zoölogy and physiology of animals.*—Zoölogy and comparative anatomy of vertebrates; demonstrations in the zoölogical collection; vertebrates which are useful in agriculture and those which are not; zoölogical excursions; review of physiology of animals; practice in the physiological laboratory; agricultural entomology; entomological excursions.

(3) *Administrative and legal science.*

National economy; German imperial and Prussian law, with special reference to agricultural legislation.

(4) *Veterinary surgery.*

Anatomy of domestic animals, with demonstration; statistics of diseases of domestic animals and their cure; diseases, especially internal, of domestic animals; horseshoeing, with demonstrations and practical exercises.

(5) *Erection and improvement of buildings, roads, &c.*

Agricultural roads and hydraulic constructions; excursions for the purpose of examining roads and other agricultural constructions; practical exercises in surveying, irrigation, and drainage.

STUDENTS.

The students are divided into three classes: regular or matriculated students, non-matriculated students, and visitors (Hospitanten). To be admitted as regular student the candidate must prove that he has completed the course of the six lowest classes of a German secondary school. Non-matriculated students and visitors can only be admitted by decision of the conference of professors. Only the regular students are admitted to

the graduation examination. The students may select their own course. The tuition fees amount to 200 marks (about $50) a year. The fees in the various laboratories range from $4 to $10 a year for regular students and from $10 to $30 for visitors.

The following are the auxiliaries of the school: (1) The botanical institute, (2) the physiological institute, (3) the collection of vegetable plants, (4) the zoölogical collection, (5) the zoötechnical institute, (6) the laboratory of animal physiology, (7) the mineralogical institute, (8) the agronomic institute, (9) the chemical laboratory, (10) the laboratory for beet sugar industry, (11) the experimental station of the association for alcohol manufacture, (12) the physical cabinet, (13) the collection of machines and implements, (14) the library.

TABLE XI.—SCHOOLS OF THEOLOGY.

The following is a comparative statement of the number of schools of theology (including theological departments) reporting to this Bureau each year from 1871 to 1881, inclusive, with the number of professors and number of students:

| | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | 1881. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| No. of institutions | 94 | 104 | 110 | 113 | 123 | 124 | 124 | 125 | 133 | 142 | 144 |
| No. of instructors | 369 | 435 | 573 | 579 | 615 | 580 | 564 | 577 | 600 | 633 | 624 |
| No. of students | 3,204 | 3,351 | 3,838 | 4,356 | 5,234 | 4,268 | 3,965 | 4,320 | 4,738 | 5,242 | 4,793 |

*Statistical summary of schools of theology.*

| Denomination. | Number of schools. | Number of professors. | Number of students. |
|---|---|---|---|
| Roman Catholic | 21 | 130 | 1,106 |
| Baptist | 18 | 70 | 844 |
| Protestant Episcopal | 18 | 69 | 300 |
| Presbyterian | 16 | 84 | 650 |
| Lutheran | 16 | 50 | 493 |
| Methodist Episcopal | 12 | 52 | 380 |
| Congregational | 11 | 60 | 353 |
| Christian | 6 | 12 | 126 |
| Reformed | 4 | 14 | 51 |
| United Presbyterian | 3 | 8 | 69 |
| Universalist | 2 | 12 | 34 |
| Unsectarian | 2 | 10 | 74 |
| Free-Will Baptist | 2 | 8 | 54 |
| Methodist Episcopal South | 2 | 7 | 88 |
| German Methodist Episcopal | 2 | 7 | 20 |
| Cumberland Presbyterian | 2 | 6 | 35 |
| Unitarian | 1 | 7 | 12 |
| Reformed (Dutch) | 1 | 5 | 45 |
| United Brethren | 1 | 4 | 22 |
| New Church | 1 | 4 | 6 |
| Methodist Protestant | 1 | 3 | 18 |
| Brethren | 1 | 2 | 3 |
| African Methodist Episcopal | 1 | ..... | ..... |
| Total | 144 | 624 | 4,793 |

TABLE XI.—*Summary of statistics of schools of theology.*

| States. | Number of schools. | Corps of instruction. | Endowed professorships. | Students. | | | | Libraries. | | Property, income, &c. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Present number. | Resident graduates. | Present students who have received a degree in letters or science. | Graduates at commencement of 1881. | Number of volumes. | Increase in the last school year. | Value of grounds and buildings. | Amount of productive funds. | Income from productive funds. |
| Alabama | 3 | 4 | ..... | 58 | ..... | ..... | 3 | 2,000 | 400 | $17,000 | ..... | ..... |
| California | 3 | 14 | 2 | 15 | 1 | 2 | 7 | 11,340 | 2,250 | 104,000 | $80,000 | $2,770 |
| Colorado | 1 | 4 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Connecticut | 3 | 28 | 11 | 157 | 8 | 141 | 24 | 34,290 | 2,342 | 515,000 | 307,756 | 27,659 |
| Georgia | 2 | 2 | ..... | 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Illinois | 16 | 63 | 18 | 431 | 23 | 121 | 65 | 42,000 | 1,141 | 481,000 | 728,523 | 33,421 |
| Indiana | 3 | 10 | ..... | 79 | ..... | 14 | 26 | 100 | 100 | ..... | ..... | ..... |
| Iowa | 4 | 9 | 3 | 51 | ..... | 1 | 5 | 250 | 50 | 14,049 | 38,611 | 3,275 |
| Kansas | 1 | 2 | ..... | 2 | 0 | ..... | 2 | 3,550 | 0 | 25,000 | 0 | 0 |
| Kentucky | 5 | 21 | 1 | 190 | 3 | 16 | 7 | 29,100 | 350 | 95,000 | 532,545 | 35,407 |
| Louisiana | 4 | 5 | ..... | 68 | ..... | ..... .. | 1 | ..... | ..... | ..... | ..... | ..... |
| Maine | 2 | 9 | 5 | 45 | ..... | 14 | 14 | 18,700 | 300 | 100,000 | 193,000 | 15,080 |
| Maryland | 5 | 31 | ..... | 334 | ..... | 15 | 4 | 74,144 | 2,045 | 95,000 | ..... | ..... |
| Massachusetts. | 7 | 50 | 18 | 258 | 16 | 160 | 92 | 80,252 | 102 | 656,835 | 1,537,736 | 92,004 |
| Michigan | 2 | 7 | 2 | 49 | 3 | 7 | 3 | 2,000 | 200 | ..... | 55,000 | 3,700 |
| Minnesota | 3 | 28 | ..... | 69 | ..... | ..... | 3 | 1,000 | ..... | 25,000 | ..... | ..... |
| Mississippi | 2 | 5 | ..... | 23 | 1 | ..... | 1 | 1,800 | 200 | 25,000 | ..... | ..... |
| Missouri | 3 | 12 | ..... | 153 | 3 | ..... | 2 | 10,200 | ..... | 60,000 | 40,000 | ..... |
| Nebraska | 2 | 2 | 1 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | 5,000 | 500 |
| New Jersey | 5 | 40 | 14 | 306 | 7 | 220 | 76 | 92,296 | 1,462 | 949,000 | 1,490,903 | 77,820 |
| New York | 14 | 69 | 33 | 674 | 7 | 179 | 107 | 124,324 | 4,762 | 1,280,000 | 2,392,912 | 145,491 |
| North Carolina | 4 | 10 | ..... | 68 | ..... | 8 | 2 | 2,800 | 75 | 13,000 | ..... | ..... |
| Ohio | 13 | 40 | 10 | 274 | 28 | 90 | 66 | 38,930 | 145 | 713,867 | 345,776 | 40,126 |
| Pennsylvania | 14 | 67 | 23 | 475 | 6 | 177 | 89 | 94,700 | 330 | 573,870 | 1,345,628 | 79,753 |
| South Carolina | 3 | 4 | ..... | 69 | ..... | ..... | ..... | 21,595 | 100 | 55,000 | ..... | ..... |
| Tennessee | 7 | 35 | 5 | 259 | 7 | 8 | 21 | 2,864 | ..... | 50,000 | 2,500 | 1,500 |
| Texas | 2 | 3 | 0 | 26 | ..... | 0 | ..... | 500 | 300 | ..... | ..... | ..... |
| Virginia | 4 | 16 | 10 | 171 | 1 | 21 | 39 | 25,000 | 300 | 80,000 | 223,000 | 14,000 |
| Wisconsin | 5 | 29 | 1 | 284 | ..... | 15 | 58 | 14,167 | 192 | 203,250 | 74,000 | 200 |
| District of Columbia. | 2 | 5 | 1 | 78 | ..... | ..... | 6 | 1,900 | ..... | 40,000 | 25,000 | ..... |
| Total | 144 | 624 | 158 | 4,679 | 114 | 1,209 | 722 | 729,802 | 17,146 | 6,170,871 | 9,417,890 | 572,706 |

A Hebrew summer school was organized in the summer of 1881 by William R. Harper, professor of Hebrew in the Baptist Union Theological Seminary. It held its sessions at Morgan Park, Ill., during the months of July and August and enrolled 22 students.

This school was organized to meet the wants of the following classes of persons:

(1) Ministers, or persons about to enter the ministry, who cannot avail themselves of the opportunities afforded by a theological seminary, and yet desire to gain a knowledge of the Hebrew language. (2) Ministers who have some knowledge of the Hebrew, yet find the language of little advantage to them because of its "strangeness." (3) Ministers and students, more advanced in the language, who wish to pursue their studies

further and to gain a greater familiarity than is possible in the time which is devoted to it in the regular theological course.

The following points were made prominent in the work of the summer school:

(1) The almost exclusive use of the inductive method in imparting grammatical instruction. (2) The particular attention paid to translating at sight. (3) The importance attached to the memorizing of those words which are of most frequent occurrence.

### TABLE XII.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1870 to 1881, inclusive, with the number of instructors and number of students:

| | 1870. | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | 1881. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of institutions | 28 | 30 | 37 | 37 | 38 | 43 | 42 | 43 | 50 | 49 | 48 | 47 |
| Number of instructors | 99 | 129 | 151 | 158 | 181 | 224 | 218 | 175 | 196 | 224 | 229 | 229 |
| Number of students | 1,653 | 1,722 | 1,976 | 2,174 | 2,585 | 2,677 | 2,664 | 2,811 | 3,012 | 3,019 | 3,134 | 3,227 |

TABLE XII.—*Summary of statistics of schools of law.*

| States. | Number of schools. | Corps of instruction. | Students. | | | Libraries. | | Property, income, &c. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Present number. | Present students who have received a degree in letters or science. | Graduates at the commencement of 1881. | Number of volumes. | Increase in the last school year. | Value of grounds and buildings. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. |
| Alabama | 1 | 3 | 20 | 10 | 13 | ..... | ..... | ..... | ..... | ..... | ..... |
| California | 1 | 3 | 187 | 40 | ..... | ..... | ..... | ..... | $100,000 | $7,000 | $1,500 |
| Connecticut | 1 | 14 | 68 | 34 | 31 | 8,000 | ..... | ..... | 10,000 | 564 | 6,785 |
| Georgia | 2 | 9 | 6 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| Illinois | 3 | 14 | 156 | 25 | 47 | ..... | ..... | ..... | ..... | ..... | 7,180 |
| Indiana | 2 | 11 | 72 | ..... | 4 | ..... | ..... | ..... | ..... | ..... | ..... |
| Iowa | 3 | 10 | 163 | 40 | 88 | 2,807 | 192 | ..... | ..... | ..... | 7,052 |
| Kansas | 1 | 2 | 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 325 |
| Kentucky | 2 | 8 | 45 | 10 | 25 | ..... | ..... | ..... | ..... | ..... | 2,000 |
| Louisiana | 2 | 8 | 63 | ..... | 9 | 26,000 | ..... | $10,000 | ..... | ..... | 3,000 |
| Maryland | 1 | 4 | 60 | 30 | 33 | ..... | ..... | 25,000 | ..... | ..... | ..... |
| Massachusetts | 2 | 24 | 307 | 151 | 50 | 19,000 | 1,000 | ..... | 56,133 | 4,930 | 22,268 |
| Michigan | 1 | 5 | 395 | 65 | 145 | 6,000 | ..... | ..... | ..... | ..... | 16,500 |
| Mississippi | 1 | 6 | 18 | ..... | 16 | 1,000 | ..... | ..... | ..... | ..... | 650 |
| Missouri | 2 | 13 | 119 | 32 | 37 | 3,343 | 45 | 30,000 | 10,000 | ..... | 6,080 |
| New York | 4 | 23 | 650 | 279 | 144 | 14,105 | 233 | 20,000 | ..... | ..... | 57,000 |
| North Carolina | 3 | 6 | 27 | ..... | 5 | 1,200 | ..... | ..... | ..... | ..... | ..... |
| Ohio | 1 | 8 | 127 | 33 | 64 | 2,094 | 250 | ..... | ..... | 6,000 | 6,237 |
| Pennsylvania | 2 | 5 | 141 | 47 | 49 | 300 | ..... | ..... | ..... | ..... | 9,000 |
| Tennessee | 3 | 12 | 102 | 14 | 50 | 800 | ..... | ..... | ..... | ..... | 8,340 |
| Virginia | 3 | 8 | 151 | ..... | 44 | ..... | ..... | ..... | ..... | ..... | 600 |
| West Virginia | 1 | 1 | 11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Wisconsin | 1 | 7 | 52 | 9 | 34 | 1,366 | ..... | ..... | ..... | ..... | ..... |
| District of Columbia | 4 | 25 | 272 | 30 | 43 | 214 | 14 | 20,000 | ..... | ..... | 4,127 |
| Total | 47 | 229 | 3,227 | 849 | 932 | 86,229 | 1,734 | 105,000 | 176,133 | 18,494 | 158,644 |

The schools of law seem to have decreased in number and increased slightly in attendance. Their work is of much interest to the public. The legislative affairs of the States and nation are greatly influenced, if not controlled, by lawyers; the judicial functions of the Government are performed by them. They advise not only in the concerns of state, but also in matters of business and family life. Their relation with the rights and duties of all is so intimate that the interests of every citizen are affected by the manner in which they are prepared for their profession. As was said by Hon. Dorman B. Eaton some years ago: "Every citizen, however exalted or however humble, however rich or however poor, has a deep interest in extending the knowledge of the laws and in raising the character and enlarging the attainments of those who practise or preside in the tribunals of justice."

The objects of the true school of law are to give its pupils familiarity with existing law, an understanding of the principles on which it rests, a knowledge of the events and causes which have moulded it into its present shape, and a comprehension of its relations to public affairs and private life. It has been questioned whether the educational sentiment of our colleges is such as to uphold the extension and elevation of courses of professional study. Prof. C. C. Langdell, of the Harvard Law School, argues that ideas unfavorable to thorough professional training have been received from English universities and adopted by American colleges. Among them, he enumerates the following:

That professional learning or professional knowledge (as it would rather be called) is a thing to be "picked up" by degrees and acquired by experience and practice, like the knowledge of any ordinary business or pursuit; that one's professional eminence will depend (ceteris paribus) upon his academic education and upon his opportunities for practising his profession rather than upon the amount of time and labor that he devotes to regular and systematic professional study; that professional learning is pursued solely for the profits and emoluments which it brings, and that these will cause it to be pursued with sufficient eagerness; that the public has no interest in increasing the number of doctors and lawyers, and, though it has an interest in improving their quality, yet that object, so far as it depends upon professional study, will be best secured by the principle of competition.

Doubtless the eagerness of young men to enter upon active life and the opinion of many of the members of the bar are more influential in limiting the instruction of the law school than ideas inculcated by our colleges. Yet against all the feelings and circumstances that oppose them many schools of law strive to make their requirements for admission as high as practicable and their course of study as long and comprehensive as the sentiments of the community in which they exist will sanction. The University of Michigan does not advocate the requirement of the completion of a college course by those who apply for admission to its department of law, but its acting president says in his last report: "The professional schools cannot be excused for admitting students without respectable preparation." Persons intending to study law in Boston University "are earnestly recommended to complete a course of liberal studies in some college before entering." The admission of applicants who are candidates for a degree in Columbia College (New York) Law School is regulated by the following rules:

All graduates of literary colleges are admitted without examination. Other candidates must be at least eighteen years of age and have received a good academic education, including such a knowledge of the Latin language as is required for admission to the freshman class of the School of Arts.

Soon after the adoption of these rules President F. A. P. Barnard said:

Though the institution of the entrance examination has had the effect to reduce the attendance, it has undoubtedly improved its character and has thus been beneficial to the school. The requisitions for admission are placed so low that the candidate who is excluded by them can hardly possess a degree of mental culture sufficient to justify his attempting the study of a learned profession; nor is he likely to do credit to the school, either as a student or as a graduate.

The methods of instruction employed in law schools include recitations, lectures, and moot courts. The tendency is now to give recitation an increasingly important place. The instruction of the Columbia College Law School is imparted by a system of ques-

tions, expositions, and dictations, excluding, in the main, lectures in the ordinary sense. A daily recitation and examination are held in the leading branches of the course at the School of Law of Boston University. The lecture system is still maintained, and a large part of the instruction given in that way. Hon. William G. Hammond, LL.D., dean of the St. Louis Law School, thinks that the full benefit of lectures is attainable only by exceptional trained intellects, and that the receptive state of mind in which a class must be during their delivery is unfavorable to mental discipline and activity of thought. He would, however, unite lectures with recitations. The authorities of the Union College of Law, at Chicago, say:

Experience has taught us that the recitation system, in which each student is examined daily or oftener in the presence of his class, with the advantage of mutual criticism and free inquiry by his associates and corrections by the professor, with the stimulus of a generous emulation and desire to excel, is a more effectual method of imparting a thorough and accurate knowledge of legal principles than any system of mere oral instruction by lectures.

Moot courts form a part of the approved routine of law schools. They were abolished a few years since as a stated exercise in Harvard Law School, but when the professors expressed a readiness to hold them four courts were organized. The object in view is to give students an opportunity to become familiar with the practical side of the lawyer's work in conducting cases in court. Pleadings, arguments, and motions are made and the forms of judicial procedure are observed. Perhaps the most valuable service of the moot court is to induce the student to investigate with great thoroughness a particular point in law, as he will be obliged to do in actual practice, to discover the relation which it has to others, the analogies between his case and similar cases in the reports, and to anticipate objections and prepare answers for them. As it is valuable for attorneys to add to a general knowledge of law a complete mastery of special branches, so it is well for a student to have learned thoroughly the principles that govern the law in its application to some individual cases. The exercises of moot courts are esteemed so highly by the faculty of the School of Law of Boston University that "it is purposed to require hereafter, as a condition for promotion to the degree of bachelor of laws, a participation by each candidate in at least two moot courts during the last year."

In an address delivered upon his resignation of the chancellorship of the law department of the State University of Iowa, Hon. William G. Hammond, LL.D., summed up his hopes for the future of American law schools in the following points:

First, that more attention may be given to the method of teaching law, so as to bring our schools, in this respect, more nearly on a level with those in which the other parts of a liberal education are taught. * * *

Second, that the relation of theory to practice will be better understood, so that teachers and students alike will neither make the mistake of relegating practice to the offices as something unfit for school study, nor of neglecting theory as something unlikely to be of practical use. * * *

Third, this can only be done by the use of such helps as have been found most efficient in other schools, and especially by the use of text books exactly adapted to their purpose and brought fully up to the latest standard both of theory and practice. * * *

Fourth, in such text books we may reasonably expect to be free from the vapid generalities which in so many of our present books pass for the philosophy of law, and the wearisome repetition of stale and abandoned theories, such as have made the very name of theory unwelcome to many a student. In their place we shall have a theory of law which answers to the actual facts and satisfies the mind of the present age. * * *

Fifth and lastly, I base my hopes for the future very largely upon that remarkable change in human thought which, under the somewhat vague title of the historical method, has done so much within a generation or two for the whole circle of moral sciences. * * * We may expect to see the attorney's manuals weeded of the constant references to a past condition of things which are now necessary to explain the facts and even the language of to-day. In their place, we may hope, will come a clear and satisfactory study, once for all in the course of every school, of the history of the common law, tracing the growth and development of its institutions and principles from the forests of Germany, through the events of fifteen hundred years, down to the form which they take in our own day and country, and thus laying the most firm and rational basis for the settlement of its disputed questions, the clearing up of its dark places, the entire study and practice of the law of our own land.

Strict requirements of candidates for degrees and for admission to the bar tend to promote thoroughness in preparation. The nature of man is such that he will exert himself most intensely only under a present necessity. It is necessary that a lawyer should prepare himself thoroughly for his profession; yet the stimulus of distant rewards and the application of mind due to interest in the study of law may be increased by the immediate necessity of passing an exhaustive examination. Whether it be conducted by the faculty of a school of law or by officers of a court and whether it be for a university degree or for a license to practise, its effects are similar. In any case the candidate is certified to the public by recognized judges as fit to render service to clients in legal questions and controversies. An English writer has said:

Formerly barristers were very much like bullion, which the public had to assay for themselves; but when they are to be sent out in the form of coin there must be no doubt as to the quality of the gold. Any other result would be derogatory to the dignity of the profession and must be guarded against in every possible way by the most stringent provisions, the most inflexible rules, the most unqualified restrictions, and the most peremptory requirements and prohibitions.

Hon. Dorman B. Eaton, LL. D., in an address on the public relations of the legal profession, said:

If there are any merchants, manufacturers, farmers, or honest people of any sort who wish that examinations for the bar shall become mere farces, who desire to increase the number of cunning and conscienceless promoters of quarrels, who want no guarantee of honesty or capacity, when, beyond the sphere of personal acquaintance, they are compelled to trust their property and their characters to strange attorneys, then let all such persons at once join hands with those unworthy persons at the bar and beyond the bar who desire every barrier and every responsibility removed. * * * If, on the other hand, the people are interested in having only such a selected number of practising lawyers as are really needed for honest purposes; if the exercise of a lucrative public function, by special privilege and the certainty that those admitted to the bar are to fill the seats of justice, cause lawyers above all others to be justly amenable to stern tests of character and attainments, * * * then why should not all worthy people unite and make and sternly enforce adequate laws for securing what the public welfare demands?

Admission to the bar is the subject of a carefully prepared article published recently in the American Law Review by Hon. Francis L. Wellman. I take from it the following quotations:

The system of legal study is governed almost exclusively by the system of examination that admits to the bar. * * * It may be argued that of themselves examinations are a direct evil, since they encourage a system of cramming and bad habits of study; as Wolfe said, "*Perverse studet qui examinibus studet.*" Such arguments in some cases may have weight, but in the law they should be directed, not against the examinations themselves, but against the practice that prevails in most States of making the examinations the only test. It is to remove the temptation to cram that we have so strongly urged the adoption of a definite term of pupilage and the other precautionary measures already dwelt upon.

Of law school privileges he says:

The advantages afforded by law schools for acquiring a comprehensive knowledge of the law are now very generally appreciated by the profession and the public. There is no better preparation for the bar, in our opinion, than that afforded by a two or three years' course at a good law school, supplemented by a third or fourth year in an office of a practising lawyer; and it is a matter of surprise that, while there has been a strong movement in many of the States for raising the standard of qualification for admission to the profession, it has never appeared to be in any degree the aim of the movement either to support and strengthen the schools or even to make use of them in the furtherance of the objects in view. Certainly the time well spent in any respectable law school, as proved by passing its examinations, should count towards admission to the bar in any State like time spent in an office.

Of the requirements for admission to the bar in the several States, he says:

Fifteen out of thirty-eight require a definite term of pupilage, but differ widely as to the proper length of this term. In fifteen States the diploma of certain law schools is recognized and accepted in lieu of the public bar examinations; these privileges are, in

most cases, confined to the schools situated within the State or county limits, a strange inconsistency. In but six of the number is any value given to the degree of bachelor of arts. Seven of the list prescribe a definite course of study, on which the examinations are based; this requirement is usually intended to take the place of a definite term of pupilage; not so in Pennsylvania and Oregon, however. New Hampshire alone esteems the examiners' labor worthy of compensation. Pennsylvania and Delaware are conspicuous as requiring a preliminary examination in Latin and on all the branches of a common high school education. New York and New Jersey distinguish between attorneys and counsellors in their requirements for admission to practice; and in ten States women have been admitted on equal standing with the men. Nearly all the States have adopted the superficial oral method of examination, only five of the number requiring written answers to stated questions, and even in these States, excepting New Hampshire, written examinations are customary only in certain counties or departments.

Mr. Wellman proposes a set of rules to regulate admission to the bar. They require that persons desiring to become students of law either be college graduates or pass an examination in languages (Latin and one modern), mathematics (through plane geometry), American and English history, modern geography, political economy, and elements of book-keeping. They shall file a certificate of this fact, and of intention to study law, with the clerk of the court, and also the certificate of an attorney, stating when study began. The final examination for admission must be both oral and written, before a State board, at one of its quarterly examinations at the State capital. No student can attend the examination until he has studied three full years in a school or office. A degree in a law school shall obviate the necessity of examination in two branches pursued in the school. Prizes shall be given for excellence in jurisprudence and Roman civil law. The expenses of examination and prizes are met by a fee of $10 for examination. No person shall be admitted to the bar, upon motion, on the ground that he is a member of the bar of another State, unless he has practised two years before the highest courts of that State.

TABLE XIII.—SCHOOLS OF MEDICINE.

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to the Office each year from 1871 to 1881, inclusive, with the number of instructors and students:

| | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | 1881. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of institutions..... | 82 | 87 | 94 | 99 | 106 | 102 | 106 | 106 | 114 | 120 | 126 |
| Number of instructors..... | 750 | 726 | 1,148 | 1,121 | 1,172 | 1,201 | 1,278 | 1,337 | 1,495 | 1,660 | 1,746 |
| Number of students ..... | 7,045 | 5,995 | 8,681 | 9,095 | 9,971 | 10,143 | 11,225 | 11,830 | 13,321 | 14,006 | 14,536 |

TABLE XIII.—*Summary of statistics of schools of medicine, of dentistry, and of pharmacy.*

| States. | Number of schools. | Corps of instruction. | Students. | | | Libraries. | | Property, income, &c. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Present number. | Present students who are graduate students. | Graduates at the commencement of 1881. | Number of volumes. | Increase in the last school year. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition and other fees. |
| I. MEDICAL AND SURGICAL. | | | | | | | | | | | |
| 1. *Regular.* | | | | | | | | | | | |
| Alabama | 1 | 8 | 60 | 6 | 24 | 500 | ..... | $120,000 | ..... | $0 | $4,000 |
| Arkansas | 1 | 14 | 36 | ..... | 10 | ..... | ..... | 15,000 | ..... | ..... | ..... |
| California | 3 | 30 | 118 | ..... | 25 | ..... | ..... | 31,500 | ..... | ..... | 11,985 |
| Colorado | 1 | 16 | 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,100 |
| Connecticut | 1 | 18 | 21 | 10 | ..... | ..... | ..... | ..... | $29,102 | 4,251 | 3,855 |
| Georgia | 3 | 38 | 320 | ..... | 92 | 5,500 | ..... | 115,000 | ..... | ..... | 9,707 |
| Illinois | 4 | 70 | 740 | 202 | 206 | ..... | ..... | 136,000 | ..... | ..... | 61,402 |
| Indiana | 5 | 73 | 343 | ..... | 198 | 1,200 | 400 | 13,000 | 1,000 | 50 | 13,694 |
| Iowa | 2 | 25 | 452 | 5 | 156 | ..... | ..... | 50,000 | ..... | ..... | 16,239 |
| Kentucky | 4 | 42 | 529 | 5 | 275 | 4,500 | ..... | 62,000 | ..... | ..... | 13,647 |
| Louisiana | 1 | 9 | 204 | ..... | 59 | 2,000 | ..... | 100,000 | ..... | ..... | ..... |
| Maine | 2 | 22 | 130 | 22 | 30 | 4,000 | ..... | 25,000 | ..... | ..... | ..... |
| Maryland | 2 | 36 | 553 | 42 | 226 | 2,000 | ..... | 80,000 | ..... | ..... | ..... |
| Massachusetts | 2 | 66 | 266 | 118 | 60 | 2,100 | 100 | ..... | 280,391 | 7,141 | 51,324 |
| Michigan | 3 | 60 | 508 | 38 | 146 | 500 | ..... | 60,000 | ..... | ..... | 6,771 |
| Minnesota | 1 | 19 | 32 | 2 | ..... | ..... | ..... | 100,000 | ..... | ..... | ..... |
| Missouri | 6 | 97 | 540 | 26 | 196 | 1,300 | ..... | 143,000 | 1,000 | 100 | 39,766 |
| Nebraska | 1 | 13 | 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| New Hampshire | 1 | 13 | 94 | 7 | 29 | 1,800 | 0 | 40,000 | 0 | 0 | 6,645 |
| New York | 8 | 195 | 2,000 | 323 | 503 | 4,750 | ..... | 408,970 | ..... | ..... | 30,915 |
| North Carolina | 2 | 3 | 17 | 1 | 9 | 400 | ..... | ..... | ..... | ..... | ..... |
| Ohio | 6 | 84 | 1,025 | 3 | 355 | 2,000 | ..... | 101,000 | ..... | ..... | 14,065 |
| Oregon | 1 | 11 | 30 | ..... | 13 | 150 | 15 | 4,000 | 0 | ..... | 3,300 |
| Pennsylvania | 4 | 114 | 1,094 | 114 | 324 | 5,437 | 407 | 307,000 | 50,000 | 3,000 | 54,694 |
| South Carolina | 1 | 9 | 77 | ..... | 30 | ..... | ..... | 40,000 | 0 | 0 | 4,000 |
| Tennessee | 4 | 56 | 590 | 14 | 228 | 100 | ..... | 182,000 | 2,590 | ..... | 12,000 |
| Vermont | 1 | 20 | 171 | 20 | 50 | ..... | ..... | 12,000 | 0 | 0 | 8,000 |
| Virginia | 2 | 13 | 108 | 10 | 33 | 2,500 | ..... | 60,000 | ..... | 6,000 | 4,000 |
| Dist. of Columbia | 3 | 39 | 163 | 21 | 22 | 20 | 1 | 3,000 | 2,200 | 154 | 4,384 |
| Total | 76 | 1,213 | 10,250 | 989 | 3,299 | 40,757 | 923 | 2,208,470 | 366,193 | 20,696 | 375,493 |
| 2. *Eclectic.* | | | | | | | | | | | |
| California | 1 | 10 | 30 | ..... | 11 | ..... | ..... | 20,000 | ..... | ..... | 3,500 |
| Georgia | 1 | 7 | 37 | 3 | 15 | 10 | ..... | 7,500 | ..... | ..... | ..... |
| Illinois | 1 | 13 | 123 | 17 | 52 | 200 | 25 | 65,000 | ..... | ..... | 6,300 |
| Indiana | 1 | 10 | 26 | ..... | 12 | ..... | ..... | ..... | ..... | ..... | ..... |
| Missouri | 1 | 7 | 50 | ..... | 22 | ..... | ..... | ..... | ..... | ..... | 7,000 |
| New York | 2 | 25 | 300 | 17 | 63 | 2,006 | ..... | 58,000 | ..... | 1,311 | 2,960 |
| Ohio | 1 | 8 | 316 | ..... | 113 | ..... | ..... | 80,000 | 0 | 0 | 20,000 |
| Total | 8 | 80 | 882 | 37 | 288 | 2,216 | 25 | 230,500 | ..... | 1,311 | 39,760 |

TABLE XIII.—*Summary of statistics of schools of medicine, &c.*—Continued.

| States. | Number of schools. | Corps of instruction. | Students. | | | Libraries. | | Property, income, &c. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Present number. | Present students who are graduate students. | Graduates at the commencement of 1881. | Number of volumes. | Increase in the last school year. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition and other fees. |
| 3. *Homœopathic.* | | | | | | | | | | | |
| Illinois | 2 | 30 | 347 | 50 | 121 | | | $65,000 | | | $17,500 |
| Iowa | 1 | 9 | 60 | 5 | 17 | 320 | | | | | 1,000 |
| Massachusetts | 1 | 30 | 109 | 8 | 29 | 1,800 | | 110,000 | | | |
| Michigan | 1 | 7 | 71 | | 23 | | | 14,000 | | | |
| Missouri | 1 | 11 | 32 | 1 | 16 | | | | | | 1,900 |
| New York | 3 | 46 | 258 | | 65 | 75 | 5 | | | | 5,016 |
| Ohio | 2 | 22 | 209 | 6 | 88 | | | 25,000 | | | |
| Pennsylvania | 1 | 18 | 199 | 15 | 83 | 2,000 | | 30,000 | | | 13,808 |
| Total | 12 | 173 | 1,285 | 85 | 442 | 4,195 | 5 | 244,000 | | | 39,224 |
| II. DENTAL. | | | | | | | | | | | |
| California | 1 | | | | | | | 25,000 | | | |
| Indiana | 1 | 11 | 28 | | 10 | | | 1,500 | | | 3,000 |
| Maryland | 1 | 11 | 93 | 25 | 53 | 1,000 | | 5,000 | | | 10,000 |
| Massachusetts | 3 | 35 | 64 | | 23 | | | 15,000 | | | 6,000 |
| Michigan | 1 | 10 | 86 | | 34 | 125 | | 12,000 | | | 3,000 |
| Missouri | 3 | 40 | 22 | | 1 | | | | | | 1,924 |
| New York | 1 | 21 | 112 | 4 | 29 | 100 | | | | | 12,720 |
| Ohio | 1 | 8 | 81 | | | | | 20,000 | | | 6,500 |
| Pennsylvania | 2 | 45 | 155 | 5 | 104 | 5,150 | | 70,000 | $1,500 | | 23,694 |
| Tennessee | 2 | 34 | 62 | | 31 | | | 3,000 | | $1,568 | 17,500 |
| Total | 16 | 215 | 703 | 34 | 285 | 6,375 | | 151,500 | 1,500 | 1,568 | 84,338 |
| III. PHARMACEUTICAL. | | | | | | | | | | | |
| California | 1 | 4 | 47 | | 15 | | | 3,000 | | | 1,480 |
| Illinois | 1 | 5 | 116 | | 21 | 1,000 | | 3,000 | | | 5,600 |
| Kentucky | 1 | 3 | 40 | | 8 | 200 | 7 | 5,000 | | | |
| Maryland | 1 | 4 | 68 | | 20 | | | 8,000 | 0 | 0 | |
| Massachusetts | 1 | 4 | 101 | 2 | 15 | 2,000 | 300 | 5,000 | 3,000 | 150 | 4,500 |
| Michigan | 1 | 12 | 88 | 3 | 24 | | | | | | |
| Missouri | 1 | 4 | 87 | | 27 | | | 3,500 | | | 3,500 |
| New York | 2 | 10 | 356 | 5 | 65 | 1,045 | | 45,500 | | 100 | 12,050 |
| Ohio | 1 | 3 | 95 | | 23 | 450 | 25 | 1,000 | | 0 | 2,600 |
| Pennsylvania | 2 | 6 | 370 | | 145 | 3,000 | 300 | 5,200 | | 0 | 1,100 |
| Tennessee | 1 | 5 | 20 | | 8 | | | | | | |
| Dist. of Columbia | 1 | 5 | 28 | | 6 | | | | | | |
| Total | 14 | 65 | 1,416 | 10 | 377 | 7,695 | 632 | 79,200 | 3,000 | 250 | 30,830 |

TABLE XIII.—*Summary of statistics of schools of medicine, &c.*—Continued.

| States. | Number of schools. | Corps of instruction. | Students. | | | Libraries. | | Property, income, &c. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Present number. | Present students who are graduate students. | Graduates at the commencement of 1881. | Number of volumes. | Increase in the last school year. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition and other fees. |
| TOTALS. | | | | | | | | | | | |
| Medical and surgical: | | | | | | | | | | | |
| Regular | 76 | 1,213 | 10,250 | 989 | 3,299 | 40,757 | 923 | $2,208,470 | $366,193 | $20,696 | $375,493 |
| Eclectic | 8 | 80 | 882 | 37 | 288 | 2,216 | 25 | 230,500 | ..... | 1,311 | 39,760 |
| Homœopathic | 12 | 173 | 1,285 | 85 | 442 | 4,195 | 5 | 244,000 | ..... | ..... | 39,224 |
| Dental | 16 | 215 | 703 | 34 | 285 | 6,375 | ..... | 151,500 | 1,500 | 1,568 | 84,338 |
| Pharmaceutical | 14 | 65 | 1,416 | 10 | 377 | 7,695 | 632 | 79,200 | 3,000 | 250 | 30,830 |
| Grand total | 126 | 1,746 | 14,536 | 1,155 | 4,691 | 61,238 | 1,585 | 2,913,670 | 370,693 | 23,825 | 569,645 |

When the student of medical education in this country compares its extent with that of medical education abroad he cannot help thinking either that we are not particular enough or that other countries demand too much. When the inquirer further considers the enormous amount of knowledge that has been accumulated respecting the proper treatment of disease, its prevention and its nature, the impression becomes irresistible that we have been influenced by our national impatience and furious haste in this matter as in many others, and that we have allowed the students to dictate the length of time they are to study instead of obliging them to prepare suitably for this important course of instruction and to spend enough time to receive it properly and retain it securely. Happily, of late years the good sense of the profession and of the medical colleges has attacked this abuse and is correcting it with due diligence and circumspection. An important part of the new programme is the requirement of some suitable preliminary training and the production of evidence to that effect by an entrance examination.

## COURSES PREPARATORY TO THE STUDY OF MEDICINE.

A few institutions for higher education have courses of study preparatory to the study of medicine. Among them are Cornell University, the University of Pennsylvania, and Johns Hopkins University. The course at Cornell is two years in length. The studies of the first year are French, drawing, physics, chemistry, physiology, hygiene, and botany; of the second year, German, organic and medical chemistry, vegetable physiology, histology, anatomy, veterinary medicine and surgery, sanitary science, and psychology. The faculty of the university are aware that medical students need a generous education, and advise them to take a full four years' scientific or literary course, with special work in laboratories and on important subjects as resident graduates.

The Towne Scientific School of the University of Pennsylvania has a course preparatory to the study of medicine extending through five years. The studies of the first two years are those pursued by all the students of the school. Many of the studies of the remaining three years are common to the six courses existing in the institution, and are chiefly scientific. The special studies of the third year preparatory to the study of medicine are differential calculus, practical work in the chemical labora-

tory, mineralogy, systematic botany (with excursions), and vertebrate and invertebrate zoölogy; of the fourth year, organic chemistry, qualitative analysis, and reading of Latin authors; and of the fifth year, quantitative analysis, physiological and toxicological chemistry, structural botany, use of the microscope, comparative anatomy, animal mechanics, elementary physiology, application of physics, and lectures in geology. Excepting the differential calculus these studies form an admirable course of instruction introductory to the branches which should receive the principal attention of the medical student.

The course in Johns Hopkins University for those intending to study medicine is outlined as follows in the Boston Medical and Surgical Journal:

This course extends throughout three years, and as a mental discipline is equivalent to the other courses leading to the A. B. degree, which is therefore conferred on matriculated students who complete it. The main object held in view is to utilize for intending medical students the opportunities for practical study in physics, chemistry, and biology found in an endowed institution with well equipped laboratories and so often wanting in medical schools; it is also considered an object to lessen the work to be subsequently crowded into the period of study at a medical school by giving the student a good knowledge of the sciences which lie at the basis of the medical art before he begins his professional study. Physics, chemistry, and biology are therefore the main subjects included in the course; some knowledge of French and German is also demanded; and there are, also, several subjects (inserted with a view to giving some breadth of culture) between which an option is allowed. These are Latin, Greek, mathematics, English literature, history, logic, and psychology. Each student must take up at least two of these optional subjects, the amount of knowledge required in each being such as would be obtained by a year's honest work.

## ENTRANCE EXAMINATIONS.

An inspection of the announcements and catalogues of about eighty medical schools has shown that ten have examinations for admission covering several subjects and fourteen employ some slight tests of an applicant's fitness to study medicine. The subjects of examination are elementary physics in 8 schools, arithmetic in 7, elementary Latin in 5, grammar in 4, geography in 4, algebra in 4, geometry in 3, and history in 2. Grammar and composition are determined usually from the papers submitted. The amount of physics required is generally a knowledge of Balfour Stewart's Primer of Physics or its equivalent. The Latin requirements are varied, and are intended to show the familiarity of the applicant with declensions, conjugations, common words, and simple constructions. Algebra to quadratic equations and two books of geometry are usual requirements in these branches. The Michigan College of Medicine allows a substitution of either Greek, French, German, botany, or zoölogy in place of other studies mentioned above (except Latin). French, German, algebra, geometry, and botany are alternative subjects at Harvard Medical School, on one of which the candidate must be examined. Botany and chemistry, as found in the Science Primers, are required by the Woman's Medical College of the New York Infirmary. College diplomas, degrees from scientific schools, graduation from acceptable high schools and academies, and licenses to teach public schools are among the proofs of a candidate's fitness accepted in lieu of examination. In the Medical School of Missouri University all students before entering the senior class must pass a satisfactory examination on English grammar, rhetoric, history of the United States, and arithmetic through common fractions. The recently organized Medico-Chirurgical College of Philadelphia has a preparatory feature best described by a quotation from its announcement:

The necessity of elevating the standard of medical education is universally admitted. The times demand that physicians shall be scholarly as well as proficient in medicine. Many talented, ambitious young men, capable of becoming excellent physicians, have not enjoyed academic or collegiate advantages. With a view of aiding these, the authorities of the college have made a progressive departure from the usual curriculum of medical colleges by adding a preparatory spring term, the studies of which will embrace the elements of English literature, natural science, and elements of Latin and Greek, without additional expense to the student. This feature must especially commend itself to

the needs and convenience of many students whose circumstances have been such as to prevent them from thoroughly enjoying the benefits of these necessary studies. The term is designated the auxiliary literary term, and students who attend it, after passing a satisfactory examination, will receive a certificate. Students will be exempt from attending this term who present proper certificates of having graduated at a high school or attended a respectable classical seminary or college for one year, or of having passed a preliminary examination of a duly organized county medical society. * * * All students who do not exhibit the necessary qualifications will be required to attend this term and obtain the certificate of the same before their final examination for the degree of doctor of medicine.

UNDERGRADUATE COURSES.

The average medical college requires candidates for a degree to study medicine under some competent physician three years, attending meanwhile two courses of lectures in distinct years and taking the second course in the institution from which the degree is sought. Rarely are the requirements in excess of this. Boston University and Harvard University would have the students of their medical schools continue their studies a year longer than is customary. The medical student in the University of California and in Boston University is required to attend three regular courses of lectures in three several years before he can present himself for graduation; and from this year forward a three years' graded course is to be an absolute requisite for graduation in the Albany (N. Y.) Medical College. Other schools might be mentioned which either urge or require a longer period of study than is commonly taken.

As the time and nominal amount of study are nearly alike for the majority of medical schools, the attainments of their students must be indicated by the scope and quality of the instruction and by the entrance examinations. The subjects in which candidates for positions as surgeons in the United States Army are examined may be taken to show what branches are included in a complete medical course. They are anatomy, physiology, practice of surgery, practice of medicine, general pathology, obstetrics, diseases of women and children, medical jurisprudence, materia medica, therapeutics, pharmacy, toxicology, and hygiene. Few schools give full place to all these subjects, and many offer special courses, covering only part of the topics included under these heads. Chemistry is a prominent study. Histology is included among the studies of many medical colleges. Special instruction is often given on the structure and diseases of the eye, the ear, and the throat. In the medical department of Boston University a professorship of the "history and methodology of the medical sciences" has been established recently. "Its work is to define and classify the different sciences which relate to this department, to show their history and right relation to each other, to point out the different methods of studying and teaching them, and to survey in a critical and practical manner the bibliography of each." Of the subjects of medical study mentioned pharmacy and hygiene are rarely included in the curriculum of a medical college. Medical jurisprudence is frequently omitted. The scheme of tuition adopted by the American Medical College Association covers the general topics of anatomy, with dissection, physiology, chemistry, materia medica and therapeutics, obstetrics, surgery, pathology and practice of medicine.

Several medical schools have graded courses of instruction. Thirteen such are known to this Office. They are the medical departments of the Universities of California, Michigan, Pennsylvania, and Denver, Colo.; of Harvard and Syracuse Universities and of Yale College; the Chicago, Detroit, and St. Louis Medical Colleges; the Medical College of the Pacific; the Woman's Medical College of Pennsylvania; and the Medico-Chirurgical College of Philadelphia. The studies of the first year are usually anatomy, physiology, histology, chemistry, and, less frequently, materia medica. Those of the second year are pathology, theory, and practice of medicine, therapeutics, and obstetrics. Special departments of anatomy and chemistry and of clinical medicine and surgery occupy the student in a number of schools. The studies of the third year are theory and practice, therapeutics and obstetrics continued, diseases of women and children, surgery,

ophthalmology, otology, mental and nervous diseases, and occasionally dermatology, laryngology, and medical jurisprudence. Definite information on the nature, extent, and effect of the examinations accompanying these graded courses is not easily obtained. Most of the schools have an examination the first two years for promotion and the third year for a degree. In several the examinations at the end of the first year in histology and in special departments of anatomy, physiology, and chemistry are final. The second year examinations in these three subjects are usually final, and those in materia medica and therapeutics are so occasionally. The chief burdens of examination for a degree are postponed until the close of the third year. The adoption of systematic courses of instruction has resulted beneficially. The effects of recent changes in the medical department of the University of Pennsylvania, among which is the introduction of a graded course, are stated as follows:

The effect of the change on the composition of the classes and on their proficiency has been most gratifying. A much larger proportion of students than under the former system has given evidence of a good previous education, either in colleges or in reputable academies. The attention of the classes to study has been marked by increased seriousness and zeal; the annual examinations have steadily improved; the examinations for graduation have shown a higher average degree of merit than ever before; and a much larger proportion of inaugural theses than formerly has given evidence of scientific knowledge as well as literary culture.

### CHARACTER OF MEDICAL INSTRUCTION.

The quality of medical instruction cannot be directly estimated. Each school may have advantages not possessed by others. Smaller ones enable pupils to associate more intimately with instructors; larger ones are better supplied with means of illustration and opportunities for practical work. There is a general movement towards improved methods and systems of teaching. The prominence given to clinical instruction and the increased number of graded courses are among the indications of progress. A medical writer six years ago described clinical teaching as follows: "Once or twice a week, from one to five hundred men being congregated in an amphitheatre, the professor lectures upon a case brought into the arena, perhaps operates, and when the hour has expired the class is dismissed." Compare with this the opportunities now offered by representative schools in leading cities. The Cincinnati College of Medicine and Surgery announces thirteen clinics a week, "as much as any student can observe with profit." The University of Maryland School of Medicine has eight clinics a week continued during both the sessions and the interval between them. There is also each day a bedside clinic in the hospital, with one hour in the dispensary. In the Harvard Medical School daily instruction in clinical medicine is given by hospital visits and other exercises. Clinical instruction in surgery, during the earlier half of the school year, is divided equally between clinical lectures on cases, surgical visits in the hospital wards, and public operations, two hours a week being given to each; during the latter half year, clinical lectures on cases occupy but one hour a week, while the surgical visits and public operations occupy three hours a week. In the medical department of the University of Pennsylvania eight hours a week are given to general clinics in the second and third years of the course and five hours to special clinics in the third year. The student also has each week during this year two hours' practice in operative surgery, minor surgery, and bandaging, one hour of bedside teaching in both gynæcology and practical medicine and in practical surgery, and four hours' instruction in specialties. The schools of New York City may be said to average two clinical lectures a day throughout the term. A sufficient number of schools has been mentioned to show the prominence given to this branch of medical instruction by colleges of acknowledged excellence.

### PROGRESS IN MEDICAL EDUCATION.

Progress in medical education arises from united action on the part of the public, the profession, and the schools. The public must demand thorough acquaintance with the

symptoms and treatment of diseases from the physicians to whom the care of health and life is intrusted. The profession must discourage unqualified men in their plans for hasty entrance into active practice and refuse to instruct them until they are able to understand the subjects they must study. The schools must improve their methods, extend their courses, and increase their requirements for admission and graduation. The movements in this direction have begun during recent years and are going on. The schools have advanced, through the sympathy of the people and the encouragement of the profession, until a writer familiar with the movement forward ventures the assertion that "a course of instruction which ten years ago was considered amply sufficient to enable the brains of Young America to digest the art and a handsome allowance of the science of a great profession, a course which received the indorsement of the leading men in the country, would now be disclaimed, if not openly despised, by any faculty having pretensions to standing." This is perhaps too enthusiastic. A calm and unprejudiced estimate of the relative present condition of education in medical colleges was recently given by William W. Green, M. D., president of the Maine Medical Association. He said:

The medical colleges throughout the country have generally lengthened their lecture terms and enlarged the curriculum of study and in most cases are doing more thorough work. In many the standard for graduation has been raised, and a few require a certain amount of preliminary education as a prerequisite for matriculation. Most of the colleges have established supplemental courses of instruction under various names, which fill out the year, so that the student can, if he chooses, pursue his studies for the entire three years in the same institution. * * * It is cause for congratulation and honest pride that, as compared with ten or fifteen years ago, better classes of men are annually graduated from the schools, and that the general tone and character of the profession has much improved and is still improving.

The report for 1881 of the regents of the University of the State of New York says:

The most noticeable changes which have been brought about during the past year in regard to education have been observed in medical education. It is well known that, in common with medical colleges throughout the country, the terms of admission and of graduation in most of the medical colleges of this State have been lax and unsatisfactory. The regents note with great satisfaction a movement on the part of several of the more prominent of these colleges to insist on better preparation for entrance, more strict requirements as to attendance upon the medical instruction, and especially a more rigorous system of examination for graduation. It is gratifying to observe that in those institutions which have adopted the more rigorous system there is no indication of a falling off in the attendance, but on the contrary a healthy increase. This is an evidence that public sentiment is ready to demand a decided advance in the qualifications of those who are to be licensed as physicians and an evidence that those seeking to enter this profession have no desire to have the road made easy for them, but appreciate every well meant effort to give them a better training and a more advantageous start in their careers.

### TABLE XIV.—UNITED STATES MILITARY AND NAVAL ACADEMIES.

In Table XIV of the appendix will be found the statistics of the examinations of candidates for admission to the United States Naval and Military Academies for the year 1881.

### TABLE XV.—DEGREES.

Table XV of the appendix shows the number and kind of degrees conferred in course and honoris causa by the universities, colleges, and professional schools in 1881. The following summary exhibits the number of degrees of each kind and the grand total conferred by institutions in the several States, the District of Columbia, and Washington Territory:

The number of degrees of all classes conferred in course was 12,093; honorary, 535. These were distributed as follows: In letters, 4,035 in course, 185 honorary; in science, 1,167 in course, 14 honorary; in philosophy, 376 in course, 49 honorary; in art, 29 in course, 2 honorary; in theology, 312 degrees and diplomas in course, 171 honorary; in medicine, 4,896 in course, 22 honorary; in law, 1,002 in course, 92 honorary.

TABLE XV.—*Statistical summary of all degrees conferred.*

| | ALL COURSES. | | LETTERS. | | SCIENCE. | | PHILOSOPHY. | | ART. | | THEOLOGY. | | MEDICINE. | | LAW. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. |
| GRAND TOTAL | a12,093 | 535 | 4,035 | 185 | 1,167 | 14 | 376 | 49 | 29 | 2 | b312 | 171 | 4,896 | 22 | 1,002 | 92 |
| Total in classical and scientific colleges. | c7,851 | 511 | 3,464 | 185 | 1,151 | 14 | 376 | 49 | 18 | 2 | 163 | 165 | 1,626 | 4 | 857 | 92 |
| Total in colleges for women. | d678 | ..... | 571 | ..... | 16 | ... | ..... | ... | 11 | ... | ..... | ..... | ..... | ... | ..... | ..... |
| Total in professional schools. | 3,564 | 24 | ..... | ..... | ..... | ... | ..... | ... | ..... | ... | b149 | 6 | 3,270 | 18 | 145 | ..... |
| ALABAMA | e145 | 9 | 85 | 5 | 13 | ... | 1 | ... | 3 | ... | ..... | 2 | 24 | ... | 13 | 2 |
| Classical and scientific colleges. | 66 | 9 | 39 | 5 | 13 | ... | 1 | ... | ... | ... | ..... | 2 | ..... | ... | 13 | 2 |
| Colleges for women | e55 | ..... | 46 | ..... | ..... | ... | ..... | ... | 3 | ... | ..... | ..... | ..... | ... | ..... | ..... |
| Professional schools | 24 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | 24 | ... | ..... | ..... |
| ARKANSAS | 15 | 1 | 5 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | 10 | 1 | ..... | ..... |
| Classical and scientific colleges. | 15 | 1 | 5 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | 10 | 1 | ..... | ..... |
| CALIFORNIA | f143 | ..... | 33 | ..... | 32 | ... | 21 | ... | ... | ... | 2 | ..... | 51 | ... | ..... | ..... |
| Classical and scientific colleges. | g120 | ..... | 33 | ..... | 32 | ... | 21 | ... | ... | ... | ..... | ..... | 31 | ... | ..... | ..... |
| Colleges for women | h1 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| Professional schools | 22 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | 2 | ..... | 20 | ... | ..... | ..... |
| COLORADO | h6 | 1 | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | 1 | ..... | ... | ..... | ..... |
| Classical and scientific colleges. | h6 | 1 | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | 1 | ..... | ... | ..... | ..... |
| CONNECTICUT | 315 | 21 | 204 | 12 | 1 | ... | 47 | ... | ... | ... | 16 | 4 | 10 | ... | 37 | 5 |
| Classical and scientific colleges. | 315 | 21 | 204 | 12 | 1 | ... | 47 | ... | ... | ... | 16 | 4 | 10 | ... | 37 | 5 |
| DELAWARE | 8 | ..... | 4 | ..... | ..... | ... | 4 | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| Classical and scientific colleges. | 8 | ..... | 4 | ..... | ..... | ... | 4 | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| GEORGIA | i277 | 15 | 145 | 8 | 5 | 1 | 4 | ... | 2 | ... | ..... | 1 | 107 | 5 | ..... | ..... |
| Classical and scientific colleges. | 94 | 10 | 62 | 8 | 5 | 1 | 4 | ... | ... | ... | ..... | 1 | 23 | ... | ..... | ..... |
| Colleges for women | i99 | ..... | 83 | ..... | ..... | ... | ..... | ... | 2 | ... | ..... | ..... | ..... | ... | ..... | ..... |
| Professional schools | 84 | 5 | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | 84 | 5 | ..... | ..... |

*a* Includes 276 degrees not specified.
*b* Includes 68 ordained as priests during the year; there were also 351 graduates in schools of theology, upon whom, in most cases, diplomas were conferred.
*c* Includes 196 degrees not specified.
*d* Includes 80 degrees not specified.
*e* Includes 6 degrees not specified.
*f* Includes 4 degrees not specified.
*g* Includes 3 degrees not specified.
*h* Degrees not specified.
*i* Includes 14 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

| | ALL COURSES. | | LETTERS. | | SCIENCE. | | PHILOSOPHY. | | | | ART. | | THEOLOGY. | | MEDICINE. | | LAW. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. |
| ILLINOIS | *ab*919 | 28 | 223 | 8 | 97 | ... | 26 | 3 | 3 | ... | 28 | 11 | *b*436 | 1 | 76 | 5 | | |
| Classical and scientific colleges. | *c*480 | 26 | 210 | 8 | 97 | ... | 26 | 3 | 3 | ... | 3 | 9 | 44 | 1 | 76 | 5 | | |
| Colleges for women | *d*22 | ..... | 12 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | |
| Professional schools | *b*417 | 2 | ..... | ..... | ..... | ... | ..... | ... | ... | ... | 25 | 2 | *b*392 | ... | ..... | ..... | | |
| INDIANA | 388 | 34 | 105 | 14 | 65 | 1 | 16 | ... | ... | ... | 26 | 9 | 172 | 5 | 4 | 5 | | |
| Classical and scientific colleges. | 288 | 29 | 103 | 14 | 65 | 1 | 16 | ... | ... | ... | 14 | 9 | 86 | ... | 4 | 5 | | |
| Colleges for women | 2 | ..... | 2 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | |
| Professional schools | 98 | 5 | ..... | ..... | ..... | ... | ..... | ... | ... | ... | *e*12 | ..... | 86 | 5 | ..... | ..... | | |
| IOWA | 465 | 23 | 121 | 6 | 60 | ... | 19 | 2 | 1 | ... | 4 | 12 | 172 | 2 | 88 | 1 | | |
| Classical and scientific colleges. | 346 | 21 | 121 | 6 | 60 | ... | 19 | 2 | 1 | ... | 4 | 12 | 53 | ... | 88 | 1 | | |
| Professional schools | 119 | 2 | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | 119 | 2 | ..... | ..... | | |
| KANSAS | 48 | 1 | 20 | ..... | 28 | ... | ..... | ... | ... | ... | ..... | 1 | ..... | ... | ..... | ..... | | |
| Classical and scientific colleges. | 48 | 1 | 20 | ..... | 28 | ... | ..... | ... | ... | ... | ..... | 1 | ..... | ... | ..... | ..... | | |
| KENTUCKY | *f*468 | 11 | 121 | 5 | 22 | ... | 1 | ... | ... | ... | ..... | 4 | 281 | ... | 24 | 2 | | |
| Classical and scientific colleges. | 110 | 11 | 54 | 5 | 22 | ... | 1 | ... | ... | ... | ..... | 4 | 33 | ... | ..... | 2 | | |
| Colleges for women | *f*86 | ..... | 67 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | |
| Professional schools | 272 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | 248 | ... | 24 | ..... | | |
| LOUISIANA | *g*90 | ..... | 15 | ..... | ..... | ... | ..... | ... | ... | ... | 1 | ..... | 59 | ... | 9 | ..... | | |
| Classical and scientific colleges. | 79 | ..... | 10 | ..... | ..... | ... | ..... | ... | ... | ... | 1 | ..... | 59 | ... | 9 | ..... | | |
| Colleges for women | *g*11 | ..... | 5 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | |
| MAINE | 214 | 11 | 148 | 2 | 31 | 1 | ..... | 2 | ... | ... | 5 | 3 | 30 | ... | ..... | 3 | | |
| Classical and scientific colleges. | 196 | 11 | 130 | 2 | 31 | 1 | ..... | 2 | ... | ... | 5 | 3 | 30 | ... | ..... | 3 | | |
| Colleges for women | 18 | ..... | 18 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | |
| MARYLAND | 409 | 4 | 69 | 1 | ..... | ... | 9 | 1 | ... | ... | 4 | 1 | 299 | ... | 28 | 1 | | |
| Classical and scientific colleges. | 78 | 4 | 65 | 1 | ..... | ... | 9 | 1 | ... | ... | 4 | 1 | ..... | ... | ..... | 1 | | |
| Colleges for women | 4 | ..... | 4 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | |
| Professional schools | 327 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | 299 | ... | 28 | ..... | | |

*a* Includes 17 degrees not specified and 13 "full certificates" given to special students.

*b* Includes honorary degrees in medicine conferred by Rush Medical College, Chicago, Ill.; number not specified.

*c* Includes 8 degrees not specified and 13 "full certificates" given to special students.

*d* Includes 9 degrees not specified.

*e* Number of priests ordained during the year.

*f* Includes 19 degrees not specified.

*g* Includes 6 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

| | ALL COURSES. | | LETTERS. | | SCIENCE. | | PHILOSOPHY. | | | | ART. | | | | THEOLOGY. | | MEDICINE. | | | | LAW. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | | | In course. | Honorary. | | | In course. | Honorary. | In course. | Honorary. | | | In course. | Honorary. |
| MASSACHUSETTS | a806 | 28 | 371 | 12 | 85 | ... | 6 | 3 | 3 | ... | 66 | 8 | 126 | ... | 50 | 5 | | | | | | |
| Classical and scientific colleges. | a690 | 28 | 321 | 12 | 85 | ... | 6 | 3 | 3 | ... | 33 | 8 | 93 | ... | 50 | 5 | | | | | | |
| Colleges for women | 50 | ..... | 50 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | | | | | |
| Professional schools | 66 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | 33 | ..... | 33 | ... | ..... | ..... | | | | | | |
| MICHIGAN | 619 | 17 | 111 | 8 | 75 | ... | 40 | 2 | ... | ... | 3 | 3 | 245 | 1 | 145 | 3 | | | | | | |
| Classical and scientific colleges. | 564 | 17 | 111 | 8 | 75 | ... | 40 | 2 | ... | ... | 3 | 3 | 190 | 1 | 145 | 3 | | | | | | |
| Professional schools | 55 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | 55 | ... | ..... | ..... | | | | | | |
| MINNESOTA | 64 | ..... | 45 | ..... | 19 | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | | | | | |
| Classical and scientific colleges. | 55 | ..... | 40 | ..... | 15 | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | | | | | |
| Colleges for women | 9 | ..... | 5 | ..... | 4 | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | | | | | |
| MISSISSIPPI | b76 | 1 | 43 | ..... | 5 | ... | 11 | ... | ... | ... | ..... | ..... | ..... | ... | 16 | 1 | | | | | | |
| Classical and scientific colleges. | 50 | 1 | 18 | ..... | 5 | ... | 11 | ... | ... | ... | ..... | ..... | ..... | ... | 16 | 1 | | | | | | |
| Colleges for women | b26 | ..... | 25 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | | | | | |
| MISSOURI | c525 | 7 | 104 | ..... | 75 | ... | 11 | ... | 2 | ... | 5 | 2 | 262 | 1 | 53 | 4 | | | | | | |
| Classical and scientific colleges. | d222 | 6 | 76 | ..... | 63 | ... | 11 | ... | 1 | ... | 5 | 2 | 5 | ... | 53 | 4 | | | | | | |
| Colleges for women | e46 | ..... | 28 | ..... | 12 | ... | ..... | ... | 1 | ... | ..... | ..... | ..... | ... | ..... | ..... | | | | | | |
| Professional schools | 257 | 1 | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | 257 | 1 | ..... | ..... | | | | | | |
| NEBRASKA | 3 | ..... | 1 | ..... | 2 | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | | | | | |
| Classical and scientific colleges. | 3 | ..... | 1 | ..... | 2 | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | | | | | |
| NEW HAMPSHIRE | 131 | 21 | 72 | 10 | 30 | 1 | ..... | 5 | ... | ... | ..... | 2 | 29 | ... | ..... | 3 | | | | | | |
| Classical and scientific colleges. | 127 | 21 | 68 | 10 | 30 | 1 | ..... | 5 | ... | ... | ..... | 2 | 29 | ... | ..... | 3 | | | | | | |
| Colleges for women | 4 | ..... | 4 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | | | | | |
| NEW JERSEY | 226 | 44 | 190 | 27 | 33 | 8 | ..... | 4 | ... | ... | 3 | 2 | ..... | ... | ..... | 3 | | | | | | |
| Classical and scientific colleges. | 213 | 44 | 180 | 27 | 33 | 8 | ..... | 4 | ... | ... | ..... | 2 | ..... | ... | ..... | 3 | | | | | | |
| Colleges for women | 10 | ..... | 10 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | | | | | |
| Professional schools | 3 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | 3 | ..... | ..... | ... | ..... | ..... | | | | | | |
| NEW YORK | f1,817 | 65 | 440 | 22 | 154 | 1 | 60 | 4 | 10 | 2 | 36 | 20 | 884 | 5 | 166 | 11 | | | | | | |
| Classical and scientific colleges. | g1,284 | 60 | 426 | 22 | 154 | 1 | 60 | 4 | 10 | 2 | 14 | 20 | 398 | ... | 166 | 11 | | | | | | |
| Colleges for women | h25 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... | | | | | | |
| Professional schools | 508 | 5 | 14 | ..... | ..... | ... | ..... | ... | ... | ... | i22 | ..... | 486 | 5 | ..... | ..... | | | | | | |

*a* Includes 99 degrees not specified.
*b* Includes 1 degree not specified.
*c* Includes 13 degrees not specified.
*d* Includes 8 degrees not specified.
*e* Includes 5 degrees not specified.
*f* Includes 67 degrees not specified.
*g* Includes 56 degrees not specified.
*h* Includes 11 degrees not specified.
*i* Number of priests ordained during the year.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

| | All courses. | | Letters. | | Science. | | Philosophy. | | Art. | | Theology. | | Medicine. | | Law. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. |
| NORTH CAROLINA | a66 | 19 | 46 | 6 | 5 | ... | 10 | 1 | ... | ... | ..... | 6 | ..... | ... | ..... | 6 |
| Classical and scientific colleges. | 61 | 19 | 46 | 6 | 5 | ... | 10 | 1 | ... | ... | ..... | 6 | ..... | ... | ..... | 6 |
| Colleges for women | b5 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| OHIO | 1,191 | 40 | 307 | 10 | 100 | ... | 54 | 3 | .... | ... | 48 | 22 | 618 | ... | 64 | 5 |
| Classical and scientific colleges. | 469 | 36 | 282 | 10 | 100 | ... | 54 | 3 | ... | ... | 33 | 18 | ..... | ... | ..... | 5 |
| Colleges for women | 25 | ..... | 25 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| Professional schools | 697 | 4 | ..... | ..... | ..... | ... | ..... | ... | ... | ... | 15 | 4 | 618 | ... | 64 | ..... |
| OREGON | 29 | ..... | 7 | ..... | 9 | ... | ..... | ... | ... | ... | ..... | ..... | 13 | ... | ..... | ..... |
| Classical and scientific colleges. | 29 | ..... | 7 | ..... | 9 | ... | ..... | ... | ... | ... | ..... | ..... | 13 | ... | ..... | ..... |
| PENNSYLVANIA | c1,257 | 61 | 384 | 16 | 102 | 1 | 19 | 14 | 5 | .... | 9 | 24 | 684 | .... | 51 | 6 |
| Classical and scientific colleges. | c715 | 61 | 363 | 16 | 102 | 1 | 19 | 14 | ... | ... | 9 | 24 | 168 | ... | 51 | 6 |
| Colleges for women | 26 | ..... | 21 | ..... | ..... | ... | ..... | ... | 5 | ... | ..... | ..... | ..... | ... | ..... | ..... |
| Professional schools | 516 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | 516 | ... | ..... | ..... |
| RHODE ISLAND | 69 | 3 | 63 | 1 | ..... | ... | 6 | ... | ... | ... | ..... | 1 | ..... | ... | ..... | 1 |
| Classical and scientific colleges. | 69 | 3 | 63 | 1 | ..... | ... | 6 | ... | ... | ... | ..... | 1 | ..... | ... | ..... | 1 |
| SOUTH CAROLINA | 98 | 2 | 67 | ..... | 1 | ... | ..... | ... | ... | ... | ..... | 2 | 30 | ... | ..... | ..... |
| Classical and scientific colleges. | 35 | 2 | 34 | ..... | 1 | ... | ..... | ... | ... | ... | ..... | 2 | ..... | ... | ..... | ..... |
| Colleges for women | 33 | ..... | 33 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| Professional schools | 30 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | 30 | ... | ..... | ..... |
| TENNESSEE | 591 | 23 | 230 | 4 | 31 | ... | 3 | 2 | ... | ... | 13 | 11 | 264 | 1 | 50 | 5 |
| Classical and scientific colleges. | 511 | 23 | 150 | 4 | 31 | ... | 3 | 2 | ... | ... | 13 | 11 | 264 | 1 | 50 | 5 |
| Colleges for women | 80 | ..... | 80 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| TEXAS | 44 | 3 | 38 | 1 | 6 | ... | ..... | ... | ... | ... | ..... | 1 | ..... | ... | ..... | 1 |
| Classical and scientific colleges. | 32 | 3 | 26 | 1 | 6 | ... | ..... | ... | ... | ... | ..... | 1 | ..... | ... | ..... | 1 |
| Colleges for women | 12 | ..... | 12 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| VERMONT | 85 | 11 | 29 | 3 | 5 | ... | 1 | ... | .. | ... | ..... | 3 | 50 | ... | ..... | 5 |
| Classical and scientific colleges. | 82 | 11 | 26 | 3 | 5 | ... | 1 | ... | ... | ... | ..... | 3 | 50 | ... | ..... | 5 |
| Colleges for women | 3 | ..... | 3 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |

*a* Includes 5 degrees not specified.
*b* Degrees not specified.
*c* Includes 3 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

| | All courses. | | Letters. | | Science. | | Philosophy. | | Art. | | Theology. | | Medicine. | | Law. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. | In course. | Honorary. |
| VIRGINIA | 176 | 15 | 84 | ..... | 32 | ... | 3 | 1 | ... | ... | ..... | 8 | 13 | ... | 44 | 6 |
| Classical and scientific colleges. | 161 | 15 | 69 | ..... | 32 | ... | 3 | 1 | ... | ... | ..... | 8 | 13 | ... | 44 | 6 |
| Colleges for women | 15 | ..... | 15 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| WEST VIRGINIA | 18 | ..... | 15 | ..... | 3 | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| Classical and scientific colleges. | 15 | ..... | 12 | ..... | 3 | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| Colleges for women | 3 | ..... | 3 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| WISCONSIN | *a*180 | 9 | 69 | 2 | 35 | ... | 2 | ... | ... | ... | 37 | 5 | ..... | ... | 34 | 2 |
| Classical and scientific colleges. | 135 | 9 | 64 | 2 | 35 | ... | 2 | ... | ... | ... | ..... | 5 | ..... | ... | 34 | 2 |
| Colleges for women | *a*8 | ..... | 5 | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| Professional schools | 37 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | *b*37 | ..... | ..... | ... | ..... | ..... |
| DISTRICT OF COLUMBIA | 107 | 7 | 19 | 2 | 3 | ... | 2 | 2 | ... | ... | 6 | 2 | 27 | ... | 50 | 1 |
| Classical and scientific colleges. | 75 | 7 | 19 | 2 | 3 | ... | 2 | 2 | ... | ... | 6 | 2 | 24 | ... | 21 | 1 |
| Professional schools | 32 | ..... | ..... | ..... | ..... | ... | ..... | ... | ... | ... | ..... | ..... | 3 | ... | 29 | ..... |
| WASHINGTON TERRITORY | 5 | ..... | 2 | ..... | 3 | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |
| Classical and scientific colleges. | 5 | ..... | 2 | ..... | 3 | ... | ..... | ... | ... | ... | ..... | ..... | ..... | ... | ..... | ..... |

*a* Includes 3 degrees not specified.
*b* Includes 34 ordained as priests during the year.

As a means of maintaining the full significance of scholastic honors one of two conditions should be made a requisite for degrees: (1) a special examination, or (2) extended research or other worthy achievement in the department of knowledge represented by the degree. Our leading institutions insist more and more upon these requirements and the relative proportion of honorary degrees decreases from year to year.

TABLE XVI.—*Summary of statistics of additional public libraries for* 1881.

| States. | Number of libraries. | Number of volumes. | Volumes added during last library year. | Volumes issued during last library year. | Amount of permanent fund. | Total yearly income. | Yearly expenditure. | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | Books, periodicals, and binding. | Salaries and incidentals. |
| Alabama | 1 | 500 | 218 | ..... | ..... | $37 | ..... | ..... |
| California | 3 | 44,916 | *a*1,968 | ..... | ..... | ..... | *b*$7,176 | ..... |
| Colorado | 1 | 400 | 110 | ..... | ..... | ..... | ..... | $60 |
| Florida | 1 | 595 | 45 | ..... | ..... | ..... | 90 | ..... |
| Illinois | 6 | 37,972 | *c*5,242 | *b*11,937 | ..... | *a*2,118 | *d*1,894 | *a*1,783 |
| Indiana | 3 | 2,356 | 1,156 | *b*1,000 | *b*$161 | *b*549 | *b*470 | *b*76 |
| Iowa | 1 | 1,000 | 700 | ..... | ..... | ..... | 400 | ..... |
| Kansas | 1 | 511 | 20 | 84 | 0 | 22 | 20 | 0 |
| Kentucky | 3 | 1,601 | 206 | ..... | ..... | ..... | *b*200 | ..... |
| Louisiana | 1 | 750 | 50 | 80 | 0 | 200 | 100 | 100 |
| Massachusetts | 5 | 20,045 | *c*2,505 | *d*95,005 | *b*1,000 | *d*6,518 | *a*3,471 | *d*4,233 |
| Michigan | 2 | 4,871 | 4,303 | *b*16,177 | ..... | *b*633 | *b*611 | *b*21 |
| Mississippi | 2 | 1,830 | *b*20 | ..... | ..... | ..... | ..... | ..... |
| Missouri | 1 | 325 | 25 | ..... | ..... | ..... | ..... | ..... |
| Nevada | 1 | 580 | 30 | 300 | 0 | 0 | ..... | 0 |
| New Hampshire | 6 | 8,684 | 2,897 | *e*32,226 | *a*5,000 | *e*1,383 | *e*776 | *d*497 |
| New York | 11 | 29,786 | *f*1,108 | *c*29,905 | *b*5,000 | *d*323 | *d*158 | *a*15 |
| North Carolina | 2 | 2,700 | *b*100 | *b*1,216 | *b*3,000 | *b*240 | *b*240 | 0 |
| Ohio | 2 | 1,511 | ..... | *b*3,240 | ..... | ..... | ..... | ..... |
| Pennsylvania | 3 | 1,560 | 334 | *b*650 | ..... | ..... | ..... | *b*150 |
| Rhode Island | 5 | 6,708 | 1,897 | 14,314 | ..... | 1,108 | 623 | *d*472 |
| South Carolina | 3 | 4,034 | 922 | *a*3,864 | ..... | *b*80 | *b*80 | ..... |
| Tennessee | 1 | 500 | 100 | ..... | 0 | 0 | 60 | 40 |
| Texas | 2 | 2,610 | 750 | ..... | ..... | *b*500 | *b*540 | ..... |
| Vermont | 3 | 1,260 | *a*459 | *a*2,298 | ..... | *a*226 | *a*206 | *b*19 |
| District of Columbia | 1 | 500 | 50 | ..... | 0 | 0 | ..... | 0 |
| Total | 71 | 178,105 | *g*25,215 | *h*212,296 | *i*14,161 | *j*13,937 | *k*17,115 | *l*7,466 |

*a* 2 reporting.
*b* 1 reporting.
*c* 4 reporting.
*d* 3 reporting.
*e* 5 reporting.
*f* 8 reporting.
*g* 59 reporting.
*h* 30 reporting.
*i* 6 reporting.
*j* 28 reporting.
*k* 32 reporting.
*l* 20 reporting.

Adding the totals of the preceding summary to those of the summaries of 1880, 1879, 1878, 1877, 1876, and of the Special Report on Public Libraries published by this Bureau in 1876 (see also the Report of the Commissioner of Education for 1875, p. cvii), we have the following aggregates for the libraries now reported:

| | |
|---|---|
| Total number of public libraries reported, each having 300 volumes or upwards | 3,988 |
| Total number of volumes | 12,889,598 |
| Total yearly additions (1,749 libraries reporting) | 507,832 |
| Total yearly use of books (883 libraries reporting) | 9,912,760 |
| Total amount of permanent fund (1,765 libraries reporting) | $6,832,657 |
| Total amount of yearly income (1,000 libraries reporting) | 1,474,585 |
| Total yearly expenditure for books, periodicals, and binding (923 libraries reporting) | 636,594 |
| Total yearly expenditures for salaries and incidental expenses (773 libraries reporting) | 781,869 |

It should be noted, however, that the figures for these items are but approximately true for the libraries of the country, inasmuch as they do not include the very considerable increase of the 3,647 libraries embraced in the Special Report on Public Libraries or the increase of the 270 libraries embraced in the Reports of the Commissioner of Education for 1876, 1877, 1878, 1879, and 1880, from the dates thereof to the present time.

The idea that a library is not a luxury but a necessity has become recognized among the most intelligent people. It has powerful influences which penetrate deeply and widely through nearly all classes to refine their tastes and elevate their principles as certainly as the organized systems of school instruction, though perhaps less rapidly. The general tendency of persons who continue the practice of drawing books from a library has been stated by good authority to be a gradually increasing interest in a more instructive and improving class of books than that for which they had at first shown a preference. A librarian has an opportunity to stimulate and direct this upward tendency, and where it is most apparent there is the greatest probability that this opportunity has been improved. "A collection of good books, with a soul to it in the shape of a good librarian," says Mr. Justin Winsor, "becomes a vitalized power among the impulses by which the world goes on to improvement." Manifestations of the appreciation of public libraries have appeared frequently in statutes providing for their support and protection. Not less than twenty States have legislated in their favor during the last decade. Few years go by in which some State, previously neglectful of its reading population, does not enact a law in the interest of free libraries. The statistics of additional public libraries previously given show their number and size to be greater this year than in any year subsequent to the publication of the special report on libraries in 1876. In 1880 the number of libraries reported was larger, but they contained fewer volumes. The functions of public libraries have been summarized by Hon. Mellen Chamberlain, of Boston, under the following heads:

First, in due proportion of funds to answer the requisition of scholars; second, to supply sufficient reading for all, and without inquiring too nicely whether that reading is merely for amusement or with some vague notion of acquiring useful knowledge; and lastly, that of instruction for the class who are generally pupils in the public schools.

### LIBRARY MANAGEMENT.

The true aim of public library administration is to make the books in it accessible and useful to the greatest number of readers. The time has passed when the preservation of a library was the chief end in its economy. Methods of arranging, classifying, numbering, and charging books affect materially the usefulness of any collection, but a discussion of them would involve many questions and details that have only a secondary bearing on their educational value. These matters have been brought to a high degree of perfection, so that those skilled in them are familiar with excellent plans for conducting libraries of any size whatever. Librarians generally hold themselves in readiness to render assistance to libraries needing the help of experts.

The great need of a library, after it is supplied with books, is a qualified librarian. It would be difficult to say what are the most essential qualifications. A prime test of a librarian's quality, says Mr. Winsor, " is his power to induce an improvement in the kind of reading." Mr. S. S. Green, of the Worcester (Mass.) Free Public Library, mentions courteous disposition, sympathy, cheerfulness, patience, and enthusiasm as qualities peculiarly desirable in library officers. The following suggestive sentences are from the pen of Melvil Dewey, esq., of Boston:

The best librarians are no longer men of merely negative virtues. They are positive, aggressive characters, standing in the front rank of the educators of their communities, side by side with the preachers and the teachers. * * * It is not now enough that the books are cared for properly, are well arranged, are never lost. It is not enough if the librarian can readily produce any book asked for. It is not enough that he can, when

asked, give advice as to the best books in his collection on any given subject. All these things are indispensable, but all these are not enough for our ideal. He must see that his library contains, as far as possible, the best books on the best subjects, regarding carefully the wants of his special community. Then, having the best books, he must create among his people, his pupils, a desire to read those books. He must put every facility in the way of readers, so that they shall be led on from good to better. He must teach them how, after studying their own wants, they may themselves select their reading wisely. Such a librarian will find enough who are ready to put themselves under his influence and direction, and if competent and enthusiastic he may soon largely shape the reading and, through it, the thought of his whole community.

### LIBRARIES AND SCHOOLS.

Much attention is given to the use of libraries in connection with the public schools. Once it was the complaint that, though the school and the library stood side by side, no bridge stretched from the one to the other. Now librarians and the trustees of libraries generally are trying to coöperate with teachers and parents in directing into profitable channels the reading of children and youth. The younger children are helped to select interesting and instructive stories and books of history and travel; older ones are guided to the sources of history, the authorities in science, and the finest examples in literature. The choice of the books is aided by the acquaintance of the teacher with the tastes and capacities of his pupils, the discernment on the part of the librarian of their wants and his knowledge of the books that will supply them, and by the increasing abilities of readers to choose for themselves. Many circumstances and influences must unite in order to produce the highest degree of mutual helpfulness between the school and the library. Some of these essentials are mentioned by Mr. W. E. Foster, of Providence, as follows:

On the part of the pupil, then, are requisite a continuous mental development and sufficient scope of individuality; on the part of the teacher and librarian are requisite a genuine interest in the work and mutual coöperation. The choice of methods must aim to bring the strongest light of interest to bear on the presentation of each subject, and must be essentially direct and personal, and must follow up the first steps of continuous efforts. Instead of a policy which contemplates brilliant but superficial operations should be chosen one which, with patience and persistency, enters upon measures which require time for their development, but whose results are substantial and permanent.

A few years ago the trustees of the Quincy (Mass.) Public Library adopted a rule by which each of the schools might become practically a branch library, the master selecting a number of volumes from the main library and circulating them among his scholars. In the Wells School, Boston, a plan has been devised for promoting the study of good literature. It involves the loan from the Public Library to the public school of copies of some one book sufficient in number to enable the pupils of the school to read the same book at the same time. Once a week they are examined in a free conversational way as to the structure of the work, the relation of its parts, the spirit in which it was written, the excellence of its style and diction, and similar qualities. It is said that after a few months' study of "Leslie Goldthwaite's Journal" the pupils "came to have a perception more or less clear, according to the intellectual endowments of individual girls, of all those elements by which the professional critic is enabled to give judgment upon the value of any novel as a work of art." The use of libraries has been greatly increased in Cincinnati by interesting public school scholars in authors of unquestioned merit. The school district libraries of California are meeting with marked success. It is not too much to say that seven-eighths of them are doing good service in the education of the people. Mr. Foster has given some excellent rules for the guidance of pupils in their use of the public library. They are as follows:

(1) Begin by basing your reading on your school text books. (2) Learn the proper use of reference books. (3) Use books, that you may obtain and express ideas of your own. (4) Acquire wholesome habits of reading. (5) Use imaginative literature, but

not immoderately. (6) Do not try to cover too much ground. (7) Do not hesitate to ask for assistance and suggestions at the library. (8) See that you make your reading a definite gain to you.

### CATALOGUES AND INDEXES.

The practical value of libraries has been enhanced by the skill and industry employed in the preparation of catalogues and indexes. This technical and laborious work can be accomplished satisfactorily only by persons of talent and experience. General rules are adopted by library associations, and they furnish guidance and tend to secure uniformity of entries and arrangement. They have the same purpose and consequently are essentially alike in matters of substance. The details may depend on the fulness of entries, the kind of catalogue, the purposes of the library, and the characteristics of librarians. The mental qualities and the facilities possessed by the employés of any library will determine to a considerable extent the character of the catalogue issued by it. Such a work as the subject catalogue of the United States Surgeon General's Office could not come from a library which had inferior officers and ordinary facilities. It may be that some system of coöperation will be inaugurated by which catalogues for general use will be prepared by the combined effort of the men best able to do such work.

The movements in the line of indexing are attracting much attention. It is now considered feasible to index, not individual books only, but those of a class or subject. A series of publications entitled the Q. P. Indexes has been received with favor.[1] The earliest of them contain references to the articles which appeared in some single magazine during a selected period. Later numbers give references to contributions to several periodicals during a particular year. An index of articles relating to history, biography, literature, and travel contained in essays will be attempted in the near future. In the forefront of projects of this kind is the preparation of a greatly extended edition of Poole's Index to Periodical Literature. The work is being done through the coöperation of leading libraries under the direction of Mr. William F. Poole, of Chicago. He prescribed rules for indexing and assigned particular magazines to libraries possessing full files. The number of serials indexed up to February was 188, comprising 4,318 volumes. Mr. Poole said at that time:

The work of more than fifty of the coöperating libraries has been sent in, with the references to the current serials brought down to January, 1880. The matter has been revised by the editors, distributed under the first letter of the headings, and about six hundred pages of copy have been arranged for the printers. * * * The arrangement and revising of the copy we estimate will be completed during the present year, and the printing will begin early in 1882 and will be carried on as rapidly as the nature of the work will permit. It will make a royal octavo volume of about 1,200 pages.

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[1] This work has been undertaken by Mr. W. H. Griswold, a graduate of Harvard College, who studied two years in Europe and is now assistant to Mr. Spofford, librarian of Congress. His indexes show honest and well considered work and have received recognition abroad creditable to him as well as to the progress of indexing in the United States. The Deutsche Rundschau, in an extended notice, observes:

"The readers of the Deutsche Rundschau will be pleased to learn that an index of its authors and subjects has been published. This publication comes from America: Germans are not index makers. The work is excellently done and will be of great value to the readers of the Rundschau. Mr. Griswold has made similar indexes to several American periodicals. His work shows great industry and accuracy. Open it where one may, there is no possibility of mistake. These indexes will be exceedingly useful to libraries having the periodicals covered by them."

TABLE XVII.—*Summary of statistics of training schools for nurses.*

| | Name. | Number of instructors. | Present number of pupils. | Graduates in 1881. | Total number of pupils since organization. | Graduates since organization. |
|---|---|---|---|---|---|---|
| 1 | Connecticut Training School for Nurses (State Hospital). | 4 | 24 | 8 | 116 | 43 |
| 2 | Illinois Training School for Nurses | 3 | 10 | 0 | 10 | 0 |
| 3 | Boston City Hospital Training School for Nurses | 9 | 50 | 9 | 159 | 21 |
| 4 | Boston Training School for Nurses (Massachusetts General Hospital). | ..... | 42 | 16 | 247 | 73 |
| 5 | Training School for Nurses (New England Hospital) | ..... | 17 | 6 | 120 | 46 |
| 6 | Missouri School of Midwifery | 3 | 16 | 21 | 180 | 173 |
| 7 | Brooklyn Training School for Nurses | ..... | 12 | 0 | 12 | 0 |
| 8 | New York State School for Training Nurses | 6 | 7 | 7 | 54 | 54 |
| 9 | Buffalo General Hospital Training School for Nurses | 12 | 15 | 3 | 33 | 5 |
| 10 | Charity Hospital Training School | 12 | 40 | 16 | 130 | 90 |
| 11 | Mount Sinai Training School for Nurses | ..... | 26 | 0 | 28 | 0 |
| 12 | Training School for Nurses (Bellevue Hospital) | 6 | 64 | 28 | 148 | 148 |
| 13 | Training School of New York Hospital | 8 | 26 | 12 | 70 | 52 |
| 14 | Training School for Nurses (House and Hospital of the Good Shepherd). | 8 | 10 | ..... | ..... | ..... |
| 15 | Nurse Training School of the Woman's Hospital | 6 | 31 | 4 | 117 | 46 |
| 16 | Philadelphia Lying-in Charity and Nurse School | ..... | ..... | ..... | ..... | ..... |
| 17 | Washington Training School for Nurses | 7 | 24 | 3 | 40 | 3 |
| | Total | 84 | 414 | 133 | 1,464 | 754 |

The list of nurse training schools has been increased during the year by the opening of two schools, one in Chicago and one in New York City. The latter school was in contemplation as early as 1879. The death of the lady who was most deeply interested in its establishment postponed active operations; other ladies, however, soon took up the work and made plans for the organization of a school. These plans were approved by the Mount Sinai Hospital and a society was incorporated to carry them into effect. Subscriptions were solicited and $6,410 raised. A house was rented and furnished, that the nurses and pupils might have a pleasant home when off duty. The rules of the home are few and simple, requiring the inmates to rise and retire at seasonable hours and to observe the usages of refined homes. The Mount Sinai Hospital has coöperated with the managers of the nurse training school and has opened its wards for the education of the pupils.

Mrs. Thomas Burrows, the recording secretary of the Society of the Illinois Training School for Nurses, Chicago, at its first annual meeting, October 1, 1881, gave the following interesting sketch of the origin of the school:

One year ago to-day sixteen ladies met at the Palmer House for the purpose of organizing a training school for nurses. These ladies were thoroughly in earnest, believing that such a school was sadly needed, not only for the benefit of the sick, but to furnish to those women who desire to become skilled nurses such facilities as would open to them a self supporting and honorable profession. Twenty-five ladies were duly elected as a board of managers. From this number were elected Mrs. C. B. Lawrence president, two vice presidents, a recording and corresponding secretary, and treasurer. A charter was obtained, and a constitution and by-laws adopted. The standing committees were duly elected, as follows: hospital, household, publication, finance, auditing, executive, and nominating, with an advisory board of fifty gentlemen. After it had been fully decided by the commissioners of Cook County Hospital to give the training school board full control of two wards, subject to the existing rules and regulations of the hospital,

the first effort was made to interest the general public in the enterprise. For this purpose a meeting was called on the evening of the 15th of January in the appellate court rooms at the Grand Pacific Hotel. The response was noble and generous, and from that time forward the earnest and heartfelt interest of the people of Chicago was made manifest in the gift to our training school, by individual donation, of $15,085. Miss M. E. Brown, assistant superintendent of the Bellevue Hospital Training School, was so highly recommended to us for superintendent that she was engaged, and with great satisfaction are we able to say that our expectations in regard to this lady have been more than fulfilled. Then came the renting and furnishing the Home, now located at 69 Flournoy street, and on May 1 Miss Brown, with her two head nurses and eight pupil nurses, assumed their duties in wards A and C of Cook County Hospital.

The Washington Training School for Nurses held its first regular commencement in May last. The society in charge of the school then conferred its certificates upon three graduates. Earlier in the year a loan exhibition was held, for the purpose of obtaining a fund for the establishment of a Home. The pecuniary result was not equal to anticipations, but the exhibition called attention to the merits of the school and enlisted the sympathy and coöperation of many citizens.

Louis L. Seaman, M. D., chief of staff of Charity Hospital, New York City, in his report for 1881, gives a retrospective view of events bearing on the history of nurse training schools. The first public hospital, says Dr. Seaman, was founded in Rome in the fourth century by Fabriola. About the same time another Roman lady, Paula, took up her residence in Bethlehem of Judea and assembled around her a community of women who are the prototypes of modern nurses. The oldest hospital in existence is the Hôtel Dieu, in Paris. It was founded in the seventh century and has enrolled on its records the successive orders of Sisters that have ministered to the sick within its walls. The Sisters of Charity were organized in the seventeenth century, and have contributed much to the relief of suffering. The nurse training of this century commenced at Kaiserwerth, a little village on the Rhine, near Düsseldorf, in 1836. The establishment there has become known, not so much through Pastor Fliedner, its founder, as on account of the attendance of Florence Nightingale, who went there in 1851 to perfect her training as a nurse. The term of instruction and service at Kaiserwerth was three years, and there was no lack of applicants, though a fee was charged for the training. Special recognition of the need of trained nurses was made by the sanitary commission during the late civil war, when distinguished physicians and surgeons proposed to educate and drill in a thorough and laborious manner one hundred women suited to become efficient nurses in army hospitals.

An account of the work of missionary nurses, furnished by the superintendent of the Woman's Branch of the New York City Missions, shows the field for philanthropic labor open to the nurse. The following extracts are taken from it:

It is now about five years since a graduate of the Bellevue Training School for Nurses gave up her prospect of pecuniary advantage as a private nurse and devoted herself to caring for the sick poor in connection with our missionaries, and became the pioneer of missionary nurses. Since then that branch of the work has steadily advanced. It has increased in favor with rich and poor, increased in power and efficiency, and we wonder how we ever did good work without it. A part of the last year we employed eight nurses, each and all constantly occupied, often far beyond ordinary power of endurance.

Too much cannot be said of the constant and untiring devotion of these self sacrificing workers, who forget fatigue, extreme cold, heat, or storm, when the interests of a patient demand their attention. The pressure on them is so great that we are obliged to limit their service to day-time and within certain hours. The nurses have made during the year over nine thousand visits, carrying relief and comfort to 1,738 patients. * * * The nurses have expended for medicines and nourishment $1,172.94, have given 1,251 garments, and lent for the comfort of the sick 536 articles.

### DEFECTIVE CLASSES.

A table on the following page, derived from the United States Census of 1880, shows the number of deaf-mute, blind, feeble-minded, and insane persons enumerated in each State and Territory.

*Defective classes of the population of the United States, from the Census of* 1880.

| States and Territories. | Defective classes containing teachable children. | | | | Insane. | Aggregate. |
|---|---|---|---|---|---|---|
| | Deaf-mutes. | Blind. | Feeble-minded. | Total. | | |
| Alabama | 693 | 1,399 | 2,223 | 4,315 | 1,521 | 5,836 |
| Arkansas | 489 | 972 | 1,374 | 2,835 | 789 | 3,624 |
| California | 382 | 644 | 507 | 1,533 | 2,503 | 4,036 |
| Colorado | 85 | 104 | 77 | 266 | 99 | 365 |
| Connecticut | 565 | 613 | 817 | 1,995 | 1,723 | 3,718 |
| Delaware | 84 | 127 | 269 | 480 | 198 | 678 |
| Florida | 118 | 215 | 369 | 702 | 253 | 955 |
| Georgia | 819 | 1,634 | 2,433 | 4,886 | 1,697 | 6,583 |
| Illinois | 2,202 | 2,615 | 4,170 | 8,987 | 5,134 | 14,121 |
| Indiana | 1,764 | 2,238 | 4,725 | 8,727 | 3,530 | 12,257 |
| Iowa | 1,052 | 1,310 | 2,314 | 4,676 | 2,544 | 7,220 |
| Kansas | 651 | 748 | 1,083 | 2,482 | 1,000 | 3,482 |
| Kentucky | 1,275 | 2,116 | 3,513 | 6,904 | 2,784 | 9,688 |
| Louisiana | 524 | 845 | 1,053 | 2,422 | 1,002 | 3,424 |
| Maine | 455 | 797 | 1,325 | 2,577 | 1,542 | 4,119 |
| Maryland | 671 | 946 | 1,319 | 2,936 | 1,857 | 4,793 |
| Massachusetts | 978 | 1,733 | 2,031 | 4,742 | 5,127 | 9,869 |
| Michigan | 1,166 | 1,289 | 2,181 | 4,636 | 2,796 | 7,432 |
| Minnesota | 500 | 448 | 729 | 1,677 | 1,145 | 2,822 |
| Mississippi | 606 | 1,071 | 1,579 | 3,256 | 1,147 | 4,403 |
| Missouri | 1,598 | 2,258 | 3,372 | 7,228 | 3,310 | 10,538 |
| Nebraska | 287 | 220 | 356 | 853 | 450 | 1,303 |
| Nevada | 10 | 24 | 18 | 52 | 31 | 83 |
| New Hampshire | 221 | 412 | 703 | 1,336 | 1,056 | 2,382 |
| New Jersey | 527 | 829 | 1,056 | 2,412 | 2,405 | 4,817 |
| New York | 3,762 | 5,013 | 6,084 | 14,859 | 14,111 | 28,970 |
| North Carolina | 1,032 | 1,873 | 3,142 | 6,047 | 2,028 | 8,075 |
| Ohio | 2,301 | 2,960 | 6,460 | 11,721 | 7,286 | 19,007 |
| Oregon | 102 | 87 | 181 | 370 | 378 | 748 |
| Pennsylvania | 3,079 | 3,884 | 6,497 | 13,460 | 8,304 | 21,764 |
| Rhode Island | 150 | 300 | 234 | 684 | 684 | 1,368 |
| South Carolina | 564 | 1,100 | 1,588 | 3,252 | 1,112 | 4,364 |
| Tennessee | 1,108 | 2,026 | 3,533 | 6,667 | 2,404 | 9,071 |
| Texas | 771 | 1,375 | 2,276 | 4,422 | 1,564 | 5,986 |
| Vermont | 212 | 486 | 803 | 1,501 | 1,015 | 2,516 |
| Virginia | 998 | 1,710 | 2,794 | 5,502 | 2,411 | 7,913 |
| West Virginia | 520 | 625 | 1,367 | 2,512 | 982 | 3,494 |
| Wisconsin | 1,079 | 1,075 | 1,785 | 3,939 | 2,526 | 6,465 |
| Arizona | 7 | 27 | 11 | 45 | 21 | 66 |
| Dakota | 63 | 63 | 80 | 226 | 72 | 298 |
| District of Columbia | 169 | 164 | 107 | 440 | 938 | 1,378 |
| Idaho | 7 | 6 | 23 | 36 | 16 | 52 |
| Montana | 9 | 12 | 15 | 36 | 59 | 95 |
| New Mexico | 70 | 358 | 122 | 550 | 153 | 703 |
| Utah | 118 | 126 | 148 | 392 | 151 | 543 |
| Washington | 24 | 47 | 47 | 118 | 135 | 253 |
| Wyoming | 11 | 4 | 2 | 17 | 4 | 21 |
| Total 1880 | 33,878 | 48,928 | 76,895 | 59,701 | 91,997 | 251,968 |
| Total 1870 | 16,205 | 20,320 | 24,527 | 61,052 | 37,382 | 98,434 |

We are not yet free from the tendency to give the name asylum to institutions designed for the benefit of children and youth suffering from such defects as inability to

speak, or hear, or see, or from mental deficiency. When these institutions were first established they were looked upon as great charities, and the public generally regarded them with more interest as means of relief than as schools for the training of young persons having deficiencies in mind or body. Since that period there has been great progress on the part of all communities among us in acknowledging that education for any youth who can be benefited by it is not a charity but a right, and that the state in providing institutions of this class is not bestowing a charity but discharging a duty, if such a distinction may be made. On the other hand, the development of dependence in its various forms from disease or feebleness of mind or body has necessitated better provision for those suffering in this way; and it has been found alike humane and economical to bring such persons together in centres or retreats. These institutions, all will agree, may with propriety be called asylums, and those in them designated the asylum class, as it is termed in social science. But none need be told how widely all these establishments differ from those intended for the instruction and training of the youth of any condition. A proper use of terms, then, would suggest the dropping of "asylum" in connection with all schools for these several classes. Another reason for the disuse of this term is found in the fact that it suggests to many legislators the idea of making provision only for the shelter, food, and clothing of these youth, whereas they can accomplish their purpose only by just and proper provisions for carrying on the work of education. A careful survey of these institutions will disclose the fact that suffering for lack of proper text books, books of reference, maps, or other means of illustrations, or laboratories and workshops for industrial training, or persons of a sufficiently high order of qualification as teachers, arises in part at least because estimates of expense are made simply for the keeping of so many children. It should never be forgotten that education is the prime object in the establishment of these institutions. It may be that in some instances legislation to alter their designation will be advisable.

### TABLE XVIII.—INSTITUTIONS FOR THE DEAF AND DUMB.

Following is a summary of statistics of institutions for the deaf and dumb for the year 1881.

TABLE XVIII.—*Summary of statistics of institutions for the deaf and dumb.*

| States and Territories. | Number of institutions. | Instructors. | | Number under instruction during the year. | | | Total number who have received instruction. |
|---|---|---|---|---|---|---|---|
| | | Total number. | Number of semi-mutes. | Total. | Male. | Female. | |
| Alabama | 1 | 6 | *a*3 | 50 | 30 | 20 | 190 |
| Arkansas | 1 | 4 | 0 | 77 | 45 | 32 | 160 |
| California | 1 | *b*12 | ..... | 116 | 70 | 46 | 239 |
| Colorado | 1 | 3 | ..... | 38 | ..... | ..... | 53 |
| Connecticut | 2 | 17 | 2 | 236 | 145 | 91 | 2,342 |
| Georgia | 1 | 4 | 2 | 70 | 36 | 34 | 300 |
| Illinois | *c*2 | 32 | 3 | 633 | 372 | 261 | 1,480 |
| Indiana | 1 | 18 | 6 | 405 | 224 | 181 | 1,395 |
| Iowa | 1 | 12 | 3 | 198 | 117 | 81 | 600 |
| Kansas | 1 | 7 | 0 | 142 | 74 | 68 | 240 |
| Kentucky | 1 | 8 | *d*4 | 139 | 78 | 61 | 788 |
| Louisiana | 1 | 3 | ..... | 43 | 23 | 20 | ..... |
| Maine | 1 | 4 | 0 | 26 | 14 | 12 | 29 |
| Maryland | 3 | *b*16 | 1 | 141 | 81 | 60 | 278 |
| Massachusetts | 3 | 21 | 1 | 180 | 88 | 92 | 400 |
| Michigan | 3 | 18 | 2 | 293 | 162 | 131 | 982 |
| Minnesota | 1 | 8 | 4 | 134 | 83 | 51 | 258 |
| Mississippi | 1 | 4 | 1 | 56 | 28 | 28 | 123 |
| Missouri | 2 | 14 | 3 | 291 | 174 | 117 | 829 |
| Nebraska | 1 | 7 | *e*1 | 97 | 60 | 37 | 144 |
| New York | 6 | 82 | 11 | 1,345 | 756 | 589 | 4,147 |
| North Carolina | 1 | 9 | 1 | 109 | 58 | 51 | 349 |
| Ohio | 2 | 28 | 5 | 560 | 302 | 258 | 1,952 |
| Oregon | 1 | 2 | 0 | 15 | 8 | 7 | 43 |
| Pennsylvania | 6 | 30 | 5 | 564 | 326 | 238 | 2,177 |
| Rhode Island | 1 | 4 | 0 | 19 | 11 | 8 | 19 |
| South Carolina | 1 | 5 | 3 | 38 | 15 | 23 | *b*164 |
| Tennessee | 1 | 6 | 0 | 100 | 60 | 40 | ..... |
| Texas | 1 | 5 | 0 | 89 | 53 | 36 | 202 |
| Virginia | 1 | 7 | 1 | 96 | 54 | 42 | 530 |
| West Virginia | 1 | 6 | 2 | 78 | 46 | 32 | 183 |
| Wisconsin | 3 | 16 | ..... | 243 | 141 | 102 | 664 |
| District of Columbia | *f*2 | 12 | 3 | 114 | 103 | 11 | 431 |
| Dakota | 1 | 1 | 1 | 5 | 4 | 1 | 0 |
| Total | 57 | 431 | *g*68 | *h*6,740 | 3,841 | 2,861 | 21,691 |

*a* Deaf-mutes.

*b* Including the department for the blind.

*c* One of these represents the Chicago system of deaf-mute schools, to which belong, besides the Deaf-Mute High School, four primary schools.

*d* Three are deaf-mutes.

*e* A mute.

*f* This includes the National Deaf-Mute College.

*g* Six are deaf-mutes and 1 mute.

*h* Sex of 38 not reported.

TABLE XVIII.—*Summary of statistics of institutions for the deaf and dumb*—Continued.

| States and Territories. | Number of graduates who have become teachers. | Libraries. | | Property, income, &c. | | | |
|---|---|---|---|---|---|---|---|
| | | Number of volumes. | Increase in the last year. | Value of grounds, buildings, and apparatus. | State appropriation for the last year. | Income for the year from tuition fees. | Expenditure for the year. |
| Alabama | 2 | a500 | a100 | $50,000 | a$15,000 | ..... | a$13,500 |
| Arkansas | 1 | 75 | 0 | 30,000 | b4,000 | $0 | 14,676 |
| California | 3 | ..... | ..... | a325,000 | a40,000 | 0 | a40,000 |
| Colorado | ..... | 70 | ..... | 20,000 | c16,935 | 0 | 15,835 |
| Connecticut | 28 | 2,200 | ..... | 256,000 | 38,949 | 3,006 | 52,825 |
| Georgia | 3 | 1,000 | 50 | 40,000 | 15,000 | 0 | 14,241 |
| Illinois | 15 | 5,591 | 804 | 300,000 | 100,000 | ..... | 88,792 |
| Indiana | ..... | 3,006 | ..... | 458,110 | 55,000 | 0 | 54,831 |
| Iowa | 0 | 482 | 0 | 200,000 | 57,280 | 0 | 50,280 |
| Kansas | ..... | 500 | 100 | 54,000 | 19,500 | 0 | 19,500 |
| Kentucky | ..... | 800 | 25 | 200,000 | 23,003 | d4,439 | 26,705 |
| Louisiana | ..... | 350 | ..... | 50,000 | ..... | ..... | ..... |
| Maine | ..... | ..... | ..... | ..... | 4,000 | ..... | ..... |
| Maryland | 3 | 4,150 | 220 | 330,000 | 30,450 | 500 | 29,254 |
| Massachusetts | 0 | 1,156 | ..... | 97,000 | 11,883 | 3,591 | 26,952 |
| Michigan | ..... | 2,456 | 20 | 407,500 | 40,000 | 600 | 45,600 |
| Minnesota | 2 | 850 | 10 | 200,000 | 24,000 | 0 | 24,000 |
| Mississippi | ..... | 600 | ..... | 100,000 | 9,500 | 0 | 10,000 |
| Missouri | 3 | 1,000 | ..... | 162,789 | 45,000 | 0 | 35,236 |
| Nebraska | 0 | 762 | 160 | 61,000 | 39,950 | 0 | 16,450 |
| New York | 87 | 5,511 | 187 | 913,914 | e291,311 | 53,238 | 366,676 |
| North Carolina | 8 | 600 | ..... | a75,000 | ..... | ..... | a34,000 |
| Ohio | 40 | ..... | ..... | 750,000 | 84,454 | ..... | 85,018 |
| Oregon | ..... | 0 | ..... | ..... | f6,000 | ..... | ..... |
| Pennsylvania | 16 | 5,100 | 30 | 500,000 | 164,800 | 1,452 | 97,711 |
| Rhode Island | 0 | 280 | ..... | ..... | ..... | 0 | ..... |
| South Carolina | ..... | ..... | ..... | a35,000 | a7,800 | ..... | a7,166 |
| Tennessee | 0 | 300 | 0 | 200,000 | 22,000 | ..... | 22,000 |
| Texas | ..... | 108 | ..... | 90,000 | ..... | ..... | 7,700 |
| Virginia | 3 | 500 | 10 | a250,000 | a33,480 | 0 | a32,301 |
| West Virginia | 1 | 591 | 49 | a80,000 | a25,000 | 0 | a30,057 |
| Wisconsin | ..... | 1,000 | ..... | 124,000 | 30,000 | 1,502 | 50,048 |
| District of Columbia | 31 | ..... | ..... | 650,000 | g53,500 | ..... | 56,108 |
| Dakota | 0 | 0 | ..... | 4,000 | 2,000 | ..... | ..... |
| Total | 246 | 39,538 | 1,765 | 7,013,313 | 1,309,795 | 68,328 | 1,367,462 |

*a* Including the department for the blind.
*b* For salaries, $125 per capita for support.
*c* Total receipts from all sources.
*d* From labor and interest on permanent fund.
*e* Includes some appropriations from counties.
*f* For two years.
*g* Congressional appropriation.

A few events of public interest have occurred during the past year among the schools for the deaf and dumb. The legislature of Michigan has passed an act reorganizing its State institution. The Pennsylvania institution has been named as the recipient of a generous legacy, in consequence of which it resolved to establish two additional schools, one to be taught by the oral and the other by the manual method. The oral school has been organized. A school for deaf-mutes, opened last year at Sioux Falls, Dak., has re-

ceived aid from the city and from the territorial legislature, such as to give it promise of a permanent growth. The legislature of Georgia has appropriated $2,500 for fitting up a department in the State institution for colored pupils, and as much more for the expense of giving them instruction. It has also permitted the attendance of day scholars. The Iowa institution has been given a printing office and has commenced the publication of a monthly paper. A gymnasium, 62 by 48 feet in area, has been completed and equipped for the Columbia Institution at Washington, D. C. It contains a swimming pool and bowling alley on the first floor and approved apparatus on the second floor. The Kentucky institution is erecting a chapel and a building for boys at an expense of over $40,000, a large part of which has been appropriated by the legislature.

### DAY SCHOOLS FOR DEAF-MUTES.

There are in several cities schools for deaf-mutes under the control of the municipal school authorities. Among them are the Chicago day schools, the Portland (Me.) day school, the Horace Mann School at Boston, the St. Louis day school, and the Scranton (Pa.) deaf-mute school. The Chicago day schools are five in number and were maintained during the year past at an expense of about $3,800, which was paid from a State appropriation of $15,000 made for the purpose in 1879. The pupils numbered 55. The average attendance was nearly 81 per cent. of the enrolment, although many of the children lived at considerable distances from the schools. Instruction was given only in the most elementary branches. The Portland school is supported by the State, but appropriations to it have been too meagre to allow it to do the work it might. The Horace Mann School for the Deaf was established in 1869 for the purpose of affording free instruction to the deaf-mute children of Boston and vicinity in such a way that the expense to the State would be small and the opportunity be offered children of residing at home during the time of instruction. The school occupies a building containing eight class rooms, a reception room, and play room. "And in this cheerful place," says Miss M. G. Morrison, "in an atmosphere of encouragement and affection, the children gladly stay during five hours of the day, while the teachers, who are enthusiasts in their work, patiently try to fit them to take their places more equally in the struggle of life." In the half year ending July 1, 1881, there were 74 beneficiaries. The sum expended for them by the State was $3,524.10. Children not beneficiaries are received and pay a sum equal to the average cost of tuition. It is designed that the school shall give an elementary English education, first imparting to pupils the meaning and use of ordinary language. It aims to teach its pupils to speak and to read the speech of others from their lips. One teacher is allowed for every ten scholars. The St. Louis school for deaf-mutes was opened nearly three years ago. It has two teachers and between forty and fifty pupils. The pupils are divided into four classes and pursue studies ranging from the most elementary lessons to physical geography, written arithmetic, and United States history. The principal of the school, Mr. D. A. Simpson, presents many arguments to prove that it is best for deaf children to remain at home during their school days, and answers the objections to day schools as follows:

The only strong point which opponents of day schools can advance is the difficulty of classification of pupils and the large percentage of daily absence from school. To this it may be replied that some of the very important advantages which a day school has over a State institution more than compensate for this difficulty of classification, and, as to absence from school, it is not at all true, as far as the St. Louis day school is concerned, that the percentage of daily absence is large. Here, with forty-one pupils enrolled, the average daily absences do not often exceed four, less than one from each class.

Schools similar to those in Chicago have been established in London, and placed by the school board under the supervision of Rev. William Stainer. In order to extend their benefits, homes have been opened near them for the accommodation of children living at a distance. An account of these homes says:

Mr. Stainer, aided by benevolent friends, has opened at two or three points near the schools "ladies' Christian homes," where the children are brought together and provided with board and lodgings from Monday until Friday, returning to their homes for Saturday and Sunday. Each home has accommodations for forty children, and they are re-

ceived as young as four years of age. Their parents pay the cost of their food. Besides the weekly boarders, there are some children who, having no homes of their own, are placed in these establishments as permanent boarders by boards of guardians, the Royal Association in Aid of the Deaf and Dumb, and benevolent individuals. The advantage of the homes is not only that children living at a distance are brought near to the schools, but also that out of school hours they are surrounded with educational and moral influences, while still maintaining their family relations and home ties by weekly visits.

EARLY INSTRUCTION.

The education of the deaf-mute child should be commenced in the home at the earliest practicable moment. He should be encouraged in all active exercises, since they occupy his mind and strengthen his body. He should be shown novel and interesting objects, that his powers of observation may be quickened and his mind furnished with material for thought. The finger alphabet, simple writing and drawing, and the meaning of figures may be taught by parents or by older brothers or sisters. Above all, the moral education of the child should not be neglected, as his future acquirements depend largely upon it. Much is said about the age at which children should be placed in institutions. The rules of the Michigan school fix nine years as the lowest age at which a child may ordinarily be admitted. Children six years old are found in the Clarke Institution at Northampton, Massachusetts. The pupils of the Horace Mann School must be over five years of age. As the deaf child has more than ordinary difficulties to overcome in obtaining an education, there should be no obstacle placed in the way of his entrance upon school life at as early an age as may be deemed advisable, which will vary with the nature of the school and the methods of instruction adopted.

The order in which elementary instruction proceeds in the New York Institution has been given recently by its principal, Isaac L. Peet, LL. D., and it may be taken as an illustration of the studies by which pupils become prepared for higher work. The first step is to enable the pupil to associate an object directly with its name. Objects whose names contain many different letters of the alphabet are presented to the eye as soon as possible. The second step is to analyze the words and to teach the pupil to make the letter of the manual alphabet which corresponds to each letter in the word. The third step is for the pupil to learn to write the words. After this comes the introduction of sentences which signify that one thing is asserted of another. The different tenses of the verb, personal and demonstrative pronouns, and other modifications of words are gradually introduced. The intermediary used is the manual alphabet, but semi-mutes are allowed none, vocalization being required of them. Gestures and natural signs are introduced later, and by their use lectures on morals, government, science, history, &c., are given.

Kindergarten principles have been recognized in the instruction of the deaf. It was thought by some that the usefulness of the system would be seriously impaired by the omission of the musical part of the exercises; but the success attendant upon its adoption has been encouraging.

Mr. Z. F. Westervelt, principal of the Western New York institution, says:

In our Kindergarten we receive all children under twelve, those who enter at six having six years' instruction in this department. They are constantly under supervision, and the manner of instruction is designed to be such as to make all the incidents and affairs of daily life educative and to lead the child to learn by observing. This class contains forty pupils, who, in two divisions, are under the care of two teachers during the school hours and attended by two nurses while out of school. The little ones spend as much time as possible in out-door games and walks, and when in the house are occupied with games arranged by their teachers for their amusement and instruction. We had found it difficult among the games and occupations of the German Kindergarten to find those which could be adopted in the instruction of our children; but in trying to discover the principles underlying the natural development of the child's mind—the principles upon which Fröbel's system is based—we have been interested and encouraged in working out a plan of our own.

Kitchen garden lessons have been given to the pupils of the Horace Mann School, at Boston. The report for 1881 says:

In the early part of the school year, the committee in charge received and accepted a

proposal for a course of kitchen garden lessons, including the loan of necessary apparatus, and the results are highly satisfactory. This instruction was provided by a benevolent lady (Mrs. Augustus Hemmenway), who had established similar classes in different parts of the city. Once a week a class of twenty-four girls was taught by an experienced teacher. The opportunity to have the apparatus at the school was of great value to the children, who were thus made familiar with the names of household implements and with the language associated with their use. As little girls often learn thoroughly the varieties of common sewing by dressing their dolls, so they can learn household avocations by handling miniature utensils and articles under skilful direction, and can thus acquire early neat and careful ways of doing housework. These twenty-four girls will never forget the instruction received to lay tables in the proper way, to sweep and dust rooms, to make beds, and to wash clothes. Their progress in learning the language of home life was very marked and was one of the most important results of this course of object lessons.

SPECIAL INSTRUCTION.

Cookery has been considered by the officers of several schools a suitable subject of study for deaf-mute girls, as preparing them for home life or training them for an honorable employment. A course of lessons has been given recently at the North Carolina Institution by Mrs. Helen Campbell to a class of ten girls. Some of these had come from homes where cooking utensils were few and the variety of table dishes extremely limited. To them the articles to be cooked and the appointments of the room in which the lessons were given were mysteries. The instruction covered only a small field and was of the simplest kind. Breadmaking in all its forms and the best cooking of meats and ordinary vegetables made up the greater part of the work. At the end of a three months' course the class prepared an excellent supper for the trustees, which seemed to convince the most skeptical of the value of the instruction given.

The introduction of instruction in manual occupations into schools for deaf-mutes is advocated by those interested in their education. Four reasons for doing this are given by Hon. Samuel Ayres, president of the board of commissioners in charge of the Kentucky Institution for the Deaf and Dumb, as follows:

(1) The school term of those who attend closes usually at an age when they are merging into manhood and womanhood and should begin to be self dependent. (2) There are two or three hours a day, after arranging for study and recreation, that would be spent in idleness, and hence unprofitably and hurtfully, unless labor of some kind were provided. (3) The regular and systematic exercise so provided, while inculcating industrious habits, is promotive of health. (4) Mutes find it well nigh impossible to get places for learning trades when equally intelligent speaking youths are their competitors; and even if they could secure such places they would scarcely get the care necessary for their proper instruction from those who found it difficult to communicate with them and point out defects in their work.

An idea of the shops which some schools have and of the uses to which they are put may be obtained by the following statement about those connected with the West Virginia Institution for the Deaf and Dumb and the Blind. Mr. Covell, the principal, says:

This department embraces six shops, in which are taught the following branches of handicraft, viz, carpentry and cabinet work, shoemaking, tailoring, broom and mattress making, chair caning, and printing. To these we may add the girls' sewing room, in which all of the articles of their clothing are made besides the underwear of the boys. These shops are now on a substantial footing and are in the hands of skilful, industrious, and intelligent foremen. The shop hours are from 2 to 5 P. M. for the boys and from 2 to 4 P. M. for the girls. The carpenter and cabinet shop answers all the demands upon it for necessary repairs to the buildings, fences, school and other furniture, besides supplying new tables, desks, &c., for the study rooms, school rooms, and shops. The shoe shop furnishes the pupils with good and substantial shoes and fills orders from the town and county for every style of work. The tailor shop supplies all the boys with one or two uniform suits each session, of a good article of cadet gray, and, so far as time will allow, fills orders from parties outside of the institution. The mattress, broom, and chair shops are reserved for the special benefit of the blind boys. * * * * * In the printing office five or six of our brightest deaf-mute boys find full employment as printers and compositors in general job work or on the columns of their weekly paper, the Tablet. The returns from the finished work sold by the shops rather more than cover the outlay for material purchased for them, but not to such an extent as to pay more than a small per cent. of the wages of the foreman.

The Nebraska Institute reports its workshop completed, its printing office in operation, and a carpenter shop doing work enough to be self supporting. Baking and confectionery have been added to the trades taught in the Illinois institution. The business has been followed successfully by several pupils, and commends itself as being not only a good one on general principles, but also an enterprise whose products may be daily used in the establishment with which it is connected. Printing is one of the best trades, and almost the only one available in schools attended by quite young children. This trade, shoemaking, and carpenter and cabinet work are those most commonly taught. The report of the New York Institution gives the value of the production of its shops as follows: Carpenter shop, $3,479; shoe shop, $3,110; tailor shop, $2,684; printing office, $2,312; farm and garden, $4,374. The contract system has been adopted in Indiana and is approved by the superintendent of the school. Usually the shops are in charge of hired mechanics, who combine teaching and labor. The pupils go out from them qualified to fill places in shops and factories. Six former pupils of the American Asylum at Hartford, Conn., who are employed by a clock company, are reported "fully up to the average of our employés" and "generally very quick to apprehend any sign in reference to form or finish of work." Four employed by a firm manufacturing tables and desks "are industrious, quick to learn, and capable workmen." Two young men, weavers, and a girl are in a woolen factory. The young men do work which falls short, not in quality but in quantity slightly; the girl is up to the average in every respect.

### NATIONAL DEAF-MUTE COLLEGE.

The education of deaf-mutes is carried to its highest point in this country by the National Deaf-Mute College, at Washington, D. C., which was organized as an advanced department of the Columbia Institution for the instruction of the deaf and dumb children of persons living in the District of Columbia or belonging to the Army or Navy. The college has received generous attention from Congress and has been so provided for and conducted that youth from all sections of the country can pursue collegiate studies under the instruction of able professors at a small expense. The number of graduates exceeds fifty, and several times as many have attended upon a part of the course. Excellent work in many varied departments of labor is being done by many of the former students. The college course now includes one preparatory and four undergraduate years. The studies of the preparatory year are algebra, grammar, English history, and Latin; of freshman year, algebra, geometry, Latin (Sallust and Cicero), Greek (optional), and general history; of sophomore year, trigonometry, surveying, analytical geometry, zoölogy, botany, chemistry, Latin (Virgil), Greek (Iliad, optional), literature; of junior year, calculus, mechanics, physics, astronomy, chemistry (qualitative analysis), physiology and hygiene, French, Greek (Demosthenes, optional), history of civilization, composition, logic; and of senior year, literature, German, geology and mineralogy, mental and moral science, æsthetics, political economy, and international law.

The late President Garfield, a short time before his assassination, paid an eloquent tribute to the work of educating deaf-mutes. It was graduation day at the National Deaf-Mute College, and, as is the custom, the young men who had completed their course had been presented to him by the president of the college. To the address of presentation President Garfield replied:

I understand, sir, that you are "presenting" these young men to the country. Not long ago they were hardly a force or a power to their country. What your institution has done for them has made each of them a great power; and that increased power you to-day give to the country. Therein is the secret and beneficence of education.

It was supposed to be a wise saying that one who could make two blades of grass grow where only one was growing before was a benefactor. The man or institution that can multiply the power of a boy by three, four, five, ten, or, as you are doing, perhaps a hundred, is doing a vastly higher thing than the increase of blades of grass; and this institution, which takes a class of the community that the common law, before it had been warmed by the sweet charities of modern life, did not regard as citizens — for I believe that by the common law a deaf-mute was not considered a responsible person — I say this kind of educational work may almost be said to take these unfortunate people and create them into the full image of high, broad, and responsible citizenship. Therefore you do,

Mr. President, present these young gentlemen to the country in a much wider sense than colleges usually present their graduating class.

I would like to say another thing: That during these many years of public service I have loved to look upon this as a neutral ground, where, from all our political bickerings and differences, we come under the white flag of truce that should be raised over every school-house and college in the land. I am glad to say that, in spite of all the differences of party opinion, we have worked together in trying to make this institution worthy of our capital and our people. I am glad to believe that this progress will be unimpeded by any changes that may happen at the capital and unchanged by any vicissitudes that may happen to the country.

TABLE XIX.—*Summary of statistics of schools for the blind.*

| States. | Number of schools. | Number of instructors and other employés. | Number of blind employés and workmen. | Number of pupils. | Number of pupils admitted since opening. | Libraries. | | Property, income, &c. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of volumes. | Increase in the last school year. | Value of grounds, buildings, and apparatus. | Amount of State or municipal appropriation for the last year. | Receipts from other States and individuals for the last year. | Total receipts for the last year. | Total expenditure for the last year. |
| Alabama | 1 | 2 | 0 | 15 | 38 | (*a*) | (*a*) | $50,000 | (*a*) | ..... | ..... | (*a*) |
| Arkansas | 1 | 12 | 5 | 36 | 145 | ..... | ..... | 15,000 | $11,000 | $0 | $10,783 | $10,739 |
| California | 1 | *b*32 | 0 | 30 | 107 | ..... | ..... | (*a*) | (*a*) | ..... | *b*40,000 | (*a*) |
| Colorado | (*c*) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Georgia | 1 | 15 | 4 | 61 | 217 | 1,000 | 100 | 75,000 | 22,000 | 375 | *d*22,375 | 11,373 |
| Illinois | 1 | 40 | ..... | 145 | 605 | ..... | ..... | 114,713 | 24,250 | *e*6,698 | 30,948 | 28,299 |
| Indiana | 1 | 29 | 5 | 127 | 672 | 2,100 | 100 | 374,644 | *e*31,129 | ..... | 31,129 | 30,653 |
| Iowa | 1 | 29 | 9 | 90 | 448 | 1,000 | 100 | 300,000 | 18,222 | 648 | *d*18,870 | 25,563 |
| Kansas | 1 | 6 | 2 | 52 | 139 | 340 | 40 | 100,000 | 11,140 | 0 | 11,140 | 9,640 |
| Kentucky | 1 | 24 | 7 | 81 | 429 | 1,200 | 100 | 100,000 | 19,371 | ..... | 27,902 | 18,562 |
| Louisiana | 1 | *f*3 | 6 | 23 | 57 | 250 | 40 | *g*3,000 | 10,000 | 0 | 6,600 | 7,200 |
| Maryland | 2 | 21 | 8 | 73 | 290 | 587 | ..... | 339,400 | 19,250 | 4,800 | 27,971 | 24,191 |
| Massachusetts | 1 | 46 | 34 | 128 | 1,016 | 5,383 | 793 | 246,489 | 30,000 | 21,059 | 77,324 | 71,938 |
| Michigan | 1 | 23 | ..... | 63 | 72 | 60 | ..... | 40,000 | 18,500 | ..... | 15,816 | 14,848 |
| Minnesota | 1 | 11 | 2 | 28 | 57 | 425 | 25 | 30,000 | 7,000 | 0 | 7,000 | 7,000 |
| Mississippi | 1 | *f*7 | 12 | 32 | ..... | 427 | 40 | 6,000 | 8,400 | 0 | *d*8,400 | 8,000 |
| Missouri | 1 | 19 | 3 | 90 | 469 | 1,250 | 50 | 250,000 | 27,000 | 0 | 27,000 | 23,000 |
| Nebraska | 1 | 9 | ..... | 22 | 41 | 250 | 50 | 15,000 | 7,800 | ..... | 7,800 | 4,962 |
| New York | 2 | 82 | 3 | 406 | 1,787 | 2,377 | 131 | 709,480 | 77,557 | *h*47,098 | 124,655 | 107,148 |
| North Carolina | 1 | ..... | ..... | ..... | ..... | ..... | ..... | (*a*) | ..... | ..... | ..... | (*a*) |
| Ohio | 1 | 52 | 8 | 180 | 1,138 | 500 | ..... | 500,000 | 29,681 | *h*5,132 | 34,813 | 32,950 |
| Oregon | *i*1 | ..... | ..... | ..... | 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Pennsylvania | 1 | 56 | *f*15 | 192 | 1,116 | 2,000 | 300 | *j*296,280 | *k*54,375 | 4,915 | 73,540 | 71,246 |
| South Carolina | 1 | 2 | 1 | 15 | 45 | ..... | ..... | (*a*) | (*a*) | *b*534 | *b*8,334 | (*a*) |
| Tennessee | 1 | 11 | 3 | 30 | 222 | 1,141 | 46 | 110,000 | 17,000 | 0 | 17,224 | 16,569 |
| Texas | 1 | 24 | 3 | 84 | 485 | 701 | 20 | 75,000 | 18,710 | 0 | 18,710 | 19,910 |
| Virginia | 1 | 9 | 2 | 32 | 253 | 200 | 20 | (*a*) | (*a*) | 0 | *b*34,680 | (*a*) |
| West Virginia | 1 | 4 | 0 | 30 | 64 | 200 | 50 | (*a*) | (*a*) | 0 | *b*30,702 | (*a*) |
| Wisconsin | 1 | 25 | 1 | 83 | 299 | 1,600 | 2 | 175,000 | 18,800 | ..... ..... | 20,245 | 19,668 |
| Total | 30 | 593 | 133 | 2,148 | 10,241 | 22,991 | 2,007 | 3,925,006 | 481,185 | 91,259 | 733,961 | 563,459 |

*a* Reported with statistics for the deaf and dumb (see Table XVIII and summary.)
*b* For both departments.
*c* School not yet opened.
*d* Total of items reported.
*e* Includes balance on hand from last fiscal year.
*f* Instructors only.
*g* Value of furniture.
*h* Includes income from other sources.
*i* Temporarily closed.
*j* Includes personal property, funds, and investments.
*k* Includes one quarter omitted in a former report.

Several institutions for the blind have recently lost by death warm friends and supporters. The Tennessee school has been deprived of a favorite trustee, Samuel Watkins, esq., and the Georgia academy of Dr. James Mercer Green, the president of its board of trustees since its organization in 1852. Among the items of brighter interest to the friends of education for the blind may be mentioned a successful series of concerts given by members of the Maryland Institution for the Instruction of the Blind, the raising of some $37,000 toward providing a generous library for the blind in connection with the Perkins Institution at Boston, the appropriation of $10,000 by the legislature of Georgia for the establishment of a department for colored persons in its Academy for the Blind, and the authorization by the New York legislature of the appointment of a committee to select a site and report plans for the organization of a "State Home for the Blind."

### ESTABLISHMENT OF SCHOOLS FOR THE BLIND.

The annual report for 1881 of the Perkins Institution and Massachusetts School for the Blind gives an interesting account of the early history of schools for the blind, Mr. M. Anagnos, the director, says that the first attempts to educate the blind in America were made at Boston under the influence of Dr. John D. Fisher. At a meeting of those interested in the subject, held in February, 1829, this gentleman gave a detailed account of the processes employed in European schools to communicate knowledge to the blind, described the manufacturing processes by which they obtained a livelihood and exhibited specimens of books for their use. A committee was then appointed, and through its efforts "The New England Asylum for the Blind" was soon after incorporated. Two years later Dr. Samuel G. Howe was engaged as superintendent and sent to Europe to study institutions, to procure teachers, and to obtain the necessary apparatus for the instruction of the blind. Dr. Howe returned the next year and opened a school in his father's house, which soon gained a firm hold upon the public. Col. Thomas H. Perkins gave his mansion house, valued at $25,000, to the enterprise on condition that $50,000 be raised otherwise. This was done within a month. Neighboring States, as well as Massachusetts, made appropriations for the education of their blind in the school, and it was installed in a new home under the most propitious circumstances in September, 1833. In 1839 it was removed to better quarters in a more healthful location at South Boston.

Literary, musical, and industrial instruction was provided for in the plan of the school. In 1840 a department for the employment of pupils who had learned to work but had failed to find opportunities was opened. The making, cleansing, and renovating of beds, the manufacture of mats and brooms, and cane seating chairs were the occupations chosen. In 1850, a new workshop having been erected, the adult blind were removed from the main building, which had become crowded, and scattered about the neighborhood, boarding in different families and going to the shop daily like ordinary workmen. They were paid monthly wages, usually sufficient for their support. Some years later it was attempted to give aid to blind women similar to that which had been extended to blind men. A laundry was opened, but it was abandoned after a trial of five years as impracticable.

The establishment of a school in Boston and the influence of its friends hastened the formation of similar establishments in many places in various parts of the country. The New York institution for the blind was incorporated in 1831. It was opened the next spring. Until 1845 its prosperity was not marked, but became so in that year through the appointment of a peculiarly able superintendent, Mr. James F. Chamberlain. Philadelphia was not far behind New York in opening a school for the blind. It was organized with great care by Mr. Julius R. Friedlander, who, in his German home, conceived the idea of founding such a school in Philadelphia, since he had heard high tribute paid to its citizens. After the opening of his school he gave exhibitions of the attainments of his pupils before the legislatures of Pennsylvania, New Jersey, and Delaware, and obtained

from them appropriations for the support of beneficiaries. The exhibition of pupils seems to have had a convincing effect upon legislatures and to have been the successful method of inducing them to establish schools. Dr. Howe took pupils before the Ohio legislature in 1836, and an institution was incorporated the next spring. He made a similar exhibition in Richmond, Va., in January, 1838, and an institution for the instruction of deaf-mutes and blind was incorporated in March. The organization of schools in Kentucky and South Carolina was effected after like efforts on the part of Dr. Howe. At the time of his death in 1876, 27 States had organized schools for the blind and others were sending their blind children to existing institutions, thus furnishing educational privileges to this class of unfortunates.

### PRINTING FOR THE BLIND.

The most important recent event in the history of these establishments is the gift of Congress by reason of which they receive an annual allowance of books and apparatus. The value of the grants for 1881 to the various schools varied from $66.82 to those in Alabama and Oregon to $1,033.41 to the New York Institution, or about $4.45 to each pupil attending on the first Monday of January, 1880. The books recommended for publication in 1882 are Irving's Sketch Book; Hawthorne's True Stories; About Old Story Tellers, by Donald G. Mitchell; Goldsmith's Deserted Village and She Stoops to Conquer; Thackeray's English Humorists; chapters from a World of Wonders; Short Sketches from English History; Swiss Family Robinson; Principles of Harmony, by Sir Wm. Gore Ouseley; Our World, a primary geography, by Miss Hall; Perry's Introduction to Political Economy; and Hayden's Mental Philosophy. The work of the American Printing House at Louisville, which received the congressional endowment, has increased so that it requires a building for its separate use. The Kentucky institution, with which it has been connected for more than twenty years, wishes to retain it on the grounds of the institution. The intention to conform to this desire is expressed in the annual report for 1881 of the Printing House, as follows:

"To emphasize the fact that an establishment for printing books for the blind under the control of all those engaged in the work of teaching the blind throughout the United States was first founded and maintained for many years by the beneficent action of the State of Kentucky, and that it was finally endowed by the General Government in order that the great benefits coming from it to the blind of Kentucky might be extended to the blind of all the States in the Union, it has seemed to the trustees of the American Printing House for the Blind desirable to erect a building adequate in every way to their purposes, and to cost not less than $10,000, in the vicinity of the State School for the Blind."

I have received recently a letter from Dr. William Moon, of Brighton, England, who has become known in this country through his connection with printing for the home use of the blind, announcing his intention of visiting this country. In it he gives an account of the reasons why he undertook the work of preparing an alphabet for the blind, the principles on which it is founded, and the service it has already rendered. The following is an extract from his letter:

"Forty-two years of my life have been devoted to the advancement of education among the blind. The cause of my attention to this object was my own loss of sight. As soon as I became blind, I learned to read by the various systems of embossed type then in use. Upon inquiry I found that few of the adult blind, accustomed to work, could avail themselves of the benefits that several philanthropic and benevolent minds had provided for their use. The Roman letters were too complicated, many of them, in consequence of the numerous lines rendering the characters too intricate for the touch of the adult.

"The stenographic systems were equally difficult, owing to the numerous contractions, and frequently the same contractions stood for several words; so that the reader often had much difficulty in ascertaining which of the words or syllables should be used.

"After much prayer and thought upon the subject, I was led to adopt an alphabet, which, as far as possible, was the Roman letters simplified; but where this could not be done I removed the letter altogether and substituted a more simple character in its stead. When the letters of the alphabet were classified, I found that they consisted of 9 characters only. Books were then printed, and the success of the system was truly marvellous. I have since adapted the alphabet to 195 languages and dialects. The alphabet is doubtless of universal application, since it has answered equally well for all the various languages and dialects to which it has been applied.

"Sixty societies have been formed in Great Britain for sending teachers to the homes of the blind and for establishing free lending libraries for their use. Societies and libraries of this description have been formed in Australia and other countries, and not less than 200,000 volumes of our books are thus annually circulated among the blind poor free of cost, one of the greatest boons possibly the blind poor ever enjoyed. It is to set a scheme of this description on foot in the United States and Canada that I hope to visit America in the spring of next year."

## INSTRUCTION OF THE BLIND.

Though the schools for the blind usually afford instruction in studies commonly found in the primary and grammar grades of public schools, the College for the Blind, at Vinton, Iowa, has a "senior department," in which there is a three years' course of advanced studies. The branches pursued during the first year are algebra, rhetoric, physiology, and zoölogy; during the second year, algebra, chemistry, moral philosophy, civil government, and American literature; and during the third year, geology, geometry, logic, mental philosophy, and English literature. The last report of the college gave the number of students in the senior department as 16. The labors of such men as Huber, the Swiss naturalist; Thierry, the French historian; and our own Prescott, performed during the period of their blindness, prove the possibilities of achieving much in science and literature without sight. But it requires teachers of peculiar power and skill to direct those who have always been blind, or who have become so while very young, in gaining a higher education. A recent report says:

"The qualifications of a true instructor of the blind are not as often possessed as many unacquainted with the work assume. Such an instructor must be one who can clearly discern and rightly estimate capacity and tone, who can enter the inner self of the learner, can feel his struggles, and help him to grapple with his difficulties. He must hold a profound reverence for humanity, an unswerving faith in the elevation of the lowliest, must see in blind boys and girls the divine image, though obscured by ignorance, helplessness, and awkwardness, and must be inspired by the firm conviction that they too can be raised to usefulness and can make good their heirship to the grand possibilities of the everlasting."

The quality of the instruction afforded by our institutions for the blind has been frequently commended. The methods of teaching and government which have endured the tests of the ordinary public school have been adopted and modified to suit the peculiar necessities of the blind. Occupations which promise means of support to their pupils have been tried and careful instruction given in those that have met the demand for a suitable and remunerative employment. Departments of music hold a prominent place in leading schools, and pupils who have that talent for music with which the sightless are often endowed are made skilful teachers and tuners.

The peculiarity and success of our schools as a body are stated with clearness and candor by Mr. M. Anagnos, as follows:

"The most valuable distinctive feature of the American institutions is that they constitute an integral part of the educational system of the country. Their existence is planted in the letter and nourished by the liberal spirit of its fundamental laws. They

are the creations of justice and equity, and not the offspring of charity and favor. Thus the right of the blind to participate in all the educational benefits provided for every child in the Commonwealth is acknowledged by the State in its sovereign capacity; and since they cannot be taught in the common schools an express provision is made for their instruction. This policy has acted very favorably upon the blind. It has strengthened their good impulses and fostered in them an upward tendency and noble determination to become useful and independent. It has inspired them with self respect and made them aim at a higher place in the social scale than they would otherwise have sought."

TABLE XX.—*Summary of statistics of schools for feeble-minded youth.*

| | Name. | Number of instructors and other employés. | Number of inmates. | | | Number dismissed improved since opening. | Income. | Expenditure. |
|---|---|---|---|---|---|---|---|---|
| | | | Male. | Female. | Total. | | | |
| 1 | Connecticut School for Imbeciles.... | 25 | 47 | 31 | 78 | ..... | ..... | ..... |
| 2 | Illinois Asylum for Feeble-Minded Children. | 61 | 218 | 156 | 374 | 404 | $60,000 | $60,000 |
| 3 | Indiana Asylum for Feeble-Minded Children. | 35 | 50 | 27 | 77 | ..... | a10,000 | 12,817 |
| 4 | Iowa State Asylum for Feeble-Minded Children. | 27 | 98 | 62 | 160 | 10 | 24,000 | 24,000 |
| 5 | Kentucky Institution for the Education and Training of Feeble-Minded Children. | 26 | 71 | 61 | 132 | 53 | 33,262 | 32,729 |
| 6 | Private Institution for the Education of Feeble-Minded Youth, Barre, Mass. | 9 | 46 | 28 | 74 | 140 | ..... | 36,000 |
| 7 | Hillside School for Backward and Feeble Children, Fayville, Mass. | 9 | 6 | 2 | 8 | 15 | ..... | ..... |
| 8 | Massachusetts School for Idiotic and Feeble-Minded Youth. | 28 | 79 | 51 | 130 | ..... | 25,395 | 25,395 |
| 9 | Minnesota School for Idiots and Imbeciles. | 8 | 25 | 13 | 38 | 1 | 7,500 | ..... |
| 10 | New York State Idiot Asylum (custodial branch). | 14 | ..... | 128 | 128 | 0 | 15,000 | 13,240 |
| 11 | Idiot Asylum, Randall's Island..... | 2 | ..... | ..... | 81 | ..... | ..... | ..... |
| 12 | New York Asylum for Idiots ..... | 54 | ..... | ..... | 289 | 750 | 55,696 | 53,305 |
| 13 | Ohio Institution for the Education of Imbecile Youth. | 114 | 348 | 218 | 566 | 201 | 92,945 | 92,945 |
| 14 | Pennsylvania Training School for Feeble-Minded Children. | 78 | 219 | 136 | 355 | 458 | 88,500 | 88,352 |
| | Total ..... | 490 | 1,207 | 913 | b2,490 | 2,032 | 412,298 | 438,783 |

*a* For two years. *b* Sex of 370 not reported.

The number of feeble-minded persons is such as to invite general attention to their wants. The insane are hardly more numerous—in some countries less numerous—and their number is more easily ascertained. Insanity is an affliction that falls upon youth and adults. Idiocy is found more often in children, whose infirmity may remain undiscovered for several years or end in an early death caused by the invariably attendant physical weakness. The difficulties of correctly ascertaining the number of feeble-

minded are increased by the reluctance of friends and relatives to admit the truth with regard to those actually deficient and the impossibility of determining whether certain children are or are not feeble-minded. Notwithstanding these obstacles, the census enumerators of 1880 reported 76,895 idiots and 91,997 insane in this country. Of the insane, 40,942 were in hospitals and asylums; of the idiotic, 2,490 only were in institutions for their education and 1,141 in hospitals and asylums for the insane. The expenditures of nearly all the schools are reported, and they amount to about one-half only of the expenditures of the lunatic asylums of New York. Massachusetts expends over twenty dollars for the insane to one for the feeble-minded. Nearly 40,000 idiots are in States which provide no schools for them. This is to be deplored, when it is remembered that a small sum paid for the education of the feeble-minded will enable a large proportion of them to rise from entire dependence to usefulness, if not to self support.

### CLASSIFICATION AND INSTRUCTION OF THE FEEBLE-MINDED.

The object of the majority of the schools for the feeble-minded is to educate such of the idiotic class as are capable of improvement. There are many degrees in mental deficiency. The commission of medical examiners of the hospitals for the insane of Minnesota says:

"It is customary to divide these children, defective in brain power, into three grades: idiots, imbeciles, and feeble-minded. Happily the proportion of the profound type of idiocy is small; it is comparatively rare to find a human being absolutely without a spark of intelligence. More frequently they are found to possess the undeveloped germs of intellect and are capable of some improvement. In a large number known as imbeciles the mental faculties have been developed to a limited extent, and somewhat higher in the scale of intellectual endowment we find the most numerous class, known as weak-minded."

The lowest class of idiots are beyond the reach of educational influences. If they are allowed to attend the schools for the feeble-minded they impede the strengthening and training of those that are improvable and bring the schools an unenviable reputation among those who know of them only as a refuge for idiots. The admission of a single individual of that class has been followed by applications from the lowest unfortunates of the surrounding community and an entire absence of applications from the better class. It is necessary for the State to care for even the most hopeless. Pennsylvania has acted upon this principle by appropriating $60,000 for the erection of two buildings for the shelter and care of two hundred children whose special infirmities, mental and physical, are such as to deprive them of the discipline and training of the school department of its training school. The directors of the Minnesota Experimental School express a desire that it may be merged in a permanent institution "comprising both an educational department for imbeciles and a custodial department for idiots." The trustees of the Indiana Asylum and the superintendent of the Illinois Asylum express similar ideas. The latter, Dr. C. T. Wilbur, says:

"For such as these (the absolutely dependent) a place of custody in which there is a system in management and the proper appliances and conveniences for easily caring for them affords a relief from positive misery and suffering, a degree of comfort, and, at the same time, some improvement in the habits which is not alone of service to the individual and a great relief to the average family of the community, or even those in charge of the county asylum, but is a positive gain to the productive power of the State."

The feeble-minded that are recognized as proper inmates of training schools are divided into classes for educational purposes. In Illinois there are ten divisions. In all, except the highest three, individual instruction only is given. The studies of the advanced classes include reading, writing, spelling, and the elements of arithmetic and geography.

The members of the lower classes are taught to obey plain commands and are given simple object lessons. The exercises which combine intellectual effort and physical activity are being introduced wherever practicable. Larger grounds are desired, that the children may not only be removed from curious observers and given greater liberties, but also be given labor to perform, to the advantage of themselves and the institution. Instruction in farm work is now considered a part of the training which should be given. It engages the powers of the infirm children in open-air work which involves small hazards if mistakes are made. Their industrial and productive capacity is of decided value when applied to agricultural operations. It has been thought that boys trained to farm work have made the greatest improvement during school life and have been the most serviceable in succeeding years. The pursuit of this industry is comparatively free from temptations and degrading influences and affords a pleasing variety of exercise and surroundings. Other kinds of employment are given feeble-minded children. The report for 1880 of the Pennsylvania board of public charities gives the following account of the industrial side of the training school:

The industrial, or manual, department embraces 86 of the inmates. These are variously distributed. There are a farm and garden class of ten boys, a laundry class of ten girls and six boys, fifteen are engaged in domestic services in the kitchens and dormitories, one in the carpenter shop, three in the shoe shop, eight or ten in the mattress or broom shop. By the utilization of the labor of the many who are able to do light work, the expense of their maintenance is much reduced, while the value of manual occupation, in the development of intelligence, is conceded to be paramount to all other influences.

The improvement of pupils in these schools is often rapid. The hindrance to their progress is sometimes such that a skilful person can detect and remove it, leaving an unobstructed path before them. The president of the board of commissioners having charge of the Kentucky Institution for Feeble-Minded Children says that the conduct of the institution has been such as to demonstrate "conclusively that feeble-minded children, by proper training, can not only be improved mentally, but that the boys can be taught useful and profitable trades and the girls can be made good seamstresses, washerwomen, and cooks, thereby making them useful members of society and raising them from positions of degradation, care, and mortification to their friends to be respectable citizens."

## CAUSES OF IDIOCY.

The investigations of Dr. I. N. Kerlin into the causes of idiocy, referred to in my last report, are being continued. Dr. George G. Tarbell, of the Massachusetts school, is making similar inquiries. The results of his investigations respecting 120 children are stated as follows:

It appears that about one-half of the parents are Americans and the other half foreign; that in 40 per cent. of the families the parents were of feeble constitution and short lived; that the parents of at least 14 per cent. of the children might themselves be properly classed among the feeble-minded; that one or both parents of 33 per cent. of the children are addicted to drink, and yet that in no case is intemperance admitted by the parents to be a cause of the defective condition of the child; and that, while in no case is their admission that a living parent is defective, in 20 per cent. of the families there is a history of insanity or idiocy or some serious defect in a near relative. In 36 per cent. of the children belonging to the school, fright, grief, or anxiety of the mothers while pregnant is assigned as a cause for the lamentable condition of the child.

The special agent of the census, Rev. Fred. H. Wines, who had charge of the statistics of the defective classes, says: "We cannot begin too soon nor prosecute too vigorously the inquiry into the causes of the prevalence of these evils;" and the superintendent of the Pennsylvania Training School for Feeble-Minded Children thinks that "it would be wise State economy to attach to all appropriations for charitable purposes an enabling clause that institutions disbursing this charity should contribute to the Commonwealth, in as precise form as possible, statistics of the origin of the evils they affect to relieve."

TABLE XXI.—*Summary of statistics of reform schools.*

| States. | No. in each State. | Number of teachers, officers, and assistants. | | Number committed during the year. | Number discharged during the year. | Present inmates. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Sex. | | Race. | |
| | | Male. | Female. | | | Male. | Female. | White. | Colored. |
| California | 1 | 19 | 2 | 190 | 42 | 119 | 65 | *a*186 | *a*4 |
| Colorado | 1 | 6 | 4 | 46 | ..... | 45 | 1 | ..... | ..... |
| Connecticut | 2 | 16 | 30 | 209 | 156 | 307 | 174 | *b*154 | *b*20 |
| Illinois | 4 | 15 | 44 | 141 | 97 | 343 | 301 | *b*220 | *b*19 |
| Indiana | 3 | (12) 16 | 27 | 209 | 224 | 356 | 176 | *b*441 | *b*63 |
| Iowa | 2 | 13 | 15 | 50 | 30 | 205 | 65 | 240 | 30 |
| Kansas | 1 | 1 | 1 | 49 | 1 | 49 | ..... | 31 | 18 |
| Kentucky | 1 | 13 | 6 | 62 | 53 | 226 | 41 | 178 | 89 |
| Louisiana | 1 | ..... | ..... | ..... | ..... | 102 | ..... | 43 | 59 |
| Maine | 1 | 9 | 8 | 34 | 41 | 113 | ..... | 110 | 3 |
| Maryland | 4 | 35 | 47 | 346 | 265 | 443 | 258 | 498 | 203 |
| Massachusetts | 14 | 20 | 32 | 530 | 600 | 943 | 104 | *b*608 | *b*15 |
| Michigan | 3 | 33 | 22 | 1,083 | 1,010 | 1,197 | 37 | 910 | 324 |
| Minnesota | 1 | 2 | 4 | 43 | 40 | 109 | 10 | *b*106 | *b*3 |
| Missouri | 1 | 14 | 7 | 167 | 134 | 187 | 72 | 207 | 52 |
| New Hampshire | 1 | 5 | 7 | 30 | 35 | 100 | 15 | 115 | 0 |
| New Jersey | 4 | 21 | 29 | 196 | 227 | 442 | 45 | *b*239 | *b*44 |
| New York | 13 | 169 | 167 | 2,762 | 2,637 | 3,958 | 1,616 | *b*4,864 | *b*135 |
| Ohio | 6 | (32) 39 | 55 | 587 | 556 | 1,245 | 361 | *b*883 | *b*93 |
| Pennsylvania | 2 | 41 | 30 | 496 | 565 | 628 | 178 | 583 | 223 |
| Rhode Island | 1 | 6 | 8 | 158 | 145 | 168 | 21 | 175 | 14 |
| Vermont | 1 | 7 | 8 | 20 | ..... | 83 | 19 | 101 | 1 |
| Wisconsin | 2 | 39 | 28 | 169 | 194 | 455 | 106 | 553 | 8 |
| District of Columbia | 1 | ..... | ..... | ..... | ..... | 138 | ..... | ..... | ..... |
| Total | 71 | (44) 539 | 581 | 7,577 | 7,052 | 11,961 | 3,665 | *b*11,445 | *b*1,420 |

*a* Of those committed during the year. *b* This distinction not reported in all cases.

TABLE XXI.—*Summary of statistics of reform schools*—Continued.

| States. | Present inmates. | | Number committed since establishment. | Libraries. | | Annual cost of institution. | Total annual earnings of institution. |
|---|---|---|---|---|---|---|---|
| | Nativity. | | | Number of volumes. | Increase in the last school year. | | |
| | Native. | Foreign. | | | | | |
| California | *a*161 | *a*29 | 3,121 | 400 | ..... | $44,900 | ..... |
| Colorado | ..... | ..... | 46 | ..... | ..... | ..... | ..... |
| Connecticut | *b*167 | *b*7 | 3,600 | 2,900 | 120 | 47,013 | $3,500 |
| Illinois | *b*206 | *b*32 | 2,755 | 1,678 | 340 | *c*52,072 | *d*21,851 |
| Indiana | *b*490 | *b*14 | 2,660 | 600 | 115 | 69,491 | 8,455 |
| Iowa | 180 | 90 | 945 | 650 | 40 | 32,000 | ..... |
| Kansas | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Kentucky | 264 | 3 | 1,412 | 600 | 100 | 29,063 | 6,271 |
| Louisiana | 101 | 1 | ..... | ..... | ..... | ..... | ..... |
| Maine | ..... | ..... | 1,687 | 1,600 | ..... | 14,600 | 5,400 |
| Maryland | *b*523 | *b*14 | 5,088 | 1,400 | 50 | 94,856 | 30,754 |
| Massachusetts | *b*491 | *b*112 | 11,630 | 6,914 | 638 | 143,796 | 16,652 |
| Michigan | *b*752 | *b*331 | 5,363 | 3,275 | 225 | 104,216 | 28,493 |
| Minnesota | *b*100 | *b*9 | 469 | 900 | 30 | 37,679 | ..... |
| Missouri | ..... | ..... | 4,478 | 500 | ..... | 33,883 | 7,476 |
| New Hampshire | *b*38 | *b*75 | 1,087 | 380 | 100 | 17,000 | 5,000 |
| New Jersey | *b*20 | *b*5 | 1,475 | 1,060 | ..... | 45,110 | 14,053 |
| New York | *b*1,398 | *b*430 | 72,865 | 8,449 | 415 | 844,103 | *d*161,268 |
| Ohio | *b*147 | *b*23 | 10,567 | 4,874 | 415 | 182,607 | 7,000 |
| Pennsylvania | *b*761 | *b*31 | 17,201 | 30,323 | 80 | 110,722 | 19,457 |
| Rhode Island | 143 | 46 | 3,125 | 1,300 | 146 | 32,943 | 11,853 |
| Vermont | 102 | 0 | 631 | 400 | 50 | 18,338 | 4,304 |
| Wisconsin | 508 | 53 | 2,195 | 975 | 100 | 49,786 | 700 |
| District of Columbia | ..... | ..... | 713 | ..... | ..... | 37,922 | 954 |
| Total | *b*6,552 | *b*1,305 | 153,163 | 69,178 | 2,964 | 2,042,100 | 353,441 |

*a* Of those committed during the year.

*b* This distinction not reported in all cases.

*c* In one institution the expenditures for two years and some expenditures for building are included.

*d* Includes total income of one institution.

The severe criticism of reform schools, the tours of inspection made by committees in behalf of reformatory education, and the opening of several new schools are prominent events of the current year. The criticism has done much to disarrange and impede the schools against which it has been directed; and whatever may be its future results its immediate effects have been injurious. It should be remembered that the treatment of juvenile delinquents is attended with a multitude of difficulties and imposes a task much easier to criticise than to perform. In no case is the critic, any more than the surgeon, warranted in endangering life to remove merely troublesome excrescences.

Among the committees to inspect reform schools and report results was that appointed by the trustees of the Reform School of the District of Columbia, consisting of Hon. Richard Joseph and Hon. T. P. Morgan. They visited six establishments, and found many commendable features embodied in their organization. Among those particularly noticed were efforts to give opportunities for special education in branches for which pupils showed great aptitude; instruction in music and the organization of brass bands; the general practice of using single beds and separating younger from older inmates; and

the economy of having boys and girls in the same establishment, so that the labor of the girls can be utilized for the general good of the school.

Reform schools have been organized during the year in Colorado, Kansas, and Michigan. The school in Colorado receives youth between the ages of seven and sixteen from the criminal, incorrigible, vagrant, and truant classes, and such as may be indentured by their parents and guardians. The children are separated into families and a system of badges and grades is adopted by which good conduct hastens the time of discharge. The Kansas State Reform School is placed under the control of the board of trustees of State charitable institutions. This body has based the organization and administration of the school upon the principles involved in certain propositions, substantially the following: (1) The distinctive feature of a reform school should be character building; (2) it should receive, educate, and discipline neglected, incorrigible, and offending youth; (3) its discipline should be that of a well ordered family; (4) the family system is economical and greatly expedites reformatory instruction; (5) restraints should be as few as possible; (6) separate institutions should be provided for the sexes; (7) an indenture system should be provided; (8) the age of admission should be from eight to sixteen years; and (9) commitments should be allowed without formal trial and for an indefinite time in case of good behavior.

### REFORMATORY SYSTEM OF MICHIGAN.

The opening of a Reform School for Girls at Adrian, Mich., has completed the admirable system of reformatory institutions existing in that State. The general plan for preventing crime by educating and providing homes for children liable to peculiarly severe temptations, and for correcting juvenile offenders, contains many points of interest. A board of commissioners has supervision of charitable, penal, pauper, and reformatory institutions. This board has an agent in each county. His duties are to investigate charges against youth under sixteen years of age and advise with courts and magistrates as to the disposition of the accused, to visit all children indentured in his county and remove those that have been ill treated from the families in which they have been placed, to assist in finding homes for children in State institutions, and to aid and encourage persons discharged from reformatory institutions. The institutions to which the agent may advise that offenders be committed are the reform schools for boys and girls and the State House of Correction and Reformatory.

The Public School for Dependent Children, Coldwater, is under the control of a special board. It has become justly famous for its beneficent purpose, methods, and results. Children of from three to fourteen years of age and in destitute circumstances are received into it, to remain until they can be given suitable homes in private families. During their stay they are kept in families of twenty-five or thirty, each occupying a separate cottage, over which a cultivated woman presides. They are taught, fed, and employed in a large central building. The institutional life of the child is, however, made as short as possible. The board of control is required to use special diligence to find suitable homes for these dependent children, where they will be treated as members of the family, allowed the privileges of the public schools, and taught some useful occupation.

The Reform School for Girls has no history as yet. It promises to do the same excellent work that other institutions of its kind have been accomplishing, and which is presented at some length in subsequent pages. Mrs. S. L. Fuller, president of its board of control, makes the following promises for it:

The girls in our school will sleep in separate bedrooms, which they will be allowed to adorn with their own handiwork; have good beds, good wholesome food served regularly and appetizingly, good teaching in school and in kitchen; they will have good and well fitting clothing, which they will be taught to make themselves; they will be taught industrious and cleanly habits, all of which is elevating. The school will be a *home*, a *family*, where work and games and healthful out-door play and exercise will induce good

temper and good spirits. The women who will train them will not be thinking of something else. To care for these girls will be their business; they will keep their places only as they show themselves adapted to the work. The health of the girls will be especially cared for. Many of them will undoubtedly be diseased. Heredity, bad cooking, poor living, iniquitous practices, will have brought them all the ills that flesh is heir to. But efforts to cure them will be possible, because all the conditions will tend towards eradicating disease. Regular meals, exercise, cleanliness, ventilation, all would help to such a result; sound health alone will be reformation.

The Reform School for Boys is conducted upon the family system principally, and receives the usual classes of vicious and offending boys. They are committed for a specified term, but may be discharged sooner if such a course seems for the best interest of all parties concerned. During their stay they are taught common school branches, but no trades. It is hoped that this defect will be remedied. The State House of Correction is for male offenders between sixteen and twenty-five years of age and also all persons duly convicted of a misdemeanor where the imprisonment shall not be less than ninety days. No person guilty of crimes involving a life penalty is admitted. The inmates are employed in the manufacture of boots and shoes. A day school is maintained. The institution is more penal than reformatory in its character and falls behind the New York Reformatory, which has the same class of inmates, in its attempts to improve condition and character; for the plan of this latter institution includes indeterminate sentences, a system of practical education, and a reward for good behavior in an early discharge.

These Michigan schools are watched closely by a board of corrections and charities, composed of the governor of the State, ex officio, and four members, whose term of service is eight years. At least once a year a majority of the board visit the charitable and reformatory institutions of the State and investigate thoroughly the condition of the inmates and the administration of the establishments. A biennial report is made, which includes the acts and investigations of the board and recommendations as to legislation affecting the institutions and persons over whom they exercise supervision.

### THE FAMILY SYSTEM.

Testimony favorable to the family system of conducting reform schools is as abundant as in earlier years. This indicates that the plan is founded on correct and practicable ideas. Two quotations will suffice to illustrate the high value placed upon the system by those who have had opportunity to witness its effects side by side with those of the congregate system. The trustees of the State Primary and Reform Schools of Massachusetts make the following statement in their report for the past year:

The trustees have become convinced that the congregate system, so called, under which large numbers are brought together in one building, and this building a prison, is a failure. We would call attention to the fact that, while all the troubles and disturbances and nearly all the escapes have been from the main buildings, the boys living in the family houses, leading in many respects family life and under family discipline, have, with but few exceptions, been commendable in their behavior, have manifested a good spirit, and have not abused the comparative liberty granted them.

The superintendent of the Connecticut State Reform School says:

The improvement made that we regard as of the greatest importance, and the one in which we take a personal pride, is the establishment of a family of boys on the open or cottage plan. Our long experience in a school entirely upon that plan, with a success perhaps unknown to any other reformatory in the land, has caused us to be deeply wedded to that system, knowing, as we do, that it possesses agencies for success far superior to the congregate or big house plan.

### NEW JERSEY STATE REFORM SCHOOL.

The New Jersey State Reform School has been organized for about fourteen years. It is located on a large farm, so that its pupils have opportunities for out-door labor and

recreation. The family system was adopted at the opening of the school and has been a distinguishing feature of its history. Each family consists of a father, a mother or teacher, and about fifty boys. The father works with his boys throughout the hours of labor, exercises proper surveillance over them during hours for play, corrects and disciplines them, as occasion requires, and makes a daily report concerning all. The mother has charge of a few boys doing the housework, teaches school three hours a day, is supplied with the common remedies for use in temporary sickness, and also makes a daily report. The families occupy buildings apart from one another and have their own play grounds, play rooms, flower gardens, school rooms, and dormitories. Three families dine in a large hall; the others, in dining rooms of their own. The members of different families mingle somewhat in the different industrial departments, and are gathered in chapel for general entertainments and on Sunday for moral and religious instruction. The principal industries of the school are farming, brick making, and the manufacture of shirts. The income from the farm the past year was $4,629. The number of acres devoted to the different crops was: wheat, 65; oats, 25; rye, 30; corn, 75; potatoes, 25; roots, 3; and garden, 6. The ploughing, planting, cultivation of crops, the care of stock, the teaming, and the miscellaneous work are done by the boys, with only slight aid from instructors. The profits of brick making have been considerable. Six and three-fourths hours of labor are required daily. Where extra work is done the boys are paid for it; they have earned $847.98 in this way the past year. Amusements have an important place in the school. Almost all games whose innocence is unquestioned are allowed. Out-door games, like ball and quoits, and in-door games, like dominoes and authors, are alike favored. Each boy is given a plat of ground for vegetables, if he wishes it, and is encouraged in flower gardening. A brass band furnishes music, and much singing is done. Annual excursions have been taken during several years. Escapes are rare and the home life of the institution receives high commendations from many visitors.

### INSTITUTIONS FOR THE REFORMATION OF GIRLS.

The reformation of boys has attracted attention and received aid more generally than similar efforts in behalf of girls. Whatever may have been the reason for this, there no longer remains valid ground for argument against the beneficence of institutions for the reformation of girls or any reason for refusing to extend support and encouragement to them. There are now about a dozen establishments of this kind. Most of them are supported by State appropriation and under State control. Some of the earlier schools were maintained by private charity.

The age at which girls are committed varies from 7 to 18 years. The Wisconsin Industrial School for Girls has a children's home into which even the youngest infants are received. A large proportion of the girls committed are 14 years of age. This was true of 30 per cent. of those admitted in 1881 to the Wisconsin school, of 26 per cent. of those admitted to the Connecticut school, and of 25, 20, and 19 per cent., respectively, of those committed to the Indiana, Maryland, and Iowa schools; 32 per cent. of the girls committed to the Indiana Reformatory, however, were 13 years of age, and 34 per cent. of those committed to the Maryland school were 16 years old. The age at which greatest care should be given girls, as far as moral influences are concerned, is shown by these figures.

The grounds of commitment to the various institutions are similar. Those recognized by the Wisconsin Industrial School include, perhaps, the most important. Omitting the provisions relating to admissions to the Children's Home, they are as follows:

(1) Viciously inclined girls under 16. * * (2) The stubborn and unruly, who refuse to obey those who properly have care of them. (3) Truants, vagrants, and beggars. (4) Those found in circumstances of manifest danger of falling into habits of vice and immorality. (5) Those who have committed any offense punishable by fine or imprisonment, or both, other than imprisonment for life.

The condition of the girls committed is of the lowest kind, and the difficulties in the way of educating and elevating them are such as to discourage any but enthusiastic believers in the possibilities of their redemption. Two quotations, the former from Mrs. D. H. Johnson, secretary of the Wisconsin school, the latter from Mrs. H. F. Perry, of the New Jersey school, will indicate the deficiencies of newly received girls and the obstacles in the way of supplying them. Mrs. Johnson says:

Nearly all the older children sent us come from the lowest dregs of society. Their moral sense is blunted by continual contact with vice. They are often untruthful, filthy, and vulgar in their habits, having no definite idea of the rights of propriety and oftentimes with inherited diseases. It takes years of constant training to reform and elevate them.

Mrs. Perry says:

Few can comprehend the mental condition of neglected and demoralized young girls. None but those who have made it a long and careful study can know how hard it is to bring them into orderly and respectable habits and place them on the level of ordinary girls—how hard it is to take into account the inherited defects, the ignorance, the torpor of conscience, the unrest, the weakness and fickleness of will, that characterize so many.

The inmates of reform and industrial schools for girls are detained usually until the expiration of a definite sentence, extending generally through the minority of those committed or else "long enough only to bring them to the sense of their wrong doing and to admit of that preliminary training in cleanliness and the order and system of respectable families which alone can insure their retention in such families." The actual time required to be spent within the school varies from fifteen months to nearly as many years. The average time of detention is three years in Connecticut and about the same in several other schools. An exact system of merits and demerits is not necessarily adopted in determining the rate and amount of improvement. Fitness to enter a family or return home depends on many traits and qualities that can be judged of only by those long familiar with their operation and effects; and even the most mature and experienced fail at times to correctly estimate the temptations a reformed girl may meet and her strength to overcome them. The treatment of girls received into these schools is eminently humane in nearly every instance. Rumors of "suffering for the common necessaries of life" and a crowding of sleeping apartments until "much sickness has prevailed" have come from one State only which has undertaken the education and reformation of erring girls. This is a sole exception to the kindness and generosity meted out to them. They are generally given a temporary home in a family composed of 30 or 40 of their associates and watched over by an educated and capable woman. Sometimes they are congregated in a single large building; sometimes they have dormitories outside. The true family system is agreed to be the best suited to elevate and strengthen them. In it, says Mrs. S. L. Fuller, of Michigan, "each cottage is a separate household, in which the inmates are kept as distinct from those of the other cottages as those of one cottage in a town are from another." Whether the family system is adopted or not, an effort is made to make the girls comfortable by pleasant surroundings, agreeable recreations, and the varying of monotony by the celebration of legal and special holidays. The aim of the officers of the New Jersey Industrial School is to make it "such a home that any parent having a wayward daughter may, with confidence, have her committed for reformation with the assurance that her surroundings will be of an elevating character." The girls' department of the Western House of Refuge, Rochester, N. Y., is provided with spacious grounds, rendering pleasant out-door recreation possible in suitable weather, and has large play rooms and interesting games for in-door amusement. The trustees of the Massachusetts reform schools have uttered a caution in their last report against an excess of tenderness and pecuniary outlay for those detained in such establishments. They say:

There is no judicious kindness in accustoming these boys and girls to appliances they will complain of missing in the homes to which they are sent, or of making their labor in the institutions so easy, by what are called "modern conveniences," that they will

look with discontent upon surroundings not supplied with them. The day is past, it is hoped, when Massachusetts shall spend upon expensive structures for her charitable institutions the money which should be saved for the training of her unfortunate children in the ways of morality, cleanly living, and honorable labor.

The educational attainments of those committed are meagre. Their disposition to acquire is more often slight than otherwise, but there are many notable exceptions to this rule. The common school studies alone are attempted, and the highest of these only in rare instances. The school of the Indiana Reformatory has four classes: the lowest studies reading, writing, and arithmetic; the next class adds elementary geography; the third class continues the studies of the second; and the fourth class has for studies history, geography, arithmetic, grammar and physiology. The school sessions occupy ordinarily three or four hours a day, taken more generally from the afternoon. This plan does not hinder intellectual progress and enables the institution to avail itself of the labor of the girls in the kitchen and laundry, in the care of the building, and in other productive occupations. There is not a great variety of employments in which they can be made serviceable and by which they may earn a livelihood after discharge. An effort is made to instruct them thoroughly in household duties. They are likely to become assistants in families and to have homes of their own; consequently this training is of the utmost importance. Other industries are attempted. In the girls' department of the Iowa Reform School, in addition to household duties, "the girls make all their own clothing, knit their own stockings (both cotton and woollen), and during spare moments learn to do needlework, fancy crocheting, and the like." The inmates of the Female House of Refuge, Maryland, make and mend their wearing apparel. The girls in the Massachusetts Industrial School do light out-door work and some are employed in a hosiery shop. These have the opportunity of earning money for themselves if ambitious to do a moderate stint. The superintendent says:

We question the possibility of success in managing and reforming girls without work; and by this I mean work of some kind to employ mind as well as body—the same to be continuous and hard enough to make rest and quiet *very* welcome.

The rule of the Michigan Reform School for Girls is that "there must be thorough systematic teaching of all domestic industries, which industries shall take precedence of trades and be a thorough education in every branch of household work." The work of the inmates of the Connecticut Industrial School is divided among the *homes* to which they are assigned. The one containing the smallest girls is aided by girls from outside. In the others the housework and plain sewing are done wholly by the inmates. Each home, except the one doing the laundry work, sends a number of helpers into the custom sewing department and the box shop. The net earnings of this shop during the year ending December 1, 1880, were $1,606.52. Mrs. Mary E. Rockwell has expressed forcible and timely thoughts about the kind and amount of industrial training that may properly be undertaken by such an establishment as the Wisconsin Industrial School for Girls, of which she is superintendent. The following is a quotation from her latest report:

Our chief duty is in things of general application and utility. We must assume that every girl that comes to us for training is to become a woman, and probably a housekeeper, whether she becomes a dressmaker or book-keeper or not. Her first and highest need is to have the elements of true womanhood quickened, developed, and energized. She must have character and general intelligence first; afterwards technical preparation for a particular trade or pursuit, if opportunity remain. The elements of all technical knowledge may be taught and very early acquired. Mechanical drawing, practical application of geometry, the principles underlying all mental and physical sciences, the use of common tools in all simple mechanical processes, will be of use whatever the position in life. Technical training, as strictly defined, may never be to any extent possible for us, but we can lay broad and deep foundation stones in principles, habits of observation, industry, and manual dexterity.

The object of the reformatory course is attained when a girl is prepared to enter a private family, do the duties there incumbent on her, and resist the temptations to which she may be exposed by her surroundings. The selection of suitable homes requires the

exercise of a sound judgment, enlightened by inquiry and experience. In few cases, if any, is it considered safe to yield the absolute control of a girl to persons outside the institution until she has become of age or otherwise completely severed her connection with the school. The law of Michigan creating the Reform School for Girls provides for the disposition of those whose behavior indicates a fitness for discharge before the expiration of their sentence, as follows:

It shall be lawful for the board of control, whenever in their discretion they may deem any of the inmates of said institution to have been so far reformed as to justify her discharge, to liberate such inmate, or to bind her by articles of indenture to any suitable person who will engage to educate said girl and to instruct her in household work or in some proper art or trade, or said board may return any such girl to her parents or other guardians when they shall have become bound to said board with sufficient sureties for her good behavior and care, or said board may place any such girl in the care of any resident of this State who is the head of a family and of good moral character, but on such terms as the board may prescribe.

In Massachusetts the State board of health, lunacy, and charity has paid agents who, together with the principal of the State Primary School and unpaid volunteer visitors, are charged with the duty of specially investigating homes and families with regard to their fitness for the custody of children; and when applications are not sufficiently numerous they seek out families who will receive and provide for these children in accordance with their respective wants. There were in the early part of the year 305 girls to be visited.

TABLE XXII.—*Summary of statistics of homes and asylums for orphan and dependent children, infant asylums, and industrial schools.*

| States. | Number in each State. | Number of officers, teachers, and assistants. | Total number of inmates since foundation. | Present inmates. | | | Libraries. | | Income. | Expenditure. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Total. | Male. | Female. | Number of volumes. | Increase in the last school year. | | |
| PART 1.—*Homes and asylums, &c.* | | | | | | | | | | |
| Alabama | 5 | 27 | 1,298 | 124 | 45 | 79 | 775 | ..... | $7,187 | $6,917 |
| California | 11 | 82 | 6,527 | *a*1,020 | 248 | 674 | 884 | 96 | 133,566 | 130,995 |
| Connecticut | 6 | 44 | 2,360 | 392 | 226 | 166 | 1,600 | 25 | 40,646 | 41,490 |
| Delaware | 1 | 6 | 634 | 60 | 36 | 24 | 350 | ..... | 4,772 | 4,756 |
| Georgia | 8 | 36 | 1,232 | 335 | 179 | 156 | 2,014 | 77 | 121,217 | 114,533 |
| Illinois | 10 | 101 | 7,152 | 1,103 | 593 | 510 | 1,632 | 100 | 112,896 | 108,167 |
| Indiana | 13 | 81 | 7,250 | *a*1,016 | 508 | 424 | 720 | 50 | 45,829 | 59,841 |
| Iowa | 2 | 29 | 1,755 | 199 | 95 | 104 | 260 | 110 | 42,213 | 41,909 |
| Kansas | 1 | 4 | 1,950 | 82 | 50 | 32 | 250 | 25 | 4,200 | 4,100 |
| Kentucky | 10 | 34 | 2,718 | 600 | 281 | 319 | 1,581 | 161 | 73,898 | 63,951 |
| Louisiana | 8 | 40 | 6,704 | *a*493 | 152 | 340 | 630 | ..... | 29,806 | 42,128 |
| Maine | 3 | 14 | 1,930 | 477 | 202 | 275 | 200 | ..... | 8,130 | 7,263 |
| Maryland | 10 | 37 | 4,315 | 642 | 306 | 336 | 2,454 | 290 | 38,601 | 39,208 |
| Massachusetts | 17 | 179 | 53,973 | *a*1,469 | 777 | 657 | 2,732 | 89 | 158,965 | 153,386 |
| Michigan | 11 | 97 | 10,652 | *a*910 | 601 | 269 | 1,850 | 100 | 62,644 | 62,091 |
| Minnesota | 1 | 3 | 400 | 34 | 23 | 11 | 30 | 10 | 2,400 | 2,400 |
| Mississippi | 2 | 18 | 748 | 123 | 50 | 73 | 800 | 300 | 8,316 | 8,462 |
| Missouri | 11 | 110 | 4,577 | 867 | 471 | 396 | 830 | 37 | 18,460 | 28,429 |
| Nevada | 1 | 6 | 297 | 48 | 29 | 19 | 760 | 30 | ..... | 17,000 |
| New Hampshire | 3 | 13 | 367 | 75 | 32 | 43 | 710 | 20 | 7,229 | 6,886 |
| New Jersey | 8 | 41 | 3,692 | *a*495 | 231 | 200 | 2,075 | 295 | 41,890 | 32,218 |

*a* Sex not reported in all cases.

TABLE XXII.—*Summary of statistics of homes and asylums, &c.*—Continued.

| States and Territories. | Number in each State. | Number of officers, teachers, and assistants. | Total number of inmates since foundation. | Present inmates. | | | Libraries. | | Income. | Expenditure. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Total. | Male. | Female. | Number of volumes. | Increase in the last school year. | | |
| New York | 86 | 947 | 159,804 | a11,963 | 5,692 | 6,046 | 21,954 | 2,868 | $1,268,138 | $1,221,792 |
| North Carolina | 2 | 14 | 630 | 233 | 112 | 121 | 550 | ..... | 15,900 | 15,550 |
| Ohio | 33 | 431 | 38,217 | a3,905 | 2,303 | 1,548 | 9,308 | 722 | 351,368 | 345,668 |
| Oregon | 1 | 2 | 320 | 23 | 14 | 9 | 92 | ..... | 4,075 | 2,035 |
| Pennsylvania | 53 | 551 | 31,206 | a6,037 | 3,597 | 2,126 | 27,342 | 1,915 | 1,435,051 | 890,926 |
| Rhode Island | 5 | 26 | 3,013 | 351 | 181 | 170 | 840 | 70 | 26,763 | 29,258 |
| South Carolina | 3 | 16 | 2,169 | 161 | 139 | 22 | 826 | 116 | 27,800 | 32,037 |
| Tennessee | 4 | 12 | 1,800 | 207 | 76 | 131 | 200 | 40 | 11,083 | 10,257 |
| Texas | 1 | 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Vermont | 2 | 20 | 1,980 | 172 | 102 | 70 | 400 | ..... | 12,000 | 12,000 |
| Virginia | 6 | 20 | 1,112 | 174 | 60 | 114 | ..... | ..... | 9,500 | 6,682 |
| Wisconsin | 10 | 36 | 2,957 | a454 | 94 | 315 | 520 | 47 | 29,168 | 26,819 |
| District of Columbia | 4 | 37 | 4,715 | 385 | 198 | 187 | 889 | 95 | 22,333 | 23,333 |
| Indian Territory | 1 | 10 | 438 | 130 | 63 | 67 | 60 | 0 | 22,000 | 14,386 |
| New Mexico | 1 | 18 | ..... | a55 | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | 354 | 3,160 | 368,892 | a34,814 | 17,766 | 16,033 | 86,118 | 7,688 | 4,198,044 | 3,606,873 |
| PART 2.—*Infant asylums.* | | | | | | | | | | |
| California | 1 | 6 | ..... | 27 | 15 | 12 | ..... | ..... | 7,352 | 5,118 |
| Connecticut | 1 | ..... | ..... | a11 | ..... | ..... | ..... | ..... | ..... | 760 |
| Illinois | 1 | 30 | 3,000 | 56 | 29 | 27 | ..... | ..... | 9,500 | 9,500 |
| Kentucky | 1 | 13 | 780 | 200 | ..... | 200 | ..... | ..... | ..... | 5,000 |
| Louisiana | 1 | 14 | ..... | a200 | ..... | ..... | ..... | ..... | ..... | ..... |
| Maryland | 1 | 24 | 3,000 | 95 | 40 | 55 | ..... | ..... | 10,000 | 10,000 |
| Massachusetts | 4 | 25 | 1,644 | a148 | 15 | 17 | ..... | ..... | 27,662 | 23,000 |
| Michigan | 2 | 12 | 2,251 | 41 | 26 | 15 | ..... | ..... | 3,800 | 3,791 |
| New York | 13 | 388 | 43,062 | a2,860 | 1,234 | 970 | ..... | ..... | 495,105 | 481,083 |
| Pennsylvania | 4 | 15 | 946 | a98 | 28 | 6 | ..... | ..... | 4,277 | 3,127 |
| Wisconsin | 1 | 9 | ..... | a39 | ..... | ..... | ..... | ..... | 2,966 | 2,966 |
| District of Columbia | 1 | 11 | 1,697 | 110 | 50 | 60 | ..... | ..... | 5,000 | ..... |
| Total | 31 | 547 | 56,380 | a3,885 | 1,437 | 1,362 | ..... | ..... | 565,662 | 544,345 |
| PART 3.—*Industrial schools.* | | | | | | | | | | |
| Connecticut | 1 | 40 | ..... | 103 | ..... | 103 | 300 | ..... | 18,004 | 14,347 |
| Illinois | 3 | 28 | 3,600 | 451 | 67 | 384 | ..... | ..... | 1,115 | 4,010 |
| Indiana | 1 | 25 | 560 | 165 | 25 | 140 | ..... | ..... | ..... | ..... |
| Kentucky | 1 | 16 | 2,220 | 79 | 0 | 79 | ..... | ..... | 0 | ..... |
| Louisiana | 1 | 2 | ..... | 25 | 25 | 0 | ..... | ..... | ..... | ..... |
| Maine | 2 | 18 | 1,630 | 235 | ..... | 235 | 1,000 | 175 | 7,255 | 4,835 |
| Maryland | 3 | 21 | 2,092 | 563 | 411 | 152 | 1,632 | 212 | 35,495 | 55,371 |
| Massachusetts | 4 | 31 | 885 | 777 | 410 | 367 | ..... | ..... | 23,675 | 21,264 |
| Michigan | 1 | 3 | ..... | a75 | ..... | ..... | ..... | ..... | 6,000 | 6,000 |
| Minnesota | 1 | 3 | 3 | 3 | 3 | ..... | 500 | ..... | ..... | ..... |

*a* Sex not reported in all cases.

TABLE XXII.—*Summary of statistics of homes and asylums*—Continued.

| States and Territories. | Number in each State. | Number of officer, teachers, and assistants. | Total number of inmates since foundation. | Present inmates. | | | Libraries. | | Income. | Expenditure. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Total. | Male. | Female. | Number of volumes. | Increase in the last school year. | | |
| Mississippi | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Missouri | 2 | 37 | 32,511 | 90 | ..... | 90 | ..... | ..... | $6,779 | $4,674 |
| New York | 19 | 246 | 125,315 | a19,763 | 3,742 | 5,444 | 7,489 | 230 | 444,366 | 450,140 |
| Ohio | 4 | 14 | 1,350 | 221 | 69 | 152 | 100 | 25 | 13,003 | 10,320 |
| Oregon | 1 | ..... | ..... | 76 | 48 | 28 | ..... | ..... | ..... | ..... |
| Pennsylvania | 4 | 3 | 496 | 501 | 230 | 271 | ..... | ..... | 2,352 | 2,598 |
| Tennessee | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Virginia | 2 | 7 | 124 | 325 | 190 | 135 | ..... | ..... | 70,800 | 71,410 |
| Wisconsin | 1 | 4 | 242 | 85 | ..... | 85 | ..... | ..... | 6,986 | 6,936 |
| District of Columbia | 1 | 5 | 936 | 81 | 51 | 30 | 300 | 150 | 5,682 | 4,402 |
| Total | 54 | 504 | 171,964 | a23,618 | 5,271 | 7,695 | 11,321 | 792 | 641,512 | 656,307 |
| Total, Part 1 | 354 | 3,160 | 368,892 | a34,814 | 17,766 | 16,033 | 86,118 | 7,688 | 4,198,044 | 3,606,875 |
| Total, Part 2 | 31 | 547 | 56,380 | a3,885 | 1,437 | 1,362 | ..... | ..... | 565,662 | 544,345 |
| Total, Part 3 | 54 | 504 | 171,964 | a23,618 | 5,271 | 7,695 | 11,321 | 792 | 641,512 | 656,307 |
| Grand total | 439 | 4,211 | 597,236 | a62,317 | 24,474 | 25,090 | 97,439 | 8,480 | 5,405,218 | 4,807,523 |

*a* Sex not reported in all cases.

TABLE XXIII.—EDUCATIONAL BENEFACTIONS.

The following summary, drawn from Table XXIII of the appendix, exhibits the total of donations and legacies by individuals in aid of education, so far as reported to this Office, the classes of institutions benefited by the same, and the uses to which the funds were to be applied. The total amount reported is $7,440,224, an increase of $2,190,414 over the same for 1880, and the largest total reported to the Office since 1872. More than one-half the whole amount ($4,601,069) was bestowed upon the universities and colleges of liberal arts. Schools of theology come next in the order of beneficiaries, receiving $962,535; the schools represented in Table VI received $672,240 and those represented in Table VII $258,439, or a total for the two classes of secondary schools of $930,679. The claims of science do not seem to be sufficiently regarded by the benefactors of learning. It should, however, be observed that the entire amount devoted to this branch of knowledge is not comprised in the $177,058 reported for schools of science. The total for universities and colleges includes benefactions to departments of science which cannot be separated from the general statement.

TABLE XXIII.—*Statistical summary of benefactions for* 1881, *by States.*

| States and Territories. | Total. | Universities and colleges. | Schools of science. | Schools of theology. | Schools of law. | Schools of medicine. | Institutions for superior instruction of women. | Preparatory schools. | Institutions for secondary instruction. | Institutions for the deaf and dumb and the blind. | Training schools for nurses. | Institutions for feeble-minded children. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama... | $22,300 | ..... | ..... | $1,200 | ..... | ..... | ..... | ..... | $21,100 | ..... | ..... | ..... |
| California. | 110,648 | $89,798 | ..... | 2,400 | ..... | ..... | $3,000 | ..... | 15,450 | ..... | ..... | ..... |
| Colorado... | 35,839 | 32,420 | ..... | ..... | ..... | ..... | ..... | ..... | 3,419 | ..... | ..... | ..... |
| Conn ..... | 411,325 | 402,370 | ..... | 3,000 | ..... | ..... | ..... | ..... | 3,800 | $2,000 | $155 | ..... |
| Florida ..... | 2,500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,500 | ..... | ..... | ..... |
| Georgia..... | 248,554 | 176,779 | ..... | ..... | ..... | $1,900 | 64,000 | $20 | 5,855 | ..... | ..... | ..... |
| Illinois..... | 208,967 | 94,774 | ..... | 93,383 | $175 | 5,000 | ..... | ..... | 550 | ..... | 15,085 | ..... |
| Indiana..... | 37,050 | 35,500 | ..... | ..... | ..... | 50 | 1,500 | ..... | ..... | ..... | ..... | ..... |
| Iowa..... | 102,935 | 102,450 | ..... | ..... | ..... | ..... | ..... | ..... | 485 | ..... | ..... | ..... |
| Kansas..... | 21,000 | 11,000 | ..... | ..... | ..... | ..... | 10,000 | ..... | ..... | ..... | ..... | ..... |
| Kentucky. | 263,952 | 104,048 | ..... | 145,000 | ..... | ..... | ..... | ..... | 14,904 | ..... | ..... | ..... |
| Louisiana. | 1,300 | ..... | ..... | ..... | ..... | ..... | 400 | ..... | 900 | ..... | ..... | ..... |
| Maine..... | 48,626 | 33,612 | $120 | 3,864 | ..... | ..... | 8,000 | ..... | 3,030 | ..... | ..... | ..... |
| Maryland.. | 47,280 | 24,390 | ..... | 22,890 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Mass..... | 1,154,560 | 614,477 | 46,880 | 10,000 | ..... | 500 | 194,888 | 205,000 | 38,450 | 44,365 | ..... | ..... |
| Michigan.. | 86,022 | 86,022 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Minnesota | 65,951 | 49,669 | ..... | ..... | ..... | ..... | ..... | ..... | 16,282 | ..... | ..... | ..... |
| Mississippi | 1,400 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,400 | ..... | ..... | ..... |
| Missouri ... | 403,011 | 389,248 | ..... | ..... | ..... | 300 | ..... | ..... | 13,463 | ..... | ..... | ..... |
| Nebraska.. | 17,632 | 13,632 | ..... | ..... | ..... | ..... | ..... | ..... | 4,000 | ..... | ..... | ..... |
| Nevada..... | 3,500 | ..... | ..... | ..... | ..... | ..... | 3,500 | ..... | ..... | ..... | ..... | ..... |
| N. Hamp... | 205,799 | ..... | ..... | ..... | ..... | ..... | 21,600 | 149 | 184,050 | ..... | ..... | ..... |
| N. Jersey.. | 233,502 | ..... | ..... | 214,000 | ..... | ..... | ..... | ..... | 19,502 | ..... | ..... | ..... |
| New York. | 1,442,935 | 942,822 | 22,500 | 368,776 | ..... | 2,000 | ..... | 45,000 | 40,680 | 7,379 | 13,778 | ..... |
| N. Carol'a. | 33,150 | 12,050 | ..... | ..... | ..... | ..... | ..... | ..... | 21,100 | ..... | ..... | ..... |
| Ohio ..... | 441,728 | 373,280 | ..... | 29,800 | 250 | ..... | 25,400 | ..... | 12,998 | ..... | ..... | ..... |
| Oregon..... | 15,492 | 15,192 | ..... | ..... | ..... | ..... | ..... | ..... | 300 | ..... | ..... | ..... |
| Pa..... | 770,581 | 381,100 | ..... | 23,298 | ..... | ..... | ..... | 2,500 | 24,550 | 338,370 | 263 | $500 |
| R. Island... | 36,500 | 6,500 | ..... | ..... | ..... | ..... | ..... | ..... | 30,000 | ..... | ..... | ..... |
| S. Carolina | 59,388 | 9,200 | ..... | 22,088 | ..... | ..... | ..... | ..... | 28,100 | ..... | ..... | ..... |
| Tennessee | 173,460 | 167,448 | ..... | ..... | ..... | ..... | 400 | 5,000 | 612 | ..... | ..... | ..... |
| Texas..... | 16,000 | 3,000 | ..... | ..... | ..... | ..... | ..... | ..... | 13,000 | ..... | ..... | ..... |
| Vermont... | 162,250 | 57,000 | 2,500 | ..... | ..... | ..... | 2,000 | 750 | 100,000 | ..... | ..... | ..... |
| Virginia ... | 404,218 | 285,000 | 105,058 | 14,000 | ..... | ..... | ..... | ..... | 160 | ..... | ..... | ..... |
| W. Va..... | 10,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10,000 | ..... | ..... | ..... |
| Wisconsin | 82,269 | 63,288 | ..... | 8,836 | ..... | ..... | ..... | 20 | 10,000 | 125 | ..... | ..... |
| Dakota..... | 2,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,000 | ..... | ..... |
| Dist. Col.... | 25,000 | 25,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| N. Mexico.. | 13,700 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13,700 | ..... | ..... | ..... |
| Utah ..... | 17,900 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 17,900 | ..... | ..... | ..... |
| Total... | 7,440,224 | 4,601,069 | 177,058 | 962,535 | 425 | 9,750 | 334,688 | 258,439 | 672,240 | 394,239 | 29,281 | 500 |

TABLE XXIII.—*Statistical summary of benefactions for* 1881, *by institutions.*

| Institutions. | Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | Aid for indigent students. | Libraries and museums. | Objects not specified. |
|---|---|---|---|---|---|---|---|---|
| Universities and colleges. | $4,601,069 | $2,460,671 | $782,784 | $851,510 | $142,107 | $65,998 | $21,613 | $276,386 |
| Schools of science | 177,058 | 84,079 | 58,684 | ..... | 16,110 | 5,705 | 100 | 12,380 |
| Schools of theology | 962,535 | 418,855 | 166,390 | 181,388 | 36,517 | 49,188 | 60,383 | 49,814 |
| Schools of law | 425 | ..... | ..... | ..... | 425 | ..... | ..... | ..... |
| Schools of medicine | 9,750 | 6,850 | 2,400 | ..... | 200 | ..... | ..... | 300 |
| Institutions for superior instruction of women. | 334,688 | 97,917 | 174,675 | 146 | 14,050 | ..... | 37,900 | 10,000 |
| Preparatory schools | 258,439 | 48,250 | 5,000 | ..... | 5,040 | ..... | 149 | 200,000 |
| Institutions for secondary instruction. | 672,240 | 429,837 | 142,055 | 10,000 | 100 | 37,773 | 3,565 | 48,910 |
| Institutions for the deaf and dumb and the blind. | 394,239 | 382,435 | 2,000 | ..... | ..... | ..... | ..... | 9,804 |
| Training schools for nurses. | 29,281 | 28,626 | ..... | ..... | ..... | ..... | ..... | 655 |
| Institutions for feeble-minded children. | 500 | ..... | ..... | ..... | ..... | 500 | ..... | ..... |
| Total | 7,440,224 | 3,957,520 | 1,333,988 | 1,043,044 | 214,549 | 159,164 | 123,710 | 608,249 |

TABLE XXIV.—*Summary of the number of educational publications.*

| Number of firms in— | | Number of firms in— | |
|---|---|---|---|
| California | 1 | New York | 73 |
| Connecticut | 1 | Ohio | 8 |
| Georgia | 1 | Pennsylvania | 25 |
| Illinois | 18 | Rhode Island | 1 |
| Indiana | 2 | Vermont | 1 |
| Kentucky | 1 | Virginia | 3 |
| Maine | 2 | Wisconsin | 2 |
| Maryland | 2 | District of Columbia | 2 |
| Massachusetts | 26 | | |
| Michigan | 1 | Total | 173 |
| Missouri | 3 | | |

| Number of works on— | | Number of works on— | |
|---|---|---|---|
| Archæology, fine arts, and music | 66 | Mathematics | 45 |
| Bibliography and literature | 100 | Mechanics and physics | 35 |
| Dictionaries and encyclopædias | 27 | Medicine and surgery | 115 |
| Education | 109 | Natural history | 39 |
| General science | 40 | Philosophy and logic | 18 |
| Geography | 15 | Political and social science | 20 |
| History | 89 | Theology | 93 |
| Language | 83 | | |
| Law | 30 | Total | 924 |

TABLE XXV.—*Summary of patents for improvements in school furniture.*

The following summary shows the patents granted by the Government for inventions of school furniture and appliances during the year:

| | | | |
|---|---|---|---|
| From California | 6 | From New York | 41 |
| Colorado | 2 | Ohio | 8 |
| Connecticut | 8 | Pennsylvania | 8 |
| Illinois | 13 | Rhode Island | 6 |
| Indiana | 5 | Vermont | 1 |
| Kansas | 2 | Virginia | 2 |
| Maine | 3 | Wisconsin | 4 |
| Maryland | 5 | District of Columbia | 9 |
| Massachusetts | 13 | Idaho | 1 |
| Missouri | 6 | Foreign | 7 |
| Nebraska | 1 | | |
| New Jersey | 13 | Total | 164 |

| Improvements in— | | Improvements in— | |
|---|---|---|---|
| Adding machine | 4 | Heating, cooling, and ventilating apparatus | 2 |
| Air cooling apparatus | 4 | Hinge for school desks, stop | 1 |
| Air purifying apparatus | 2 | Hinge for school furniture | 1 |
| Air in buildings, method of and apparatus for cooling | 1 | Ink and fluid, writing | 1 |
| Alphabet blocks, nested | 1 | Ink well | 2 |
| Arithmetical frame | 1 | Inkstand | 3 |
| Arm rest and book leveller, combined | 1 | Inkstand, calendar | 1 |
| Blotter | 1 | Lead and crayon holder | 15 |
| Blotting case | 1 | Map and atlas, segmental | 1 |
| Blotting pad | 1 | Map and chart case | 1 |
| Book, copy | 1 | Map case | 1 |
| Book, copying | 1 | Map holder | 1 |
| Book-cover shield | 1 | Meteorology, apparatus for | 1 |
| Book, detachably covered | 1 | Mucilage bottle | 1 |
| Book holder | 3 | Mucilage holder | 1 |
| Book holder and portfolio, combined | 1 | Multiplication block | 1 |
| Book protector | 1 | Music book holder | 1 |
| Bottle, siphon | 2 | Music chart | 1 |
| Calculator, mechanical | 1 | Music holder | 1 |
| Calendar, revolving | 1 | Music leaf turner | 4 |
| Calipers | 3 | Music rack | 1 |
| Calipers and rule, combined | 1 | Music stand | 2 |
| Calipers, spring | 1 | Pantograph | 2 |
| Calisthenic implement | 1 | Pantograph engraving machine | 2 |
| Copies of writings, apparatus for producing | 1 | Pen | 1 |
| Cyclometer | 1 | Pen and pencil case | 2 |
| Desk and seat, school | 1 | Pen and pencil holder | 1 |
| Desk, school | 5 | Pen, fountain | 5 |
| Dividers | 1 | Pen, fountain attachment | 1 |
| Dividing angles, instrument for | 1 | Pen holder | 7 |
| Ellipsograph | 1 | Pen holder, fountain | 1 |
| Furniture, school | 1 | Pen rack and letter holder, combined | 1 |
| Gymnastic apparatus | 1 | Pen, stylographic | 5 |
| Gymnastic apparatus, portable | 1 | Pen, stylographic fountain | 6 |
| | | Pen, writing | 1 |

TABLE XXIV.—*Summary of patents for improvements in school furniture*—Continued.

| Improvements in— | | Improvements in— | |
|---|---|---|---|
| Pencil | 1 | School seat and back | 1 |
| Pencil case, automatic | 1 | Slate, double reversible | 2 |
| Pencil case, sharpener, and eraser, combined | 1 | Slate fastener | 1 |
| Pencil holder, lead | 1 | Slate, pencil holding | 1 |
| Pencil, lead | 3 | Slate, school | 1 |
| Pencil sharpener | 1 | Sponge cup | 2 |
| Pencil sharpener, slate | 1 | Sponge holder for slate pencils | 2 |
| Pencils and pen holders, finger rest for | 1 | Teaching chemistry, apparatus for | 1 |
| Penman, rest and guide for | 1 | Teaching frame, object | 1 |
| Phonetic notation, art of and mechanism for | 1 | Tellurian | 3 |
| Rule and balance, combined desk | 1 | Thermo-electric battery | 2 |
| Ruler and rotary blotter, combined | 1 | Ventilating and cooling buildings | 1 |
| Ruler, proportional parallel | 1 | Wrist and hand support for key-board instruments | 1 |
| Scholar's companion | 1 | Total | 164 |

## EDUCATION IN FOREIGN COUNTRIES.

### I.—EUROPE.

AUSTRIA-HUNGARY.—*a.* AUSTRIA, constitutional monarchy: Area, 115,903 square miles; population (December 31, 1880), 22,144,244. Minister of public instruction, Conrad von Eybesfeld.

Educational institutions in Austria are divided into elementary (popular or common) schools, secondary institutions (Gymnasien and Realschulen), superior institutions (universities, higher technical institutions, &c.), and institutions for special education.

Elementary or common schools, divided into general common schools and burgher or city schools, are open to all citizens, without regard to religious belief. The general rule is that at least one burgher or city school must exist in every school district. A common school, however, must be established wherever in the extent of a league there are 40 children of school age who have to go more than two and a half miles to reach school. Most elementary schools, including many burgher or city schools, receive children of both sexes, and are therefore called mixed schools. The teachers and assistant teachers of these common schools must obtain certificates of qualification at the teachers' seminaries. An idea of the scope of instruction in these schools may be gained from the general plan of study prescribed for a burgher school for boys. This plan embraces: (1) Religion. (2) German: accurate reading and comprehension of the subject of study; correct use of the language and practice in composition; such modern literature as is suited to the age of the pupils. (3) Geography and history: important features of physical geography, geography in general and of Austria and Hungary in particular. (4) Natural history: leading features of the three kingdoms of nature and practical applications; the human body and its care. (5) Natural philosophy: elements of physics and chemistry with reference to their practical applications. (6) Arithmetic. (7) Geometry and drawing. (8) Free-hand drawing, plane and perspective, with applications to ornamentation and modelling. (9) Writing. (10) Singing. (11) Gymnastics. In girls' schools female handiwork and domestic economy are taught.

As regards secondary education, the institutions of this branch are divided into Gymnasien, Realgymnasien, and Realschulen. The object of the Gymnasium is to afford a higher general education (using the ancient classical languages and literature for that purpose) and at the same time prepare students for the university. The complete Gymnasium consists of the upper and lower Gymnasium, of four classes (or annual courses) each, but forms an undivided whole under one management. A lower Gymnasium may be regarded as a separate institution, because it not only prepares for the upper classes but also

arranges to a certain extent its course of study so as to fit its pupils for active life. A Realgymnasium is a lower Gymnasium, in all the classes of which drawing is obligatory, as is also a modern language for those students of the two upper classes who are not to enter the upper Gymnasium and are consequently exempted from the study of Greek. A Realgymnasium may also be regarded as a complete institution or it may be combined with an upper Gymnasium, an upper Realschule, or with both.

Realschulen, like Gymnasien, consist of upper and lower schools. The latter fit pupils for immediate entrance into practical life or for admission to special schools, and may be regarded, like the corresponding grade of Gymnasien, as separate institutions. An upper Realschule cannot be so regarded. An idea of the difference in the objects and subject matter of instruction in these two classes of schools will be gained from a comparison of their plans of studies. The obligatory studies in a Gymnasium are: (1) Religion. (2) Latin language. In the lower Gymnasium oral and written exercises in Latin grammar, exercises in translation (Cornelius Nepos, Cæsar, Bell. Gall.). In the upper Gymnasium Roman literature (Livy, Sallust, Cæsar, Bell. Civ., Cicero's orations, Tacitus, Ovid, Virgil, Horace) and Roman history, study of Latin style and elegances of the language. (3) Greek. In the lower Gymnasium, grammar of the Attic dialect; syntax. In the upper Gymnasium, thorough reading of the most important Greek authors (Homer, Xenophon, Herodotus, Sophocles, Plato, Demosthenes), as far as time allows. (4) Thorough study of the language of instruction (i. e., German), including acquisition of style, history of the language, and study of its literature. (5) Study of some other national language. (6) A modern language (in the Realgymnasium), grammar and syntax, and translation into and from the language. (7) History and geography. In the lower Gymnasium, the earth's surface and its natural and political divisions, with special attention to Austria-Hungary; the most important events and persons in history; chronology. In the upper Gymnasium, principal historical events in their practical relations and in their dependence upon natural conditions, with special reference to the history of civilization; historical development of the Greeks and Romans and of Austria-Hungary; principal events of contemporary history. (8) Mathematics. In the lower Gymnasium, arithmetic; geometric forms, their principles and relations; instruction given not by strict demonstration so much as by methodically conducted inspection. In the upper Gymnasium, elements of algebra and geometry as sciences of strict demonstration. (9) Natural history. In the lower Gymnasium, determining by inspection the most characteristic types of the three kingdoms of nature. In the upper Gymnasium, systematic survey of the three kingdoms of nature. (10) Physics. In the lower Gymnasium, the more easily comprehended phenomena and their laws as far as they can be shown by experiment without special application of mathematics and the more easily understood practical applications. In the upper Gymnasium, scientific demonstration of natural laws, as far as elementary mathematics permit, and application to the interpretation of natural phenomena. (11) Philosophical propædeutics; supplementing the empirical knowledge of the external world by empirical conceptions of the mental world. (12) Free hand drawing in the Realgymnasium.

The plan of study for a Realschule is as follows: (1) Religion. (2) Language used in instruction (German). In the lower Realschule correct speaking and reading and grammatical writing; syntax. In the upper Realschule practice in writing correctly and with attention to style; essays upon subjects familiar to the students; study of German literature and biographies of German classical writers. (3) French. In the lower Realschule, grammatical forms and syntax, translation from and into French. In the upper Realschule, grammatical forms and syntax, practice in translating from and into French, exercises in French composition; practice in speaking French; study of leading French authors from the beginning of the seventeenth century. (4) English. In the upper Realschule, correct pronunciation, grammatical forms, and syntax, practice in translating prose into German, and conversely easy German prose into English. (5) Geography and history, substantially the same as in the Gymnasium. (6) Mathematics; principles and

practice of elementary mathematics. (7) Natural history. In the lower Realschule, acquisition of familiarity with the leading forms of the organic and inorganic worlds, derived from observation. In the upper Realschule, systematic survey of the animal and vegetable kingdoms, based upon their anatomical, physiological, and morphological characteristics; forms and characteristics of the more important minerals, and principles of geology. (8) Physics. In the lower Realschule, experimental demonstration of the simpler natural phenomena and their laws, with some reference to their practical application. In the upper Realschule, the principal natural phenomena, demonstrated by experiment and observation, with calculations (elementary mathematics). (9) Chemistry: demonstration of chemical changes by experiment, the conditions of their occurrence, and the laws which govern them; the chemical elements and their combinations, with special reference to their occurrence in nature and their industrial importance. (10) Geometry and geometrical drawing. In the lower Realschule, the principles of geometry in their application to geometrical construction; practice in linear drawing. (11) Elements of descriptive geometry in the upper Realschule; principles of projection and problems; shadows; and drawings of things used in the arts. (12) Free-hand drawing: acquisition of dexterity in comprehending and representing technical objects according to the laws of perspective; application to the drawing of ornaments, with attention to style; drawing the human form and face; training of the sense of beauty. (13) Calligraphy. (14) Gymnastics.

*Elementary instruction.*—The following statistics are taken from official sources: There were in the school year 1880–'81 15,165 public general common schools and 314 burgher or city schools, making a total of 15,479. There were also 911 private schools, making the whole number of elementary schools 16,390. German was used in 6,797 of the public schools, Bohemian in 3,929, Polish in 1,166, Ruthenian in 1,053, and Italian in 822; in a comparatively small number of schools, various other languages were used, and in some cases two or more languages were spoken. In the previous year, with a total number of schools amounting to 16,492, there were 33,827 rooms. Special means for ventilation were provided for 13,671 of the rooms. In 1880, 5,225 schools had open air gymnasiums, 1,007 had gymnasium halls, while instruction in gymnastics was given in 12,260 schools; 6,936 had school gardens and nurseries and female handiwork was taught in 6,940 schools. The school libraries numbered 13,136, with 1,656,563 volumes. In the school year 1880–'81 instruction in gymnastics was given in 11,234 schools; there were 6,690 school gardens and 12,596 school libraries. Female handiwork was taught in 6,647 schools.

The number of regularly appointed male teachers in 1880 was 27,597, of whom 26,654 were lay, 778 secular, and 165 belonged to the regular clergy. Classified in respect to age, the teaching corps contained 1,219 male persons under 20 years of age, 5,424 between 21 and 25, 4,548 from 26 to 30, 8,200 from 31 to 40, 3,754 from 41 to 50, 2,766 between 51 and 60, and 1,686 over 60. In respect to their religious faiths, 24,723 of these teachers were Roman Catholics, 1,397 were "Greek-United," 665 Evangelical, 2 Armenian-Oriental, 246 Greek-Oriental, 560 Jews, and 4 belonged to no religious confession. To the 27,597 male teachers above mentioned should be added 13,325 assistants and teachers of religion, not appointed by the school authorities, making a total of 40,922 male teachers of all grades from directors to assistant teachers. The total for 1880–'81 was 38,694. At the same time the number of regularly appointed female teachers was 6,288, of whom 4,931 were lay and 1,357 were nuns. As to age, 538 were 20 years old and under, 2,005 from 21 to 25, 1,350 from 26 to 30, 1,452 from 31 to 40, 632 between 41 and 50, 245 from 51 to 60, 63 over 60, and 3 not reported. As to religious belief, 6,017 were Roman Catholics, 78 "Greek-United," 59 Evangelicals, 14 Greek-Orientals, 119 Jewesses, and 1 did not belong to any confession. Add to the regularly appointed female teachers 4,993 female assistants and teachers of manual and other labor, and the total female teaching corps amounts to 11,281 individuals, which fell to 9,747 in 1880–'81. The number of children of school age was 1,388,856 boys and 1,355,324 girls, making a total of 2,744,180. Of this number

2,377,624 attended school at the close of the school year, the boys numbering 1,209,040 and the girls 1,168,584. Arranged with reference to the languages spoken by the children, German takes the lead, with 1,045,358 children, Bohemian, Polish, and Ruthenian following in order. The totals for the year 1880–'81 are 2,863,815 children of school age and 2,487,496 attending school. Roman Catholic children numbered 1,146,109 boys and 1,099,817 girls, 2,245,926 in all. Then follow the Evangelical Augsburg Confession, with a total of 35,394; the Helvetian, with 15,196; Greek-Oriental, 8,839; other Christian faiths, 785; Jews, 71,414; and 70 unassigned. The total number of school weeks was 727,791, or 44 weeks to a school; in 1,729 instruction was given in general agriculture; in 2,276 fruit tree culture was taught; silk culture was taught in 449 schools and bee culture in 993. There were 3,953 review schools, with a total attendance of 104,310 pupils and 141,631 weeks' schooling during the year.

In 1880–'81 there were 42 seminaries for male teachers to supply the teaching force of the elementary schools, with 7,627 students and 590 instructors, and 23 for females, with 3,405 students and 349 instructors.

*Secondary instruction.*—The number of complete Gymnasien in 1880 was 101; of lower Gymnasien, 20; of Realgymnasien, 39; of complete Realschulen, 61; and of lower Realschulen, 21. There were 42 institutions for training male teachers of secondary schools, and 26 for females. The total number of teachers for these institutions of secondary instruction was 5,361, classified as follows: For complete Gymnasien, 2,177; for lower Gymnasien, 178; for Realgymnasien, 661; for complete Realschulen, 1,218; for lower Realschulen, 204; for male teachers' seminaries, 593; and for female teachers' seminaries, 330. There were at the same time 36,122 students in the complete Gymnasien, 2,256 in the lower Gymnasien, 9,590 in the Realgymnasien, 15,787 in the complete Realschulen, 2,180 in the lower Realschulen, and 8,397 in the male and 3,600 in the female teachers' seminaries, making a total of 77,932 students.

*Superior instruction.*—The total number of institutions for superior education was 68, consisting of 7 universities, 6 institutions for superior technical education, 1 agricultural academy, 2 mining academies, 6 mercantile academies, 2 art academies, and 44 theological seminaries. These institutions had 1,653 instructors, of whom 870 were university professors and assistants, 330 were instructors in the technical institutions, 35 in the agricultural academy, 27 in the mining academies, 96 in the mercantile academy, 36 in the art academy, and 259 in the theological seminaries. The students amounted to 15,527, of which total the universities had 9,010, the technical institutions 2,992, the agricultural academy 472, the mining academies 169, the mercantile academies 1,226, the art academies 396, and the theological seminaries 1,262.

*Special instruction.*—Of public and private institutions for special instruction there were 1,200, of which 52 were merchantile schools, 295 were technical industrial schools, 160 singing and music schools, 64 schools of agriculture and forestry and their branches, 6 were mining schools, 4 veterinary schools, 14 schools of midwifery, 5 naval schools, 261 schools for instruction in female work, and 339 unspecified. In these institutions for special instruction there were 5,342 teachers and 75,851 students. The number of superior, secondary, and special institutions was therefore 1,578, which, added to the 16,492 elementary schools, makes 18,070 as the total number of educational institutions in Austria. The number of teachers in the superior, secondary, and special schools was 12,356, and there were 52,203 in the elementary schools, making a total teaching force of 64,559 individuals. The number of students in the superior, special, and secondary institutions was 169,310.

*b.* HUNGARY, constitutional monarchy: Area, 125,039 square miles; population, 13,728,622. Minister of public instruction, Dr. A. von Trefort.

The system of public instruction in Hungary is divided into common schools, comprising elementary, higher common, and burgher schools, and teachers' seminaries; secondary schools, comprising Gymnasien, Realschulen, higher girls' schools, and middle school

teachers' seminaries; superior institutions, including theological seminaries, universities, law academies, and polytechnic schools; and institutions for special instruction, viz, the central model or normal drawing schools, the national music academy, lower and higher industrial and commercial schools, the national dramatic school, and school of midwifery. To this class belong also institutions for the deaf and dumb and blind, and institutes of art and culture, such as the national museum, picture gallery, museum of industrial art, schools of painting, and the new technological museum. The ministry of education and religion has general supervision over all these institutions, but the kind and degree of this supervision vary considerably. According to the letter of the law the whole system of public education in Hungary is centralized under the control of the ministry, but as a matter of fact the power of the minister of public instruction is limited in many ways.

All the educational institutions of the country are divided, as far as their management is concerned, into those which are purely governmental, into communal, Catholic, schools of self governing religious denominations, and private institutions. The governmental, Catholic, communal, and private institutes are more or less immediately under the supervision and administration of the government or minister of public instruction, whose assistants for such purposes are the superior directors of studies (for secondary instruction), the common school inspectors, and the directors and principal teachers. But the government divides this supervision and management in the case of district schools to a great extent with the corresponding school supporting political communes, and in private institutions it exercises the right of immediate control and inspection only. In institutions of self governing religious denominations the right of government supervision is limited in many ways. It is more extended with the common schools of these denominations than with their higher institutions. Indeed, the latter are neither subject to inspection by government officers nor is the government represented in their examinations, and yet they substantially enjoy equal rights with institutions of the same character which are directed and supported by the government. Accordingly, besides the government and communal school management, there are also denominational school administrations in Hungary, the two Greek-Oriental and the three Protestant churches enjoying an entirely independent school management. Among Catholics, especially in the Gymnasien and the law academies, the ministry has full influence as the representative of the apostolic king and protector of the Catholic Church. The government and the independent denominations also have independent charge of the training, appointment and removal, and pay of the teachers (except in the matter of pensions), and of the selection of text books and other material used in teaching. Since the year 1879 the Hungarian language is recognized by law as the national language, and instruction in that tongue is obligatory in all public common schools without exception, and after July 30, 1882, no person can be accepted as a teacher who is not sufficiently acquainted with spoken and written Hungarian to be able to teach in that language. Those who already hold positions as teachers are required to learn sufficient Hungarian in the time specified to use it in their instruction.

*Elementary schools.*—Ministerial decrees of special interest in 1880 are one insisting upon sanitary precautions in keeping the school buildings, rooms, and outhouses clean and in regulating the conduct of the pupils to the same effect, and another with reference to giving the pupils of the common schools, in districts where the mulberry tree flourishes, practical instruction in silk culture. The appropriation for common schools in the budget of 1880 was 1,666,315 florins, or $676,523. The number of independent political districts in 1880 was 12,814, of which 274, or 2.14 per cent., were without schools. The number of common schools at the same time was 15,824, divided as follows:

| | |
|---|---|
| Government common schools | 266 |
| District common schools | 1,669 |
| Private common schools (Privat-Volksschulen) | 167 |
| | 2,102 |

| | | |
|---|---|---|
| Denominational or confessional common schools: | | |
| Roman Catholic | 5,411 | |
| Greek Catholic | 2,220 | |
| Greek-Oriental | 1,809 | |
| Geneva Evangelical | 2,322 | |
| Augsburg Evangelical | 1,443 | |
| Unitarian | 68 | |
| Israelite | 449 | |
| | | 13,722 |
| | | 15,824 |

Regarded with reference to the grades of instruction, the Hungarian common school system comprised in 1880—

| | |
|---|---|
| Elementary schools | 15,652 |
| Higher common schools | 71 |
| Burgher or city schools | 101 |
| | 15,824 |

Owing to the polyglot nature of the population, instruction was given in different languages; thus Hungarian was used in 7,342 schools; German, in 867; Romanian, in 2,756; Slovakian, in 1,716; Servian, in 245; Croatian, in 68; Ruthenian, in 393; two languages in 2,335; and three languages in 102.

In the school year 1879–'80 the total number of schools, divided as to sex, consisted of 823 boys' schools, 975 girls' schools, and 14,026 mixed schools.

The total population of Hungary in 1880 was 13,728,622, and the number of children of school age (6–15 years) 2,097,490, or 15.28 per cent. of the population; 1,619,692 of these children, or 77.22 per cent., attended school; 1,433,167 scholars of the 1,619,692 were provided with school books and 186,525 were without them. There were 21,664 teachers of common schools, or 1.36 teachers to a school. Of the children attending school, 1,251,957 attended elementary (including private) schools and 367,735 attended the higher common and burgher schools, the review, and middle schools. The school year is divided into a winter and summer course, the first extending from September or October to Easter and the latter from Easter to the end of June. The number of school buildings was 15,824 (including 1,474 rented buildings), containing 21,838 rooms where instruction was given, or 1.38 rooms to a building. This shows that the majority of the buildings have only one room, in which both sexes are taught. The average number of scholars in a room was 74.16. The support of the common schools is derived (1) from the school tax, which is 5 per cent. of the direct government tax; (2) from the income of the school property and school funds; (3) from the school money and the government appropriation; and (4) from regular subscriptions from the political and denominational districts and foundations and other indeterminate sources of revenue. From these sources the total income was as follows:

| | Florins. |
|---|---|
| From the government | 689,370 |
| From the districts | 3,583,114 |
| From the church | 2,543,698 |
| From special contributions | 714,064 |
| From school property | 1,134,576 |
| From tuition | 1,392,327 |
| Total | 10,057,149 |

The amount paid by parents in 1880 for each child sent to the schools was 87 kreutzers (35 cents); the average yearly outlay for the education of each child taken from the

school income was 6 florins 40 kreutzers, or $2.59. The average pay of regular teachers was 389.14 florins ($157.99), and of assistants, 229.65 florins ($93.24). The regular teachers are also provided by law with a house and garden, and the assistants with lodgings.

The higher common schools are designed to finish the education begun in the elementary schools by an additional four years' course of study intended to fit the pupils for practical life as farmers, tradesmen, artisans, &c. There were 71 such schools in Hungary in the school year 1879–'80, with a total of 322 teachers and assistants and 3,541 scholars. The average pay of a teacher of these schools was 508 florins ($206.25) and the average cost per scholar 64 florins 36 kreutzers ($26). These schools are not in such a flourishing condition as the elementary schools, owing to a want of proper appreciation of their objects and efforts on the part of the public. The same is true to some extent of the other kind of higher common schools — the burgher or city schools — the object of which is much the same as that of the higher common schools. Graduates from these schools who desire to pursue scientific or special studies can attend the suitable institutions. Graduates of these schools are also admitted to the lower grades of the public service, such as the railroad, postal and telegraph, customs service, &c. There were in 1880 101 such schools, with 622 teachers and 8,450 pupils. The average salary of the teachers was 805 florins 44 kreutzers ($327) and the average cost per scholar was 65 florins 82 kreutzers ($27), or about the same as the cost in the higher common schools.

In 1880 there were 53 teachers' seminaries for males and 18 for females, with 617 teachers and 4,333 pupils, of whom 3,050 were males and 1,283 females. There were 278 institutions for the care and education of young children (Kindergärten, &c.), in the school year 1879–'80, which were attended by 29,782 children in charge of 419 teachers or guardians. The average expense of these institutions was 764 florins 95 kreutzers ($310) each.

The national pension institution for teachers of common schools was established in 1875, and after six years of its existence was in a very satisfactory condition. At the end of 1880 there was a membership of 11,175 male and female teachers.

*Secondary instruction.* — Gymnasien: The complete Hungarian Gymnasium — the upper Gymnasium — has a course of eight years, and the incomplete Gymnasium has a three, four, five, or six years' course. In 1881 there were 83 Gymnasien of the first and 68 of the second class, making 151 in all. They are classified as follows, according to the sources of their support:

| | |
|---|---|
| Government | 7 |
| Royal Catholic | 14 |
| Communal | 9 |
| Foundation | 1 |
| Roman Catholic | 49 |
| Greek Catholic | 3 |
| Armenian Catholic | 2 |
| Evangelical (Augsburg) | 25 |
| Evangelical (Helvetian) | 30 |
| United Protestant | 1 |
| Unitarian | 3 |
| Greek-Oriental | 3 |
| Interconfessional | 1 |
| Private | 3 |
| | 151 |

The ministry of public instruction has the direction of 89 of these Gymnasien, the remaining 62 being under the control of independent denominations. In the school year 1880–'81 there were 1,023 classes, with 1,910 professors and 35,233 students, or 34 stu-

dents to a class and 18 to each professor. With reference to the denominations, the students of the Gymnasien in 1880–'81 were as follows:

| | |
|---|---|
| Roman Catholic | 15,280 |
| Greek | 1,774 |
| Greek Oriental | 1,681 |
| Evangelical (Augsburg) | 3,699 |
| Evangelical (Helvetian) | 5,804 |
| Unitarian | 289 |
| Israelites | 6,545 |
| | 35,072 |

Besides the regular studies of the gymnasial programmes, 50.9 per cent. of all the Gymnasium students took an extra study. Of the graduates from Gymnasien in 1880–'81 27.8 per cent. selected theology as a profession, 26.7 selected law, 14.4 medicine, 7.8 philosophy, 2.2 were to devote themselves to technological pursuits, and 21.1 others were to become agriculturists, mining officials, diplomats, army officers, &c.

*Realschulen.*—In the school year 1880–'81 there were in Hungary 26 Realschulen, classified as follows:

| | |
|---|---|
| Supported by the government | 17 |
| Aided by the government | 3 |
| Communal Realschulen | 4 |
| Confessional Realschulen | 1 |
| Private Realschulen | 1 |

These schools were attended by 5,427 students, divided into 204 classes, with 463 professors, making 26 students to a class and 12 to each professor. The students were divided according to their religious beliefs into—

| | |
|---|---|
| Roman Catholics | 2,279 |
| Greek Catholics | 32 |
| Greek-Oriental | 172 |
| Evangelical (Augsburg) | 487 |
| Evangelical (Helvetian) | 262 |
| Unitarian | 18 |
| Israelites | 1,934 |
| Total[1] | 5,184 |

The large proportion of Jewish pupils in the Realschulen and Gymnasien is worthy of note. While the Jews form only 4.55 per cent. of the population of Hungary, their children form 20.9 per cent. of the attendance at the institutions of secondary instruction of the country. Extra studies, such as Latin, English, a language of the country other than Hungarian, chemical analysis, exercises in natural history, modelling, music, stenography, and calligraphy were taken by 63.2 per cent. of the Realschule pupils. Of the graduates of these schools, some continued their studies at the university (in pharmacy), at the polytechnicum (in engineering, machinery, and architecture); some devoted themselves to forestry and mining, agriculture, government service (postal and railroad service); others entered the army; and the rest went into business or entered upon some industrial career.

There are four public high schools for girls in Hungary. The age of the pupils is from 12 to 16 or 18 years, according to the number of courses in the school. The number of classes in 1880–'81 was 16, of professors 48, and of pupils 506. The largest of these schools was opened at Buda-Pesth in 1875, and in 1880–'81 numbered 341 pupils and 17

[1] This total differs from the former because some directors reported the number of pupils at the end of the year instead of the beginning.

teachers. Of the total 341 pupils, 95 were Roman Catholics, 2 Greek-Oriental, 29 Evangelical (Augsburg), 12 Evangelical (Helvetian), 2 Unitarians, and 201 Jewesses.

There are two seminaries for the preparation of teachers of institutions of secondary instruction, in which the students, besides receiving a general pedagogical training, are taught classical philology, modern philology, geography and history, mathematics and physics, and natural history.

*Superior instruction.*—There are 43 theological seminaries in Hungary, divided as follows: Roman Catholic, 20; Greek Catholic, 4; Greek-Oriental, 4; Evangelical (Augsburg Confession), 8; Evangelical (Helvetian), 5; Unitarian, 1; and Jewish, 1. These seminaries in 1880–'81 had 154 classes, 261 professors, and 1,794 students. The number of students has been on the increase for the last few years.

There are also 13 law academies with a four years' course, which had in 1880–'81 137 professors and 855 students. The attendance at these academies has diminished recently.

Hungary possesses two universities, one at Buda-Pesth and one at Klausenburg. The establishment of a third was proposed by the minister of public instruction in 1880, but the proposition reached no further than a general discussion.

The university at Buda-Pesth was reorganized in 1780 by the Empress Maria Theresa. This university numbered in 1880–'81 64 regular, 6 extraordinary, 10 honorary, and 9 supplementary (supplirende) professors, 76 Privatdocenten, and 12 teachers and assistants. There were during this year 2,879 students, of whom 2,503 were regularly matriculated, 195 were extraordinary, and 181 were pharmacists. As to their religious beliefs 46.1 per cent. were Roman Catholics, 2.7 per cent. were Greek Catholics, 2.9 per cent. Greek-Oriental, 10.5 per cent. Evangelical (Augsburg Confession), 11.7 per cent. Evangelical (Helvetian Confession), 0.3 per cent. Unitarians, and 25.2 per cent. were Jews. The percentage of persons of these faiths in the total population of the country, according to the census of 1880 was: Roman Catholic, 47.2; Greek-Catholic, 10.8; Greek-Oriental, 14.1; Evangelical (Augsburg Confession), 8.2; Evangelical (Helvetian Confession), 14.7; Unitarians, 0.4; and Jews, 4.6.

Besides the two universities the Joseph Polytechnicum, with a teaching corps of 57 persons, gave instruction to 491 students in the scholastic year 1880–'81. The institution has three sections, a general and chemical section, the section of engineering and architecture, and the section of mechanical engineering.

*Industrial and special schools.*—There are 152 schools in Hungary where some branch of in-door work is taught. In girls' schools instruction of this nature is given in female handiwork in general, and particularly in making clothes, machine sewing, straw work, and hat making. Boys are taught straw and reed work, hat and basket making, buhl saw work, and bast work.

A school for secondary industrial instruction was established in Buda-Pesth in the autumn of 1879. The object of this school is to educate builders and machinists and their assistants, and heads of small factories and workshops. The principal part of the instruction is devoted to giving a theoretical knowledge of the various industrial pursuits which form the subjects of study; that is, to studying the nature of the raw material used in a given industry, then the methods of working it, and the construction and use of the machines and tools used in its fabrication, and finally the character, composition, and use of the finished article. Practical instruction is limited to exercises in acquiring manual dexterity. The course is three years, and the pupils must be 14 to 15 years old on entering. The first year's programme includes Hungarian, arithmetic, algebra and geometry, physics, chemistry and mineralogy, free hand drawing and modelling, geometrical drawing and geognosy. German and English are extra studies. In spare hours, physical and chemical experiments are made, and pupils familiarize themselves with the tools in the workshop of the institute. In the second and third years, besides the above studies, the course includes such special studies as architecture (architectural drawing, perspective), machinery (technical mechanics, drawing of details of construction of machines), iron working (exercises in the work shop), industrial (inorganic and organic

chemistry with laboratory exercises), wood working, Hungarian metallurgy (with special reference to steel manufacture, production of cast iron and steel articles), textile industry (raw materials and their preparation), chemical technology. This school had 52 pupils in the year 1880–'81. There is in Kaschau a school for instruction in machine industry, with a three years' course somewhat similar to that of the Buda-Pesth school, having an attendance of 45 pupils. Hungary possesses 45 mercantile schools and one mercantile academy, with a teaching force of 215 persons (in 1880–'81) and 3,053 pupils. Drawing, painting, and sculpture are taught in the national model drawing school, and the industrial art school, which was opened at Buda-Pesth in November, 1880, gives instruction in elementary and descriptive geometry, ornamental and technical drawing, modelling, architectural and industrial art styles, and perspective. There are also a national music academy and a theatre school, which had an attendance of 103 and 62 pupils, respectively, in the school year 1880–'81, and 5 schools of midwifery, which granted 213 diplomas in 1880–'81.

*Charitable instruction.*— The Royal National Institute for the Deaf and Dumb, at Waitzen, had 61 male and 37 female pupils in the school year 1880–'81. Special stress is laid upon teaching the female pupils manual labor pertaining to the household. The stronger girls learn machine sewing and knitting, and practise straw and reed plaiting, and the most dexterous are also taught ornamental work. The National Jewish Deaf and Dumb Institute was established in Buda-Pesth four years ago, and was intended to have a six years' course and receive 200 pupils. There were 54 pupils in 1880–'81. The General Deaf and Dumb Institute in Vienna also receives pupils from Hungary supported from the Hungarian Jewish school fund. The National Institution for the Blind in Buda-Pesth had 83 pupils in 1880–'81. In this institution special attention is paid to instruction in music as affording a means for future support to the pupils. The girls are also taught female handiwork, &c.

Hungary possesses a national museum, consisting of the Széchenyi national library collections of antiquities, coins, casts, and archæological specimens, a zoölogical section, a mineralogical and palæontological section, an ethnographical section, a picture gallery, and a botanical section.

BELGIUM, constitutional monarchy: Area, 11,373 square miles; population (December 31, 1880), 5,519,844. Minister of public instruction, P. van Humbéeck.

In 1880 there were in Belgium 6 normal schools for male teachers of primary schools, with 771 students; 6 normal departments connected with secondary schools, with 610 students; and 1 adopted normal school, with 76 students. For female teachers of primary schools there were 6 normal schools, with 795 students, and 4 adopted normal schools, with 563 pupils. The total number of teachers of primary schools, lay and clerical, in 1878 was 11,808, divided as follows: In communal schools, 8,202; in private schools submitted to inspection, 1,215; private teachers, entirely independent, 2,391. The number of primary schools at the same time was 5,729, or 2.22 to each commune and 1.04 to 1,000 inhabitants. The scholars numbered 687,749, or 12.5 per cent. of the population. There were also 1,129 salles d'asile in that year, attended by 124,031 infants. The number of adult schools was 2,747, with an attendance of 228,563 persons, or 41.4 per thousand of population. The ordinary expenses of the primary schools amounted to 14,981,349.28 francs in 1878. In 1880 out of 49,054 persons who were drawn for service in the militia 8,478 could neither read nor write, 2,022 could read, 22,029 could read and write, and the remainder of whom record was made possessed a higher degree of education. In 1878 there were also 100 primary schools under the jurisdiction of the department of justice (hospital and prison schools, &c.), with 7,151 scholars.

In the school year 1880–'81 there were 47 students in the normal schools for secondary instruction of the lower grade at Nivelles and Bruges, and 38 at the schools of higher grade at Liége and Ghent. At the close of 1880 there were 234 secondary schools of all kinds in the kingdom, with a total of 18,619 students.

At the universities supported by the state, viz, Ghent and Liége, there were in the year 1880–'81 656 and 1,161 students, respectively, and at the universities of Brussels and Louvain, 1,239 and 1,512 students, respectively.

There were four veterinary, agricultural, and horticultural schools supported by the state in 1881, with an attendance of 222 students; in 1880 169 diplomas and certificates of efficiency were granted from these schools.

During the school year 1879–'80 there were 32 technical industrial schools, with 9,208 students. To these should be added the School of Industry and Mining at Mons, with 85 students, and the Superior Commercial Institute at Antwerp, with 137 students, making a total of 9,430 students. The total expenses of these schools amounted to 618,545.24 francs. There were in 1880 58 apprentice workshops, with 1,457 pupils, of whom only 92 were entirely illiterate.

DENMARK, constitutional monarchy: Area, 14,553 square miles; population (February, 1880), 1,969,039; capital, Copenhagen; population, 234,850. Minister of public instruction, A. C. P. Linde.

The secondary schools of Denmark have a six years' course. The Gymnasien have one department for languages and history and one for mathematics and natural sciences. Instruction in the four lower classes is the same, except that students of the Realschule department do not study Greek and the Gymnasium students do not learn geometrical drawing and natural science. The school attendance lasts from the twelfth to the eighteenth year. Besides the Gymnasien there are Realschulen, with a four years' course, and these schools are often combined with the four lower classes of the Gymnasium. In the Gymnasien French is obligatory and lasts through the six years. German is obligatory through the first four years only, after which it is interchangeable with English. In the Realschulen three modern languages are obligatory.

The appropriation for worship and education for the year 1880–'81 was 978,372 crowns ($262,204).

No statistics have been received from Denmark later than those published in the Report for 1879.

FINLAND, a dependency of Russia: Area, 144,222 square miles; population, 2,028,021; capital, Helsingfors; population, 43,142.

For latest educational statistics, see the Report of the Commissioner of Education for 1880.

FRANCE, republic: Area, 204,177 square miles; population (December 18, 1881), 37,672,048; capital Paris; population, 2,269,023. Minister of public instruction, Jules Ferry.

*Primary instruction.*—On June 16, 1881, a law was passed making instruction absolutely free in the public primary schools. The law declares that tuition fees shall be abolished in the public primary schools and that the fees for board in the normal schools shall also be abolished. Provision was made for meeting the additional expense consequent upon gratuitous primary instruction by making certain special taxes in the communes and departments obligatory. The law includes among public primary schools the communal schools for girls which have been or shall be established in communes of more than four hundred persons, salles d'asile (or maternal schools), and the classes intermediate between the salles d'asile and primary schools, called infant classes, comprising children of both sexes in charge of female teachers who have certificates of qualification for the direction of salles d'asile. The law also provides that no person may occupy the position of teacher in primary schools without possessing a certificate of qualification for primary instruction. In 1880–'81 there were 74,441 primary schools of all kinds, public and private, of which 26,304 were for boys, 30,409 for girls, and 17,728 for both sexes together. The public schools numbered 61,527, of which 49,621 were lay and 11,906 were in charge of teachers belonging to a religious order (congréganistes). There were 122,760 teachers for primary schools, divided as follows: In the public schools, 44,165 male and 18,635 female secular teachers and 4,923 male and 17,728 female teach-

ers belonging to religious bodies. In the private schools there were 2,303 male secular teachers and 5,019 belonging to religious bodies and 8,276 female secular teachers and 21,711 belonging to religious bodies. The number of children attending the primary schools was 5,049,363, of whom 4,079,968 attended the public and 969,395 the private schools. The number attending the public schools is made up of 2,314,751 boys and 1,765,217 girls, while 253,588 boys and 715,807 girls attended the private schools. Classifying the pupils of the primary schools as to the secular or religious profession of the teachers it appears that 2,026,681 boys and 1,007,271 girls attended the public schools with secular teachers, 288,070 boys and 757,946 girls attended the public schools with teachers belonging to religious bodies, while 71,248 boys and 171,782 girls attended the private secular schools and 182,340 boys and 544,025 girls attended the schools of the other character. As illustrating the condition of affairs the new law had to deal with, the statistics show that in the public schools 1,388,534 children were paying pupils, while 2,691,434 received their education free. At the same time there were 68,321 teachers with certificates and 17,130 without. Of the latter, 15,387, or nearly 90 per cent., were teachers belonging to some religious order and 12,882 of them were females. In the private schools the proportion was more nearly even, 18,879 having certificates and 18,430 being without. The number of salles d'asile was 4,870, with 7,451 teachers and 621,177 children.

Five hundred and five thousand four hundred and thirty-four men and 108,043 women attended the courses for adults. These courses cost 2,298,233 francs, 699,432 francs of which were paid by the state. Of the men attending these courses, 33,845 could not read or write on entering and 31,559 could read and not write. Of the women, 8,768 could neither read nor write and 10,029 could read but not write.

There were 25,913 school libraries, with 4,206,173 volumes of all kinds, and 2,348 pedagogical libraries, with 500,855 volumes. The number of school savings banks had increased to 16,494, the number of bank books to 349,219, and the money deposited to 7,982,811 francs. There were 32,438 members of teachers' mutual aid societies, and the assets of the societies amounted to 3,000,908 francs 90 centimes.

*Secondary instruction.*—The law of December 21, 1880, provided for the establishment of institutions for the secondary education of girls to be founded by the state, with the concurrence of the departments and communes. These institutions, it was provided, should be day schools, although boarding schools could be annexed to them at the request of the municipal councils, with the consent of the government. They were to be subject to the same regulations as the communal colleges. The course of instruction was to comprise morals, the French language, reading aloud, and at least one modern language, ancient and modern literature, geography and cosmography, French history, and a review of general history, arithmetic, the elements of geometry, of chemistry and physics, and of natural history, hygiene, domestic economy, needlework, elements of law, drawing, music, gymnastics. Religious instruction was to be given, at the request of parents, by ministers of different denominations, in the school buildings out of school hours. These teachers were not allowed to reside in the school buildings. They were to be appointed by the minister of public instruction. Each school was to be in charge of a directress. Entrance and graduation examinations, with diplomas, were to be instituted for the pupils of these schools.

The author of this law was M. Camille Sée. A ministerial decree of July 28, 1881, made provision for the erection of schools in accordance with the spirit of this law and prepared for the subsequent detailed organization of their government, programmes, &c. A law promulgated July 26, 1881, provided for the establishment of a normal school to furnish female professors for the secondary schools.

GERMANY, constitutional empire: Area, 208,000 square miles; population (December 1, 1880), 45,234,061, divided among the following 26 states constituting the German Empire: Prussia, kingdom, 27,279,111; Bavaria, kingdom, 5,284,778; Württemberg, kingdom, 1,971,118; Saxony, kingdom, 2,972,805; Baden, grand duchy, 1,570,254; Mecklenburg-Schwerin, grand duchy 577,055; Hesse-

Darmstadt, 936,340; Oldenburg, grand duchy, 337,478; Brunswick, duchy, 349,367; Saxe-Weimar, grand duchy, 309,577; Mecklenburg-Strelitz, grand duchy, 100,269; Saxe-Meiningen, duchy, 207,075; Anhalt, duchy, 232,592; Saxe-Coburg, duchy, 194,716; Saxe-Altenburg, duchy, 155,036; Waldeck, principality, 56,522; Lippe, principality, 120,246; Schwarzburg-Rudolstadt, principality, 80,296; Schwarzburg-Sondershausen, principality, 71,107; Reuss-Schleiz, principality, 101,330; Schaumburg-Lippe, principality, 35,374; Reuss-Greiz, principality, 50,782; Hamburg, free city, 453,869; Lübeck, free city, 63,571; Bremen, free city, 156,723; Alsace-Lorraine (Reichsland), annexed from France in 1871, 1,566,670. Capital of the empire, Berlin; population, 1,122,360.

*Illiteracy of German recruits.*—It appears from the Monatshefte zur Statistik des deutschen Reiches that the percentage of illiterates in the recruits of the German army and navy is steadily declining. Prussia had 2.33 per cent. in 1880–'81; Bavaria, 0.29 per cent.; Saxony, 0.17 per cent.; Württemberg, 0.02 per cent.; the rest of the empire, 0.49 per cent. Comparing these figures with those of previous years the decrease is noticeable. Thus, in 1875–'76, Prussia's per cent. of illiterates was 3.19; Bavaria had 1.79 per cent.; Saxony, 0.23 per cent.; Württemberg, 0.02 per cent.; and the rest of the empire, 0.82 per cent. For the whole empire the figures are 2.37 per cent. in 1875–'76, against 1.59 per cent. in 1880–'81.

The city of Berlin had 191 public schools of all kinds at the close of the year 1881. These institutions had 1,391 classes for males, 1,076 for females, and 37 mixed, and were attended by 69,430 male and 57,920 female students. There were at the same time 2 Hebrew schools and 90 private schools, attended by 7,434 male and 14,307 female scholars.

The following account of the public schools in Germany was prepared by Mr. Wolfgang Schoenle, United States consul at Barmen, Germany, and transmitted to this Bureau by the kindness of the Secretary of State. It is published with some slight alterations made in consequence of later information:

### PUBLIC SCHOOLS IN GERMANY.

The educational system of Germany, being diversified and highly developed, presents so many interesting and characteristic features that a few summary sketches of her public schools, and especially of her elementary schools, which correspond to our common schools to a certain degree, may prove to be instructive to those devoted to educational and literary pursuits in the United States.

The following observations refer principally to the public schools in Prussia; but, as the system of instruction is substantially the same throughout the other German states, may hold good for the whole of Germany.

The public schools in Germany have the double character of municipal and state institutions, inasmuch as the establishment of new schools must be sanctioned and approved by the respective ministers of ecclesiastical affairs and of public instruction. The whole educational system in the several states of Germany is placed under the chief supervision of these functionaries, and they are to decide, in the last resort, whether elementary schools shall be established and conducted as Protestant, or Catholic, or Jewish, or so-called simultaneous schools. In the last named schools pupils of different denominations receive a common instruction in the ordinary school branches from the same teacher, but religious instruction is given in separate rooms, by the ministers of the denominations to which the parents of the pupils belong.

Several cases have occurred in Prussia in the last few years where the minister has entered his veto against simultaneous schools proposed by communities and insisted upon the establishment of sectarian schools. This is especially the case in communities where nearly all the population is either Protestant or Catholic.

The teachers stand in the same relation to the communities and the state as do the public schools. In most cases the nomination of a teacher for a vacancy is left to the local school boards, but their nominations have to be ratified by the departmental school board to whose jurisdiction the local board belongs. In a few places the appointment of the candidate or the transfer of a teacher from one school to another is effected by direct decree of the departmental board. The city and town councils are generally invested with the privilege of nominating candidates for appointment as teachers of the higher elementary and burgher schools; the number of individual patrons invested with the privilege of nomination is comparatively small. Their appointment is subject to the confirmation of the minister of public instruction and of ecclesiastical affairs, and on entering upon their official duties they have to swear the oath of allegiance to both officers, so that they are municipal and government officials at the same time, and as such

they are subject to both municipal and state supervision. The local authorities, however, have no right to suspend or dismiss a regularly appointed teacher without the approval of the state authorities. They receive their salaries from the municipal treasuries, and, in case the school budget of the community should prove to be insufficient, the government has to make up the balance of their salaries.

The teachers of all grades of schools are entitled to a government pension in case of physical or mental disability, and pensions to the widows and orphans of all teachers are paid from the funds of various savings institutions established by them for that purpose. Sometimes the municipalities make additional provisions for small pensions.

All teachers are bound to join the teachers' pension association. The amount of the annual pension depends on the number of years in service and the former salary of the emeritus. All pensions are paid quarterly in advance.

### HIGHER EDUCATIONAL INSTITUTIONS.

The higher schools in Germany are well adapted to the training of the pupils for their future professions and callings, and show a very high standard of mental discipline. They comprise the Gymnasien, the Progymnasien, the Realgymnasien, the Realprogymnasien, the Oberrealschulen, and the Höhere Bürgerschulen (higher burgher schools). The Gymnasien, Realgymnasien, and Oberrealschulen have a nine years' course, while the Progymnasien, Realprogymnasien, and higher burgher schools have only a five or six years' course.

Of these higher educational institutions I shall attempt to give the mere outlines, while I shall enter into a more detailed account of the elementary schools, which are a much more important educational factor, as they are the sources for the education of the great masses of the people.

The Gymnasien are the preparatory schools for the admission into the universities, and are attended by pupils who on entering the universities will devote themselves to the study of jurisprudence, medicine, theology, philology, and philosophy; in short, who aspire to a professional or governmental career. Much attention is paid to the ancient languages, while the modern languages, French and English, are treated rather superficially.

The Realgymnasien have a nine years' course, including Latin, but no Greek. Great stress is laid on mathematics, natural sciences, and modern languages. The graduates of the Realgymnasien are admitted to one university faculty only, that of philosophy, with its numerous departments of natural sciences and modern languages. As a rule the graduates pass from the Realgymnasien to the higher technical schools.

The higher Realschulen aim at a more practical education, and are generally patronized by pupils who intend to follow technical, industrial, or mercantile pursuits, or who are seeking a training for entrance into subordinate governmental offices. No ancient languages are taught, while French and English form prominent educational branches.

The instruction in the Gymnasium and the Realgymnasium in Prussia, according to the latest decree of the minister of public instruction, is uniform up to the grade of "tertia" (fourth year), when in the Gymnasium the study of Greek is commenced and in the Realgymnasium English enters into the schedule of studies.

The Gewerbeschulen, higher Realschulen, and higher burgher schools have for their chief object the training of the pupils for practical business men, artisans, and mechanics. The classics are entirely excluded from the Gewerbeschulen. French and English are much cultivated, and much stress is laid on drawing and instruction in the various commercial branches. The graduates of these schools may be admitted into the higher technical and industrial schools.

### ELEMENTARY SCHOOLS.

The elementary schools in larger cities and towns, as a rule, consist of eight classes, and children have to attend them from their sixth to their fourteenth year. The regular course of study in these schools comprises the following subjects: religion, reading, writing, common rules of arithmetic, and the rudiments of algebra, the elements of geometry, history (chiefly Prussian and German), drawing, geography (chiefly extending over Prussian and German territory), the elements of physics, and natural history, German composition and grammar, and compulsory gymnastics (Turnen). In addition, the girls are taught sewing and knitting.

The school attendance in Germany being compulsory, it would be reasonable to suppose that the instruction in the elementary schools would be free. Such, however, is not the case in every community. To be sure the tuition fees in these schools are very moderate and occasionally but nominal, and in some cities no tuition fee whatever is charged, as, for instance, in Cologne, Düsseldorf, Elberfeld, and in about 150 other cities

and towns in the kingdom. In most of the communities, however, tuition fees are collected. The rate of these tuition fees in Barmen may serve as an average for large cities. In this city 6 marks (equal to $1.43) for the whole year is charged for every pupil. Liberal allowances and even entire exemption from the payment of the fees are granted to the poor.

The tuition fees are only a small contribution to the school expenses, which must be met principally by municipal taxation. Illustrative of this fact will be the statement that in the year 1881 the collection of the school money from 38 elementary schools in Barmen, attended by 16,286 children, realized but the comparatively small sum of 52,000 marks, while the total expenses for these schools amounted to 427,650 marks during that period, exclusive of new school buildings and repairs.

The rate of school money is fixed pretty high in the Gymnasien, Realgymnasien, higher burgher schools, and the higher female schools, and on that account the children of the poor classes are practically excluded from them.

The following table shows the rate of tuition fees in the different classes in the Gymnasien and Realschulen of the first and second orders:

*Gymnasien and Realschulen of first and second orders.*

| Classes. | Marks. | U. S. coin. |
|---|---|---|
| Sexta | 96 | $22 85 |
| Quinta | 108 | 25 71 |
| Quarta | 120 | 28 56 |
| Upper and lower tertia | 132 | 31 42 |
| Upper and lower secunda | 144 | 34 28 |
| Upper and lower prima | 144 | 34 28 |

The annual charge of the tuition fees for the three primary classes, preparatory to the admission into Gymnasien and Realschulen, amounts to 84 marks, equal to $20, per pupil. The school money for the different classes in the Gewerbeschulen is fixed in the average at 20 per cent. less than in the Gymnasien and Realschulen. To the children of clergymen, teachers, and city officials of the lower grades the tuition fees in the foregoing schools are partly or entirely remitted in some localities.

The salaries of the teachers in the elementary schools are not very high, but the academic teachers in the higher schools are comparatively well paid. The salaries of the class teachers in the elementary schools, as an average, range from 1,250 to 2,150 marks, with small extra allowances for rent. At the head of every such school is placed a principal, whose salary ranges in Barmen from 2,100 to 2,700 marks, with free quarters in the school building. These salaries may be considered an average prevailing throughout Germany

GERMAN AND AMERICAN COMMON SCHOOLS.

In spite of the strenuous efforts of the more advanced German pedagogues, such as the late distinguished Diesterweg, and in spite of the unremitting agitation of the liberal and progressive parties to inaugurate a real "people's school," Germany still lacks that broad and common education which has proved so fruitful of the most beneficial results in the United States. In fact, there are no common schools in Germany, in the sense of our American common schools, where the high and the low, the rich and the poor, the native and the foreign-born, the Protestant, the Catholic, the Jew, the skeptic, and the infidel, all alike receive their common instruction. While our children pass from the lower grades in the primary schools through the intermediate to the high schools and eventually to colleges and universities, the German children of the wealthier classes, as a rule, do not attend the "people's" elementary schools. For their special accommodation the so called "Vorschule" (school preparatory to the Gymnasium, Realschule, and the higher female school) has been organized, where, entirely separated from the children of the lower classes, they receive their primary education preparatory to their admission into the above mentioned higher educational institutions. Thus at the very threshold of the public schools the German children are separated, the division between the high and the low, the rich and the poor, is defined at the entrance into the school room, the foundation for the social grades and ranks ruling in Germany is laid, and the estrangement between the children of the rich and the governing classes and those of the so called "people" is brought about. The pupils in the "people's" elementary schools look with apparent envy and a mixed feeling of submission and vindictiveness at the pupils in the higher schools. There is no social intercourse, no common interest, no mutual enjoyment, no reciprocal feeling between these young people; they are separated from each other from their youth, and remain separated socially for their whole lifetime.

STATISTICS.

As the increase of the population in Germany is a rapid and permanent one, the increase of the public schools is also a continual one, although the latter does not entirely keep pace with the increase of the population. Thus in the seven largest cities of the Prussian monarchy — Berlin, Breslau, Cologne, Königsberg, Frankfort-on-the-Main, Hanover, Dantzig — the population has increased from 1871 to 1880 by 506,000 inhabitants, that is, by nearly 33 per cent., and a similar list of 23 middle-sized cities shows an advance of almost 43 per cent., so that in those 30 cities 1,600 new school classes had to be established within the period of 10 years.

In the German metropolis, Berlin, with a population of nearly 1,250,000 inhabitants, the number of children attending the elementary schools during the year 1880 amounted to 98,900, and the appropriations for the pay of the several teachers reached the sum of 3,466,015 marks. The average number of pupils in the lowest class of the elementary schools in Berlin was 40. It advanced in the second and the following classes respectively to 47, 53, 56, 58, and reached 61 in the sixth class. In several other cities the average number is still higher. In the government district of Merseburg, for instance, the average number of pupils in 589 classes amounted to 80, and in 161 classes it reached even 120 pupils. The following table shows the number of children in Prussia who entered the schools either without understanding German or who besides German understood a foreign language. This statement has special reference to the northern and eastern provinces of the Prussian monarchy. Of these the pupils understood—

| | | | |
|---|---|---|---|
| Only Polish | 360,528 | Polish and German | 70,659 |
| Only Danish | 21,245 | Danish and German | 4,405 |
| Only Lithuanian | 10,075 | Lithuanian and German | 8,161 |
| Only Moravian | 8,239 | Moravian and German | 502 |
| Only Vendalic | 6,690 | Vendalic and German | 6,098 |
| Only Walloon | 1,430 | Walloon and German | 147 |
| Only Bohemian | 1,131 | Bohemian and German | 531 |
| Only Friesland | 1,035 | Friesland and German | 2,789 |
| Only Dutch | 7 | Dutch and German | 488 |
| Total | 410,380 | Total | 93,780 |

Consequently, for more than 400,000 children teachers had to be employed who were able to instruct in some one of the above mentioned foreign languages.

The erection of new school buildings is a continual drain upon the municipal treasuries. To show the pressing demand for new school buildings, the province of Schleswig-Holstein may serve as a striking illustration. In this province 227 new school buildings had been erected within the last 6 years. The total expenses for the elementary schools in this province amounted to 6.2 marks per capita in the year 1879, so that the disbursements for every pupil were 40.62 marks in the cities and 32.31 marks in the country. The largest school district in Prussia is that of Düsseldorf, the schools of which number 1,103. In this district the number of fixed positions of teachers has been increased by 1,010 within the last 8 years.

In the whole Prussian monarchy the number of teachers' positions has been increased by 2,324 from 1879 to 1881. There are at present 86,827 teachers in the elementary schools in Prussia. The employment of female teachers has considerably increased during the last few years. The per cent. of female teachers in the year 1861 was but 5, in 1863, $6\frac{3}{4}$, and in 1879, $9\frac{1}{2}$. Of the above mentioned 86,827 teachers in Prussia 30,042 are females. There are at present in Prussia, principally in the eastern provinces of the kingdom, 379 Jewish teachers.

The total number of children subject to attendance in the Prussian elementary schools in 1880 amounted to 5,503,970, or, after deducting those who were attending the primary schools, the Gymnasien, the Realschulen, and the higher female schools or private schools, 4,815,974; that is, 17.2 per cent. of the total population, which is 27,279,111. There is in Prussia, on the average, one teacher for every 446 inhabitants and for every 78 children liable to school attendance. For the instruction of male and female teachers Prussia provides 109 seminaries (normal schools), which were attended by 9,892 persons in the year 1880. In some towns and cities so called "Mittelschulen," resembling our intermediate schools, have been added to the elementary schools. In these Mittelschulen the course of study prescribed for the elementary schools is supplemented by either French or English and the elementary education is brought up to a certain degree of proficiency.

The deficiency of male teachers, which was very acutely felt for a few years in Prussia, is now almost overcome, and, with a few exceptions, all the fixed teachers' positions are filled. The tax levy for school purposes is in many districts very considerable, and amounts to 35 to 45 per cent. of the general tax levy; but, notwithstanding that fact, the

continual increase of the German population is to be followed by the continual increase of additional school classes and the erection of new school buildings.

The question how the burden of the ever increasing school expenses may be taken off the shoulders of the communities is now seriously engaging the fertile mind of the imperial chancellor, and he is working out a plan by which a sufficient share of the import duties, levied by the imperial government, may be turned over to the communities, so as to enable them to diminish the local tax levies for the support of the public schools.

GREAT BRITAIN AND IRELAND, constitutional monarchy: Area, 121,305 square miles; population, 35,262,762. *a*. ENGLAND AND WALES. Capital, London; population, 4,764,312.

The following information regarding elementary education is compiled from the report of the committee of council on education, signed by Lord Spencer and Mr. Mundella, for the year ending August 31, 1881:

*Day schools.*—Number of schools inspected, 18,062; number of certificated teachers, 33,562, with a large number of assistants and pupil teachers; accommodation for 4,389,633 scholars; enrolled, 4,045,362; average daily attendance, 2,863,535; present on day of inspector's visit, 3,372,990; qualified by attendance for examination, 2,775,150; presented for examination, 2,615,911, viz, 620,213 infants (i. e., under 7 years of age) for collective and 1,995,698 (7 and above) for individual examination; of these last, 1,264,121 passed the prescribed test without failure in any one of the three subjects; government grant to elementary day schools, 2,247,507*l.* as against 2,130,009*l.* in 1880.

*Night schools.*—Number examined, 1,222; average attendance, 39,222.

*Training colleges.*—Number, 41; attendance, 3,116.

*Expenditure.*—Total from government grant, 2,614,883*l.* 13*s.* 6*d.* Cost of maintenance of day and night schools, 5,336,979*l.*

*School accommodation.*—From an analysis of data presented in the report it appears that 5,268,089 may be taken as the number of children between 3 and 13 years of age for whom elementary education should be provided and 3,687,662 the number who should be under daily instruction. Whence it follows that more than a million of names have still to be added to the number already borne on the registers of inspected schools.

*Standards of examination.*—The table setting forth the results of the examinations shows that out of 1,995,698 scholars examined 1,011,208 were over 10 years of age and ought therefore to have been presented in standards 4 to 6; only 527,436 were so presented, while 483,772 (or 47.84 per cent.) were presented in standards suited for children of 7, 8, and 9 years of age.

There has been, however, a gradual improvement in this respect, which is attributed partly to the more regular attendance and increased proficiency of the children between 5 and 10 years of age and partly to the greater attention paid by teachers to the progress of individual scholars, in consequence of a provision of the code which makes the payment of certain grants depend upon the proportion of scholars examined in the three upper standards. That proportion has risen from 19.98 in 1875 to 26.83 per cent. in the past year.

In domestic economy, drill, cookery, &c., 55,993 girls were examined during the year, and military drill is systematically taught to the boys of 1,172 day schools. Cookery is taught in 299 schools, or in 23 more schools than in 1880. Savings banks have been established in 1,187 and school libraries in 2,382 schools. In 26,290 departments of schools in which singing is taught the instruction is given by ear in 22,151, or 84.26 per cent.

*Trained teachers.*—The extent to which the training colleges have contributed to the existing supply of efficient teachers in England and Wales is shown by the fact that, of 14,197 masters employed in schools reported on in 1880–'81, 8,632, or 60.8 per cent., had been trained for two years; 1,083, or 7.63 per cent., for one year; and 259, or 1.82 per cent., for less than one year; while 4,223, or 29.75 per cent., were untrained. In like manner, of 19,365 schoolmistresses, 8,563, or 44.22 per cent., had been trained for two

years; 1,035, or 5.34 per cent., for one year; 216, or 1.12 per cent., for less than one year; and 9,551, or 49.32 per cent., were untrained. Of the teachers, however, who, from whatever cause, have not attended a training college, a considerable proportion cannot, except in a technical sense of the word, be classed as untrained, having, under the superintendence of some of the best teachers, passed through the pupil teachers' course and served as assistants in large schools before passing the examination for a certificate and undertaking independent charges.

A considerable number of teachers who have not passed through the training colleges will always be required for service in the small schools throughout the country. Mr. Sharpe, the inspector of the colleges for masters, stated in his report for 1880:

The training colleges for masters do not supply the demand of the poorer class of schools; they practically supply the demand only of those schools which can afford to pay about 100*l.*—about $500—a year for head or assistant teachers.

*Salaries.*—The average salary of a certificated master, which in 1870 was 95*l.* 12*s.* 9*d.*, is now 120*l.* 16*s.* 1*d.*; that of a school mistress was 57*l.* 16*s.* 5*d.* in 1870, and is now 72*l.* 10*s.* 4*d.* In addition to their other emoluments, 6,183 out of 13,694 masters and 5,636 out of 18,670 mistresses are provided with residences free of rent. These averages are calculated upon the whole of the teachers, whether principal or assistant.

*Increasing proportion of female teachers.*—Attention is drawn to the great and increasing proportion of female teachers now employed in elementary schools.

The number of female pupil teachers in 1869 was 7,273; they now number 20,476, an increase of nearly 182 per cent. The male pupil teachers, who numbered 5,569 in 1869, have increased to 9,846, or about 77 per cent.

*Pensions.*—The education department has received during the school year 96 applications on behalf of three teachers in England and Wales, and has awarded 4 pensions of 25*l.* and 3 of 20*l.*, together with 11 gratuities to the amount of 330*l.* Since the practice of granting pensions was resumed in 1875, the department has dealt with 533 English applications. There are at present 270 teachers to whom pensions have been granted in England and Scotland, of whom 20 have 30*l.*, 100 have 25*l.*, and 150 have 20*l.* a year. The full number of pensions allowed to be borne on the estimates has therefore been filled up.

*Progress from* 1870 *to* 1881, *inclusive.*—The dates of the first and third educational acts, 1870 and 1876, form convenient points of departure for the study of the school statistics from 1870 to 1881. The increase of the population in England and Wales from 1876 to 1881, inclusive, according to estimates in the report of the education department, was 1,811,396, or 7.4 per cent.

For the same period the school statistics show increases as follows:

| | |
|---|---|
| Increase in number of inspected schools in general | 3,821 |
| Increase in number of day departments | 5,594 |
| Increase in accommodation in day schools | 963,315 |
| Increase in number of day scholars present at inspectors' examination | 960,779 |
| Increase in average attendance | 878,962 |
| Increase in number of certificated teachers | 10,509 |
| Increase in number of assistants | 5,386 |
| Increase in number of pupil teachers | 1,408 |
| Increase in number studying in training colleges | 109 |

For the same period there was decrease in the number of night departments and in their average attendance. Whereas in 1869, or before the passage of the education act of 1870, there was school accommodation for 8.34 per cent. of the population, in 1881 there was accommodation in aided schools for 16.85 per cent. of the population. The more nearly the accommodation approaches that required by the school population, the less the annual increase; progress is somewhat retarded by the nature of the effort required as the system advances. The act of 1876, it will be remembered, was especially directed to securing the fulfilment of the obligation resting upon parents and guardians with reference to provision made by the acts of 1870 and 1873 for the education of chil-

dren and to extending the provision to neglected or vagrant children. It is in the latter endeavor that the most serious difficulties in respect to the location of buildings, regularity of attendance, and results upon which depend the grants in aid are encountered.

All the schools reported in 1870 were voluntary. From 1870 to 1876, inclusive, the number of these increased by 4,396, and during the same time 1,596 board schools were established.

In the second period, 1876 to 1881, the number of voluntary schools increased by 1,693; the number of board schools, by 2,096. Since the passage of the act of 1870, additional accommodation has been provided in aided schools to the extent of 2,623,689 seats, viz, in voluntary schools, 1,429,421; in board schools, 1,194,268. So far as the reports afford data for comparison it appears that the expenditure and the grant earned per scholar in average attendance are higher in board than in voluntary schools.

As day schools multiply, the number of night schools diminishes, while the proportion of their pupils in the higher standards increases.

*Education in London.*—The following information is derived from the annual address of Mr. Edward North Buxton, chairman of the school board for London, and from reports of the committees:

In estimating the number of children for whom school accommodation is required, the committee adopt as a basis the national census taken in the spring of 1881. They conclude that the total number of children between 3 and 13 to be provided for is 685,240, to which must be added nearly 70,000 between 13 and 14, who now fall under the operation of the by-laws. The existing provision in all efficient schools is 502,095, leaving a great deficiency still to be met.

London maintains supremacy over the rest of the country in the proportionate number of children who pass in the three R's. The percentage of passes for the year is as follows:

| | Reading. | Writing. | Arithmetic. |
|---|---|---|---|
| In all schools in England and Wales | 88.25 | 80.44 | 74.9 |
| In London board schools | 89.3 | 87.3 | 83.3 |

In 1878 less than one in five of the children attained to the fourth and higher standards. This proportion has risen nearly to one in three.

The average gross annual cost per child on the average attendance in London board schools for 1881 was 2*l.* 17*s.* 1*d.*, less by 2*s.* 2*d.* than in 1880. The gross annual expenditure for the year ending March 25, 1881, was 1,235,360*l.* 9*s.* 3*d.* The average salary of adult teachers was, for men, 144*l.*; for women, 108*l.*

There are 49 scholarships at the disposal of the board, 29 for boys and 20 for girls, which enable the holders to enter some one of the great public schools of the country.

The average attendance at board schools is 203,334, and at voluntary schools 178,518. The percentage of average attendance upon enrolment in board schools is 80.4.

Singing by note is taught in all the schools, a special instructor being employed to supervise the work.

The drill instructor reported favorably upon the system of physical exercises employed, especially as conducted in the boys' schools.

The total number of girls receiving instruction in cookery in the board schools for the half year ending September, 1881, was 4,250. Needlework is obligatory in the girls' department, and a grant is allowed where the same instruction is given to boys.

The report of the superintendent of the instruction of the deaf and dumb gives 146 as the number of children instructed at the various centres, with an average attendance of 110; progress has been made in the use of the oral system.

Classes for the blind were maintained in 30 schools; number of blind pupils, 87.

The superintendent of method in infants' schools maintains classes for the instruction

of teachers in the Kindergarten system, and visits schools in which it has been introduced. The demand for increased provision for this work, and in general for the better conduct of the infant department, is emphasized in the report.

In accordance with the act extending the power conferred by the industrial schools act of 1866 to school boards, the London board have established three industrial schools and have 840 places reserved for their use in schools under voluntary management. In these schools, which are designed for vagrant, destitute, or unruly children under 14 years of age, industrial training is combined with elementary education. The London board have provided for 3,078 children in industrial schools.

The result of a wide application of the industrial schools act in London is shown in the steady reduction of juvenile crime since 1870; the number of commitments in that year were, for boys, 8,619, and for girls, 1,379; for the current year the numbers were 4,786 and 793, respectively.

*b.* SCOTLAND: Population, 3,735,573. Capital, Edinburgh; population, 236,002.

The following summary is compiled from the report of the committee of council on education in Scotland for 1881, being the ninth annual report of proceedings under the education act of 1872:

*Day schools.*—Number of schools inspected, 3,074; number of certificated teachers, 5,544, with a large number of assistants and pupil teachers; accommodation for 612,483 scholars; enrolled, 544,982; average daily attendance, 409,966; present on day of inspector's visit, 475,021; qualified by attendance for examination, 400,409; presented for examination, 362,642; viz, 51,414 (under 7 years of age) for collective and 311,228 (7 and above) for individual examination; of these last, 233,062 passed the prescribed test without failure in any one of the three subjects. Government grant to elementary day schools, 359,903*l.* as against 347,232*l.* in 1880.

*Night schools.*—Number examined, 249; average attendance, 13,082.

*Training colleges.*—Number, 7; attendance, 857; total government grant, 454,997*l.* 8*s.* 9*d.*; cost of maintenance of day and night schools, 862,774*l.*

*School attendance.*—The enforcement of school attendance is intrusted to the school boards. Some dissatisfaction is expressed with the manner in which this obligation is discharged, the reports for the year showing that the increase in average attendance has not done more than keep pace with that of the population generally.

The education of the poorer classes is largely promoted by the aid given by the parochial authorities to pauper and poor parents to enable them to pay the whole or part of the school fees. The expenditure from the poor funds on account of education, exclusive of the amounts paid in industrial schools, deaf and dumb institutions, &c., was for the year, 23,496*l.* 7*s.* 0½*d.* The extension of school provision to the poor has been greatly promoted by the act of 1878 making it the duty of school boards to pay the fees for those children for whom no other provision exists.

*Standards of examinations.*—From the table showing the results of examinations it appears that, whereas, out of 311,228 scholars examined, as many as 159,895, being over 10 years of age, ought to have been presented in standards 4 to 6, only 109,395 (or 68.42 per cent.) were so presented, while the remaining 50,500 were presented in standards suited for children of 7, 8, and 9 years of age.

The report states that there has been a gradual improvement in this respect, which is believed to be mainly due to the provision of the code which makes the payment of certain grants depend upon the proportion of scholars examined in the three upper standards. That proportion has risen from 18.77 in 1875 to 36.13 per cent. in the past year.

*Domestic economy.*—Of the 24,204 girls examined in domestic economy, 13,281 passed in both branches, 3,962 in the first branch only, and 1,236 in the second.

*Trained teachers.*—The extent to which the training colleges have contributed to the existing supply of certificated teachers in Scotland is shown by the fact that, of 3,175 masters employed in schools reported on last year, 1,868 (or 58.84 per cent.) had been

trained for two years, 321 (or 10.11 per cent.) for one year, and 101 (or 3.18 per cent.) for less than one year, while 885 (or 27.87 per cent.) were untrained. In like manner, of 2,369 schoolmistresses, 1,650 (or 69.65 per cent.) had been trained for two years, 131 (or 5.53 per cent.) for one year, and 568 (or 23.98 per cent.) were untrained. Of the teachers, however, who, from whatever cause, have not attended a training college, a considerable proportion cannot, except in a technical sense of the word, be classed as untrained, having, under the superintendence of some of our best teachers, satisfactorily completed the pupil teachers' course and served as assistants in large schools before passing the examination for a certificate and undertaking independent charges.

*Salaries.*—The average salary of a certificated master, which in 1870 was 110*l.* 16*s.* 7*d.*, is now 137*l.* 5*s.* 7*d.*; that of a schoolmistress was 55*l.* 14*s.* 2*d.* in 1870, and is now 69*l.* 4*s.* 3*d.* These averages are calculated upon the whole body of certificated teachers, whether principal or assistant. In addition to their other emoluments, 1,798 out of 3,149 masters and 472 out of 2,329 mistresses are provided with residences free of rent.

*Pensions.*—During the year the department has received 26 applications on behalf of teachers in Scotland; since the practice of granting pensions was resumed in 1875, 106 Scotch applications have been dealt with, and the department has granted 5 pensions of 20*l.*, 19 of 25*l.*, and 25 of 20*l.*, and 15 gratuities, to the amount of 560*l.*

*Progress from* 1872 *to* 1881, *inclusive.*—The increase of the population in Scotland from 1872 to 1881, inclusive, according to estimates in the report of the education department, was 248,936, or an increase of 7.1 per cent. For the same period the school statistics show increase as follows:

| | |
|---|---|
| Increase in number of inspected schools in general | 1,098 |
| Increase in number of day departments | 1,262 |
| Increase in accommodation in day schools | 330,795 |
| Increase in number of day scholars present at inspectors' examination | 249,721 |
| Increase in average attendance | 196,417 |
| Increase in number of certificated teachers | 2,978 |
| Increase in number of pupil teachers | 709 |
| Increase in number studying in training colleges | 128 |

From 1872 to 1880 there was increase in the number of night departments and in the average attendance upon the same. In 1881 the number fell from 1,361 to 455, and the average attendance from 14,297 to 13,082.

The 1,902 schools inspected in 1872 were denominational; the number in 1881 belonging in this category is 369; the number of public schools, 2,467; of undenominational and other schools, 238. The accommodation in inspected schools has risen from 281,688 places in 1872 to 612,483 in 1881, an increase in nine years of 117.45 per cent.

The cost of maintenance per child in average attendance is higher in public than in voluntary schools, and higher in both classes of schools in Scotland than in England.

c. IRELAND: Population, 5,174,836. Capital, Dublin; population, 249,602.

From the report of the commissioners of national education in Ireland it appears that the number of primary schools on the operation list on the 31st of December, 1881, was 7,648. During the year, 76 schools were dropped or ceased to exist as independent schools and 134 were brought into operation, giving a net increase of 58 schools as compared with 1880. The entire number of pupils on the rolls of these schools was 1,066,259 and the average daily attendance was 453,567, a decrease of 14,990 below the average attendance in 1880. The attendance in 1880, it should be observed, was abnormally increased by the influx of children to receive rations of food distributed by relief committees. The attendance of 1881 shows an increase of 18,513 over that of the year 1879.

The total number of mixed schools under Roman Catholic teachers exclusively was 2,776, attended by 368,887 Roman Catholic pupils and 22,838 Protestant pupils; the total number of mixed schools under Protestant teachers exclusively was 1,304, attended

by 25,370 Roman Catholic pupils and 127,065 Protestant pupils; the number of mixed schools under Roman Catholic and Protestant teachers conjointly was 85, attended by 10,539 Roman Catholic pupils and 10,444 Protestant pupils. Of 3,385 schools showing an unmixed attendance, 2,821 were in charge of Roman Catholic teachers and 564 in charge of Protestants.

*Model schools.*—The number of model schools reported is 29, containing 89 separate departments.

*Workhouse schools.*—The number of workhouse schools in connection with the board on the 31st of December, 1881, was 158, having an enrolment of 15,420 and average daily attendance of 8,333.

*Examinations.*—The total number of district schools examined for results during 1881 was 7,601, including 69 evening schools. The number of pupils present at the examinations was 472,256, of whom 107,439 were infants. The number passed was 355,643.

The percentages of passes gained at reading, writing, and arithmetic in Ireland, as compared with England and Wales and with Scotland, are set forth in the following table:

| | Reading. | Writing. | Arithmetic. |
|---|---|---|---|
| Ireland | 92.4 | 94.5 | 76.2 |
| England and Wales | 89 | 80.8 | 75.7 |
| Scotland | 91.9 | 88.8 | 84.2 |

*Teachers.*—The number of classed (i. e., certificated) teachers in the service of the commissioners December 31, 1881, was 10,621, viz, 7,437 principal teachers, 3,184 assistants. The number of pupil teachers or monitors was 6,450. The total number of teachers and students trained in 1881 at the training institution was 161.

*Pensions.*—The number of teachers connected with the pension fund in the year ending December 31, 1881, was 9,343, and the amount paid in pensions was 6,779*l.* 18*s.* 9*d.* and in gratuities 5,540*l.*

*Finances.*—The statement of expenditure embodied in the report is for the year ending March 31, 1882. The total sum disbursed by the commissioners was 821,286*l.* 13*s.* 7*d.* The parliamentary grant for 1881–'82 was 729,868*l.*

*The Royal University of Ireland.*—The Royal University of Ireland was chartered in 1880, and by the same act of Parliament it was provided that the Queen's University should be dissolved and its work transferred to the Royal University within two years of the date of the charter. The new university must be regarded as marking an era in the history of education in Ireland. It is empowered to confer all such degrees as can be conferred by any other university in the United Kingdom, degrees or other distinctions in theology excepted. No residence in any college nor attendance at lectures in the university is obligatory except for degrees in medicine and surgery. By these provisions the education of the Roman Catholic youth of Ireland is relieved of invidious distinctions.

The first matriculation examination was held December 6, 1881; the number of candidates who presented themselves for examination was 614, of whom 508 passed; 28 women were included in the number. It should be observed that the privileges of the university are offered without distinction of sex.

*Special instruction in the United Kingdom generally—science and art.*—The following information is derived from the report of the science and art department, whose operations extend over the United Kingdom:

During 1881 the number of persons attending science schools and classes in connection with the department was 61,177 as against 60,871 in 1880. The number receiving in-

struction in art was 917,101, an increase upon the previous year of 75,793. The number reported in art training includes 850,563 children who received instruction in drawing in elementary day schools.

At the Normal School of Science and Royal School of Mines there were 46 regular and 139 occasional students. At the Royal College of Science for Ireland there were 16 regular and 20 occasional students. The total number of persons who, during the year, attended the different institutions and exhibitions in connection with the department was 4,811,258, an increase upon the previous year of 876,103.

The expenditure of the department for the financial year 1881–'82, exclusive of the vote for the geological survey, which was 20,571*l.* 4*s.* 5*d.*, amounted to 319,454*l.* 10*s.* 5*d.*

*Advanced scientific instruction.*—One of the most important events in the history of the department for 1881 was the opening of the Normal School of Science and Royal School of Mines, which was formed by the union of two independent organizations maintained by government in the interests of science instruction. The Royal School of Mines dates as far back as 1851; the Normal School of Science arose out of the system of instruction and examination in elementary science established by the department in 1859. By the union of the two, general science instruction is fully organized and placed upon a sound basis, the special features of the school of mines are further developed, and the provision for training science teachers is made more systematic and complete. Prof. T. H. Huxley, the dean of the new school, presents the following scheme of operations in his first report:

Occasional students may enter for any course of instruction, or for any number of courses, in such order as they please; but students who desire to become associates of the Normal School of Science or of the Royal School of Mines must follow a prescribed order of study, which occupies from 3 to 3½ years.

In the first two years the students must all go through the same instruction in mechanics and mathematics, physics, chemistry, elementary geology, astronomy, and mineralogy, with drawing; afterwards they must elect to pass out in one or other of the eight divisions to the subjects of which the third and fourth years' studies are entirely devoted, namely, (1) mechanics, (2) physics, (3) chemistry, (4) biology, (5) geology, (6) agriculture, (7) metallurgy, and (8) mining.

A student who passes in all the subjects of the first two years and in the final subjects of division 1, 2, 3, 4, 5, or 6 becomes an associate of the Normal School of Science, while, if he takes the final subjects of division 7 or 8, he becomes an associate of the Royal School of Mines.

The work of the school is arranged in such a manner as to permit the student to concentrate his attention upon one subject at a time, and he is never occupied with the subjects of more than two divisions in the same term. By far the greater part of his time is devoted to practical work in the laboratories, under the demonstrators and assistants.

The examinations in the subjects of each year are held within that year, so that the final examinations are confined to the special subjects of the division in which the candidate seeks for the associateship.

*City and Guilds of London Institute.*—The City and Guilds of London Institute for the Advancement of Technical Education reports 1,563 candidates examined, 895 passed, and 3,300 candidates under instruction. The foundation stone of the society's college, Finsbury, was laid May 10, and that of the central institution on the 18th of July. The expenses of the institute for the past year were estimated not to exceed 12,800*l.*, and actually fell a little below that sum.

*Training of teachers.*—In addition to the training colleges under government inspection, various schools and associations in Great Britain make provision for the education of teachers.

Cavendish College, Cambridge, founded by the County College Association, was opened in 1876.

It is intended to enable students somewhat younger than ordinary undergraduates to pass through a university course and obtain a degree, and to train students who intend to become schoolmasters for that profession.

The University of Cambridge has established courses of lectures in Cambridge on the history, practice, and theory of education, and maintains also an annual examination in these subjects independent of the lectures.

University College, London, makes provision for training teachers of mathematics and chemistry; the course of training includes both theory and practice. The University of London has in contemplation a yearly examination in the art, theory, and history of education.

The College of Preceptors is an incorporated society whose object is the improvement of secondary education, especially with reference to the middle classes. The president is Rev. T. W. Jex Blake, D. D., head master of Rugby. The society maintains two classes of examinations, viz, for pupils of schools and for teachers who are candidates for the college diplomas. A training class for teachers is conducted under the auspices of men of established reputation, and plans are maturing for the extension of this branch of the society's operations. The number of teachers who entered themselves for the examinations of the current year was 176.

The Universities of Edinburgh and of St. Andrews have established chairs of the theory, practice, and history of education.

GREECE, constitutional monarchy: Area, 19,941 square miles; population, 1,679,775. Capital, Athens; population, 63,374.

Communal schools were established by law in 1834 on the German system. The law requires the attendance at school of all children between the ages of 5 and 12 years. Each parish is to possess at least one school, supported by the district or parish, although many receive aid from ecclesiastical institutions. A local commission in each district exercises general supervision of the schools. The prefects and subprefects visit the schools of their districts and report to the minister. The teachers of the principal town of the prefecture and subprefecture inspect the schools of their district and report to the directors of the normal school. These directors are charged with the general superintendence of all the schools of the country. Four classes of schools are reported in Greece: the communal, the ancient Greek, the gymnasium, and the university. In 1821, 95 per cent. of the male population could neither read nor write; of women, 99 per cent. At present the percentage is males 55 per cent., females 75 per cent. In 1830 there were 91 elementary schools, with 6,721 pupils, in Greece; at present, 1,215 boys' schools, with 74,880 pupils, and 75 schools for girls, with 16,932 pupils; also, two normal schools. The annual expenditure for primary education is 2,300,000 francs ($443,900); average salary of teachers, 512 francs ($100). The Government bears one-third of the expenses.

ITALY, constitutional monarchy: Area, 114,296 square miles; population, 28,452,639. Capital, Rome; population (at the end of 1880), 300,467.

On the 12th of November, 1881, the minister of public instruction, G. Baccelli, introduced a bill in the Chambers making school attendance obligatory for all boys and girls between the ages of 14 and 16 not attending a secondary institution of learning. The instruction is to be given in the evening, so that it does not interfere with the daily work of the pupils.

It is doubtful whether this law could be enforced in Italy as long as the primary schools proper are in a backward state. Obligatory laws have been passed before, but they were never enforced for want of schools and teachers.

NETHERLANDS, constitutional monarchy: Area, 12,648 square miles; population (December 31, 1881), 4,114,077. Capital, The Hague; population (December 31, 1881), 123,499. Minister of the interior, Dr. Willem Six.

*Elementary schools.*—At the end of 1881 the number of elementary schools was 3,927, of which 2,791 were public, 86 private receiving subsidies, and 1,050 non-subsidized private schools. This shows an increase of 47 over the preceding year. The non-subsidized

private schools were divided as follows as to religion: 564 Protestant, 443 Roman Catholic, 13 Jewish, and 30 unassigned. During the year 1881, 83 new public and 28 private schools were built, 92 public and 10 private were in course of construction, 93 public and 18 private were enlarged or repaired, 1,060 public and 141 private were reported as in need of repairs; plans were submitted for repairing or entirely rebuilding 359 public and 18 private schools, and 4 buildings were condemned. The school population, January 1, 1882, amounted to 289,623 boys (2,285 more than in 1881) and 262,309 girls (an increase of 5,032); 226,766 boys and 182,574 girls attended the public schools, or 469 and 1,064, respectively, more than in 1880. The private schools receiving subsidies were attended by 1,638 boys and 2,399 girls, showing a decrease over the former year of 366 and 586, respectively. The non-subsidized private schools were attended by 61,219 boys and 77,336 girls, an increase over 1880 of 2,182 and 4,554, respectively; 234,858 boys and 222,311 girls of 6 to 12 years of age received instruction at school or at home; and, as the number of children of that age was 265,583 boys and 263,244 girls, 30,725 boys and 40,933 girls were without instruction. Gratuitous instruction was given in public schools to 126,099 boys and 103,815 girls, in private schools receiving subsidies to 110 boys and 456 girls, and in private schools not receiving subsidies to 16,558 boys and 23,542 girls, making a total of 142,767 boys (119 less than in the previous year) and 127,813 girls (1,810 more than in the previous year) who received gratuitous instruction.

Evening schools were attended by 22,212 boys and 12,029 girls who also attended the public day schools and by 8,610 boys and 2,256 girls who attended no other schools; 5,739 boys and 1,862 girls attended the review schools. The total tuition for primary public schools was 1,119,648 florins ($450,098). In the 3,927 schools there were 3,422 male and 461 female principal teachers, 5,035 male and 2,139 female teachers, and 2,919 male and 1,147 female assistants (pupil teachers), making a total of 15,123 teaching force. Since the school population was 551,932 there were on an average 36 pupils to a teacher, or, deducting the pupil teachers, about 50 scholars to a teacher. The expenditure for primary instruction was 11,555,506 florins ($4,695,313), and after deducting a revenue of 1,356,563 florins the balance of total outlay was 10,198,943 florins ($4,099,975).

The expenditure for all kinds of education, except military, prison, and infant schools, was 14,168,735 florins, against 12,365,683 florins in 1880. The number of public infant schools was 111, with 8 male and 162 female teachers and 432 assistants, and with an attendance of 10,466 male and 10,076 female children, making a total of 20,542. The number of private schools of this class was 691, with 10 male and 951 female teachers and 1,144 assistants. There were 31,531 male and 35,655 female children in these schools; 67,186 in all.

*Normal schools.*— In the seven state normal schools, viz, at Bois-le-Duc ('s Hertogenbosch), Nymwegen, Haarlem, Middleburg, Deventer, Groningen, and Maestricht there were 606 pupils in the school year 1880–'81. The expenditure for these schools in 1880 was 493,872 florins and 473,943.25 florins in 1881. Besides these normal schools the normal courses in the provinces, which were attended by 2,360 male and 733 female students in 1880, had an attendance of 2,333 males and 955 females in 1881. On the 13th of May of that year the organization of these courses, which had up to that time been temporary and experimental, was effected by a decree of the minister of the interior. The regulations prescribe a four years' course and a preparatory course for pupils 12 to 14 years old. The age of admission to the normal course proper is 14 years. The programme includes the Dutch language, reading and writing, history, geography, arithmetic, geometry, natural history, singing, pedagogy, drawing, mathematics, gymnastics, French, and female handiwork. Besides these normal courses there were seminaries for a similar purpose at Leyden and Amsterdam, organized in accordance with a ministerial decree of October 25, 1881, which were attended by 116 male and 140 female students, and 23 schools where teachers are prepared for private schools. These schools had 698 male and 100 female students. The outlay for this kind of instruction in 1881 was 1,077,080 florins, including that for the State normal schools above given.

*Secondary instruction.*—The number of Gymnasien and Progymnasien remained unchanged. There were 24 of the former and 5 of the latter. There were 316 teachers at the beginning of 1881 and 1,730 students. At the close of the year these numbers had increased to 334 and 1,911. The outlay by the communes, or districts, for Gymnasien and Progymnasien in 1881 was 664,628.75 florins ($257,181).

The four burgher day schools had 178 students. The burgher evening schools numbered 31 and were attended by 2,553 scholars. Four other schools of the same grade where special attention is paid to industrial studies had an attendance of 1,140. As to parentage, the parents of 70 of the 178 scholars of the four burgher day schools were mechanics and handicraftsmen, 40 were shopkeepers, 12 architects, and 44 officials, teachers, and military officers. Of the 2,553 pupils of the burgher evening schools and the 1,140 students of the four similar schools mentioned above, 2,855 already had a trade or occupation at which they were busy during the day. There were 369 teachers in these various schools.

The number of drawing or industrial schools was 46, with 252 teachers and 4,842 pupils. There were 59 higher burgher schools, with a total of 687 teachers and 4,653 pupils. Of these schools 20 were government institutions, 11 of which had five years' and 9 three years' courses; 35 were communal schools, 23 of which had five years', 2 four years', and 10 three years' courses; 1 communal industrial school with a three years' course; 1 private school receiving a subsidy, with a six years' course, and 2 private schools not receiving subsidies, 1 of five and the other of three years' course; 28 of the 35 communal schools received subsidies from the Government; 21 of these received female pupils, and the total number of the latter was 150. Of the 687 teachers 19 were employed in more than one school.

Secondary schools for girls received an increase of two in 1881, making a total of 14, with 1,089 pupils. There were 107 female and 60 male teachers.

*Superior education.*—In the year 1880–'81, there were 514 students enrolled at the University of Leyden, 385 at Utrecht, and 251 at Groningen, 1,150 in all. These figures show the number of students enrolled or registered with the rector, not the number inscribed in the almanac or album studiosorum. There were at the same time 315 civilian students, 194 hearers, and 128 military students at the commercial university at Amsterdam. In 1881 the Government expended for the three universities 1,258,248 florins ($505,815), and for other institutions of higher education 263,580.56 florins (including 183,948 florins for gymnasial inspection and subsidies), making a total of 1,521,828 florins ($611,775).

*Special instruction.*—The government agricultural school at Wageningen had 63 scholars in the higher burgher school department and 66 in the agricultural departments, making 129 in all. At the experiment station connected with this school 802 researches were made during the year. There were 24 students at the horticultural school at Watergraafsmeer.

The polytechnic school at Delft had 343 pupils; 49 students obtained opportunities during the vacations to practise various kinds of engineering on public and other works, bridge building, levelling, surveying, &c.

The number of naval schools, teachers, and pupils remained the same as in the previous year.

The Deaf and Dumb Institute at Groningen had 201 students, that at Rotterdam 144, that at Gestel 148 (81 males and 67 females), and the Institution for the Blind at Amsterdam had 68 students, of whom 38 were males and 30 females.

The East India institution at Delft had 129 students for the year 1881. This establishment is designed to give instruction in the languages, ethnography, and economics of the Dutch East Indies. There were 71 candidates at the examination for East India officers, 50 of whom passed the examination. The similar institution at Leyden had 12 students for the year 1881. There were 4 candidates for examination, 3 of whom passed. The total outlay for secondary instruction, including industrial schools and in-

stitutes for the deaf and dumb, by the government and communes in 1881 was 1,965,118 florins ($789,978).

The twenty-first course of the state school of midwifery opened October 1, 1881, with 20 students. The government expended 11,683 florins for the support of this school in 1881.

There were 63 students at the state veterinary school in 1881, of whom 3 were educated for the home military veterinary service, 5 for the civil, and 1 for the military veterinary service in the East Indies. The state expended 74,598 florins in 1881 for this institution.

There were 39 officials and 315 students at the Royal Military Academy at the beginning of the school year 1881–'82. Eighteen of the officials were civilians. The graduates of this school are assigned to the various branches of the military service at home or in the Dutch East Indies. The programme includes surveying, natural sciences, languages, ethnography, &c., of the Dutch East Indies, military science, mathematics (calculus), and mechanics. In the second division of the military school the course opened October 1, 1881, with 22 officers, 15 of whom were from the Dutch East Indian army. There were during the year 454 volunteers in the instruction battalion and in the artillery instruction company 180 volunteers. The school programme included reading, writing, arithmetic (whole numbers and fractions), the metric system, the Dutch language, geography of Europe, history of the Netherlands, military accounts and reports. There were 135 appointees at the Royal Marine Institute at Willemsoord at the beginning of the school year 1881–'82, 486 boys on the two school ships at Amsterdam and Rotterdam in 1881, 17 pilot apprentices on the guard ship at Amsterdam the same year, 95 boatswain apprentices on the practice ship, and 239 students at the normal navigation school. For the military medical service at home and abroad 157 students entered the course September 1, 1881, besides 17 students of pharmacy.

NORWAY, constitutional monarchy: Area, 122,869 square miles; population in 1879, 1,916,000.

The latest statistics from Norway were received in 1875, when the school population was 302,000; number of schools, 4,736; pupils, 261,622; teachers, 4,030. Education has been obligatory in Norway for a series of years, parents being required to send their children from the age of 7 in town and 8 in the country up to 14 to some public school. Each parish has its schoolmaster or masters, who live either in fixed residences or move from place to place, teaching so-called ambulatory schools and being paid by a tax levied in the parish in addition to state grants. The schools are graded as primary and secondary. In the lower grades reading, writing, arithmetic, religion, and singing are taught. Almost every town supports a superior school; a college is found in 17 of the principal towns. These colleges are maintained in part by subsidies from the government. The university at Christiania, founded in 1811 by the Danish government, is attended by about 900 students annually. Norway has also 4 schools for deaf-mutes, 1 for the blind, and 2 for idiots.

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 4,745,124. Capital, Lisbon; population, 233,389.

A compulsory education law was enacted, in 1844, but its provisions are so rarely enforced that only a small fraction of the children of the middle and lower classes attend school. Although some progress in primary education is reported within the last few years no statistics later than those of 1876 have been received. At that date 4,510 schools and 198,131 pupils were reported. Secondary instruction is given in the lyceums; the clergy obtain gratuitous instruction in 6 seminaries and 8 training schools; and the university at Coimbra gives instruction in law, theology, medicine, mathematics, and philosophy. The number of students at the university in 1881 was 564. Since 1845–'46 the regular students have numbered 29,906. Subdivided as to departments there were in theology 2,527; law, 14,812; political science, 381; medicine, 2,056; mathematics, 2,885; philosophy, 5,739; design, 1,506. The Polytechnic Academy at Oporto, which

was in its fifth year in 1881, reported 153 students in the special courses of civil and mining engineering, architecture and design, the business and agricultural courses, and in the preparatory courses for medicine and pharmacy and for the naval school.

RUSSIA, absolute monarchy: Area, 8,444,766 square miles; population, 85,685,945. Capital, St. Petersburg; population, 667,926.

The mass of the population of Russia is as yet without education; in fact, elementary education is almost impossible according to the present system of instruction. The greatest dearth of schools is in those provinces which have a purely Russian population, while the Tartar provinces and those occupied by German colonists are better off. The Pskow district has 151 schools, while the number of children of school age calls for 2,600. Charkow has 423 schools and should have 5,000. In Kostroma the proportion is 263 existing schools to 3,000 required; in Novgorod the ratio is 180 to 2,600; in Samara, 492 to 1,680; and in Wjatka, 535 to 3,900. In a male population of 40,000,000 there is 1 pupil to 45 persons, while the ratio among the women is 1 to 222. The peasant children can only obtain elementary instruction in schools which have been established in strict conformity to all the legal requirements, which are supported from certain specified funds, and whose teachers have received their appointments in accordance with certain specified forms. There are few such schools. The higher institutions are under fewer restrictions. Statistics of 2 Russian universities—those of Moscow and Kief—are at hand for 1881. The faculty at Moscow consisted of 103 members: 1 professor of theology (Greek orthodox), 40 ordinary and 12 "extraordinary" professors, 22 Docenten, 4 lecturers, 1 astronomer, 2 prosectors and 3 assistant prosectors, 8 professors not attached to any special branch, and 11 Privatdocenten. Three chairs are vacant. The pupils numbered 2,413 in January, 1881, and 2,430 a year later. In the medical course were 1,397 "hearers;" in law, 451 students; in mathematics and physical sciences, 392; and in history and philology, 190. At the close of 1881 there were 337 graduates, and 329 students left without finishing the course. The University St. Wladimir, at Kief, had 36 ordinary professors, 8 "extraordinary," 13 Docenten, 3 lecturers, 1 astronomer, and 11 Privatdocenten. Thirteen chairs were vacant. In 1881 there were 1,041 students.

SPAIN, constitutional monarchy: Area, 182,578 square miles; population, 16,625,860. Capital, Madrid; population, 397,690.

The latest official statements about primary instruction in Spain bear upon the decade 1871–1880. The number of public primary schools on October 30, 1880, was 23,132; private primary grades, 6,796; in all, 29,928. The pupils in these schools numbered 1,443,222 (849,312 boys and 593,910 girls) for the public ones and 326,380 (boys, 150,257; girls, 176,123) for the private schools. The totals are as follows: 1,769,602, of whom 999,569 were boys and 770,033 girls. The school-houses constructed between 1871 and 1880 were 429 in number; those bought, 272; repaired, 1,470; total, 2,171. In the normal schools, 24,888 boys and 12,447 girls—total, 37,335—received instruction during that period. The budget for primary instruction in the municipalities in 1879–'80 was 20,810,760 francs ($4,016,477); in the provinces, 1,776,911 francs ($342,944) for 1880. In 1850 there were 600,000 children of both sexes attending the primary schools. In 1865 more than 1,300,000 were reported. The increase during the 15 years was about 117 per cent. Between 1865 and 1880 there was still an increase, but not in the former proportion. As stated above, there were 1,769,602 pupils in 1880, which, compared with 1865, gives an increase for the last 15 years of about 36 per cent. An official report for 1879–'80 has the following concerning superior instruction: The University of Madrid (the so called Central University, as it is the only one authorized to confer doctor degrees) has five faculties, viz: philosophy and letters, with 275 students; law, with 2,363 students; natural and physical sciences, with 376 students; medicine, with 2,468; and pharmacy, with 1,366; total, 6,848 students. Madrid has also a school of civil engineering, with 190 students; a school of science, with 343 students; a school of fine arts, with 773 stu-

dents; a school of arts and trades, with 4,770; a high school of commerce, 46 students; a high school of agriculture, 151; school of veterinary surgery, 796; a national school of music, with 1,877 students, and a school of political sciences, with 222 students. The other Spanish universities are Barcelona, with 2,459 students; Granada, with 1,225; Oviedo, with 216; Salamanca, with 372; Santiago, 779; Seville, 1,382; Valencia, with 2,118 students; Valladolid, 880; and Saragossa, with 771 students.

SWEDEN, constitutional monarchy: Area, 170,979 square miles; population, 4,578,901. Capital, Stockholm; population, 173,433.

According to the law of June 18, 1842, each parish of Sweden is to have at least one well established school with an instructor who is a graduate of a primary normal. Still, two communes, or parishes, where the schools are few and far between, may unite and carry on one school only. Ambulatory schools are also found in sections of the country where there are comparatively few people, and where the schools are necessarily widely separated. The foundation of infant schools dates from 1853; the superior primary schools were organized in 1858. Each school district has a school board, which regulates the methods of teaching, discipline, school age, &c. Ordinarily the child enters school at 7 years of age and finishes the course at 14. Children receiving instruction at home are subject to a weekly examination before the school board. In certain provinces there are special schools for young people who are over 14. The aim of these schools is to develop the knowledge obtained in the lower grades. The course of study in the primary schools covers reading, writing, mental arithmetic, memorizing, singing, &c. The public schools have two divisions, one for children from 8 to 10 years of age, answering to the lower grades of the elementary schools, and another for those older. Statistics for the whole of Sweden are not at hand, but for the middle schools, or "högre läroverk," the following figures for the autumn of 1881 are given: In 34 schools—4 of them at Stockholm—11,431 pupils were reported. These were divided into 5,076 in the Gymnasien, 1,879 in the Realschulen, and 4,476 in the common grades, or burgher schools, as the 4 lower classes are called. The högre läroverk are seven-class schools and the two upper classes have Greek and "no-Greek" divisions—1,408 pupils in the former, 1,652 in the latter. There are also 24 five-class schools, with 2,893 pupils, the two upper classes containing 395 Latin pupils (preparing for the Gymnasium) and 575 Realschule pupils; 19 three-class schools, with 801 pupils; 9 two-class, with 227 pupils; and 9 one-class, "pedagogier," with 159 pupils; in all, 95 schools, with 15,511 pupils. The two universities at Upsala and Lund are well endowed and take a high rank. They are attended by about 1,500 (Upsala) and 650 (Lund) students annually. Sweden has 17 schools for deaf-mutes, 4 for the blind, and 4 for idiots.

SWITZERLAND, federal republic: Area, 15,992 square miles; population, 2,846,102. Capital, Berne; population, 36,000.

The school statistics for the year 1881, just published by the Swiss government, have not been received to date, so that only stray items can be given. Each of the cantons and demi-cantons has its local government, and in all the cantons, but especially those of Northeastern Switzerland, education is widely diffused. In the Protestant cantons the proportion of school attending children is to the whole population as 1 to 5; in the half Protestant and half Roman Catholic cantons it is as 1 to 7; in the Roman Catholic, 1 to 9. Instruction is obligatory between the ages of 6 and 12. Primary and secondary schools are found in every district; in the former, the elements of education, with geography and history, are taught; in the latter (for children from 12 to 15 years of age), modern languages, geometry, natural history, the fine arts, and music. There are normal schools in all the cantons and there are 4 universities.

In the *Canton of Zürich* the school fund amounted to 57,000 francs in 1832; in 1877 it reached 1,740,000 francs; in 1881 the districts alone raised 2,056,378 francs for the ele-

mentary and 340,096 francs for the secondary schools. The cantonal fund for these two grades was 1,000,000 francs, so that the schools receive about three and a half millions annually. In 1880–'81 Zürich (canton) had 93 "review" schools (Fortbildungsschulen) receiving state aid. The teachers numbered 206; pupils, 177 under 15 years of age and 1,937 over that age. There were also 54 schools taught the whole year. Gewerbeschulen were reported at Riesbach and Zürich. In the former were 88 pupils over 15 years old and 9 teachers; in the latter, 467 pupils of like age and 22 teachers. Other schools of this canton were the industrial art school of Zürich, 2 schools for modelling, an evening school for girls, a girls' work school, and a cantonal technical school. The university at Zürich (or German-Swiss high school, as it is called) had 351 students in the winter semester of 1881–'82. They were subdivided into 18 theological students, 34 for law, 180 studying medicine, and 119 philosophy.

In the *Canton of Berne* there are primary, secondary, review, handiwork, watchmaking, and other industrial schools. The handiwork and technical industrial schools embrace instruction in drawing, modelling, practical reckoning, elements of geometry (especially surface and body measurements), book-keeping in German and French, physics and chemistry, and technological branches. Eleven such schools reported in 1880, with 450 pupils. The handiwork school of Berne had 181 pupils in 1878–'79. The drawing school of Brienz, at the end of 1880–'81, had 38 pupils; that of St. Immer, 43 pupils. The art school of Berne has 4 teachers and from 15 to 20 pupils who are studying oil painting, drawing (academic and ornamental), modelling, painting in water colors, perspective and technical drawing, and methods of instruction in drawing. The city of Berne has 2 secondary schools for boys, with 5 classes each; the boys enter these schools after passing through 4 primary school classes. The girls' schools have two divisions: a secondary school for pupils from 10 to 15 years of age and an upper division for those from 15 to 19 years. Here, too, in the one school for girls, is a five years' course, as in the boys' schools. The studies included in the schools for girls are religion, pedagogy, German, French, English, mathematics, history, geography, natural history, singing, drawing, writing, fancy or handiwork, gymnastics, letter writing, a business course with book-keeping, knowledge of different kind of wares, and domestic economy. Berne University enrolled 385 students, viz: in the theological courses, 35; in the legal, 139; in the medical, 150; and in the philosophical, 61.

*Lausanne, Canton of Vaud*, gives information for 1880–'81 of 98 schools for boys, 99 for girls, and 624 mixed schools; pupils, 33,876, from 7 to 16 years of age; teachers, 509 men and 312 women. The normal school had 154 students in 4 classes; the industrial school, 414 pupils in 8 classes; the cantonal college, 229 pupils in December, 1881; the Gymnasium, 91; and the academy, 264. The 17 communal colleges had 353 pupils in the classical divisions and 982 in the scientific divisions. Twelve villages report superior schools (higher schools for girls), with 705 pupils. At these district schools were 170 teachers. Many private institutions are also reported, with from 150 to 200 pupils. The deaf and dumb institute at Moudon had 29 in its courses; an agricultural course (at Lausanne), 24 students.

*Aargau* reports 34 review schools, 4 of them for industries. The most important is at Lenzburg; its courses are continued the whole year.

*St. Gall's* school districts brought 2,385,898 francs to the public schools in 1879–'80; in 1880–'81 the sum was increased to 2,527,445. The cantonal fund for education was a million francs.

*Lucerne* reported 24 district schools in 1879–'80, with 551 pupils in the winter course. The summer course of 1880 was held in 23 district schools; pupils, 417. In 1880–'81 there were 24 secondary schools, with a total of 502 pupils. An additional 226 pupils were noted in Lucerne City, Münster, Sursee, and Willisau. Pupils of the canton taking the winter and full year's course were 1,029 in 1879–'80 and 728 in 1880–'81.

*Graubünden* (Grisons) had 358 pupils in the cantonal schools in 1880–'81 to 361 in the

preceding year. At the Gymnasium were 67 pupils; in the Realschule, 168; teachers' seminary, 123; total, 358. These figures are for the beginning of the year.

*Basle* reported 44 "review" schools in 1879 and 34 in the winter of 1880–'81. The pupils numbered 647 at the beginning of the course and 472 at the termination. Reading, composition, arithmetic, and a knowledge of the history of Switzerland were among the branches taught. The drawing and modelling school of the city of Basle, which was founded in 1796, was to undergo certain changes in the plan of organization. In 1879–'80 800 students were reported; the average was 740. The school for woman's work had 139 pupils in the latter part of 1880. Branches taught were sewing by hand and machine, dressmaking (pressing, cutting, trimming), arithmetic, and book-keeping. Basle University had 267 students in 1881–'82 (winter semester): in the theological course, 56; legal, 41; medical, 100; philosophical, 70.

*Geneva's* review (Fortbildung) school numbered 104 students in 1879–'80; the commercial and industrial school, 146 regular students and 206 externs; the school for watchmakers, 90 pupils in 1880–'81, at the end of the year 58, 28 having finished their apprenticeship, and 4 leaving before the close of the course. Both theoretical instruction and practical instruction are given in this school. The studies cover French, arithmetic, mathematics, linear drawing, physics, and book-keeping. The drawing and art schools of Geneva City were divided as follows in 1880–'81: 2 preparatory schools, with 63 pupils; 1 school for young ladies, with 164 pupils; 1 middle school for modelling and ceramics (with 29 pupils) and for drawing from the figure (34 pupils); 1 school for ornamentation and architecture, 54 pupils; 1 school for art industry, 72; 1 school for designing from nature (lasting from November to April), with 27 pupils; 1 school of fine arts, with 18 pupils. The canton has also a faculty of medicine, a school of chemistry, a school of pharmacy, and now a school of dentistry. With 100,000 inhabitants, the expenditure for educational purposes is quite remarkable. In 1865 it amounted to 343,909 francs, that is, 11 per cent. of the total expenditures for cantonal affairs. In 1880 the amount was 1,135,535 francs, or 23 per cent. of the expenditure from the treasury, viz, 4,907,924 francs.

From *Solothurn* the statistics are: 2,034 Fortbildung (or review) pupils, under charge of 212 teachers in 1880–'81.

*Thurgovia* had in the winter of 1880–'81, in similar schools, 2,464 pupils and 240 teachers.

*Glarus* reported an additional number of such review schools. The number in 1880–'81 was 22, with 550 pupils. Of these, 320 were over 16 years of age.

*Schwyz*, in 1881, reported a drawing school, with 40 pupils; a "review" school, with 24 pupils, at Ibach; another at Einsiedeln, pupils not given, but with instruction in elementary branches, book-keeping, drawing, and French.

*Uri* had 1,330 male and 1,354 female pupils in the primary and secondary grades. The teachers were: men, 25; women, 25. Two districts kept all-day schools throughout the entire year; 2 districts, half-day schools for the whole year. Three districts had all-day schools for half of the year and 16 had half-day schools for the half year.

TURKEY (in Europe): Area, 62,028 square miles; population, 4,275,000.

No reports are at hand from this section of the world, but from a statement made by the inspector of the burgher schools at Constantinople it is learned that 450 burgher schools are found in Constantinople and the provinces at present. More than 5,000 pupils attend these schools. About 160 graduates were noted, to 60 in the preceding year.

*Bulgaria.*—In 1878–'79 there were 1,088 primary schools in Bulgaria, and in 1881 the number had increased to 1,365. The primary schools are supported by the communes and also by the churches, the latter contributing two-thirds of the products of the sale of candles for the purpose (the manufacture of candles for religious purposes being a monop-

oly of the clergy). The communes contribute a portion of their domain for school purposes. Before the Russian occupation the school-houses were wretched structures. More than four hundred have been built since then. It was found easier to build these unpretending edifices than to find teachers. Under the Turkish rule intelligent Bulgarians who wished to remain in their country were obliged to become teachers, priests, or physicians. Since the advent of Russian rule the same class of people have found employment in administrative affairs, and those who have remained with the schools have had the task of hastily preparing young persons who were willing to serve as teachers. After six weeks or two months of pedagogical training these young teachers enter upon their profession. Two-thirds of the Bulgarian schoolmasters are from seventeen to twenty-four years of age. In 1881 two normal schools were established.

Besides the purely Bulgarian schools, the government has had to preserve the Mussulman and the Israelite schools. There are about 300,000 Turks remaining in the principality, and the instruction in their schools is entirely religious. The Jews are the descendants of those who were expelled from Spain by Philip II and speak Spanish to this day. Their schools are of a primitive character, but have been much improved recently through the efforts of the Hebrew alliance. Twelve cities have secondary schools, and at Sophia there is one where the ancient languages are taught. As yet (1881) there is no superior education. An agricultural school will soon be opened. Students of special branches (law, medicine, industrial arts) pursue their studies abroad, the majority of them at government expense.

*Roumelia.*— In Eastern Roumelia, with a population of over a million, there were, in the school year 1880–'81, 1,412 primary schools, with 80,591 pupils, of whom 23,789 were girls. The Bulgarians, who form the greater part of the population, had 841 schools, with 48,000 scholars; the Turks, 471 schools, with 15,189 scholars; and the rest were scattered among Greeks, Armenians, and Jews, who made up the rest of the population. Education is obligatory in Roumelia from the seventh to the thirteenth year, and the statute further declares that after fifteen years from the date of its publication only those individuals shall have the right to vote who shall be able to read and write Bulgarian, Greek, or Turkish. According to the most probable calculations, two-thirds of the children of the province were subject to the compulsory law. The majority of the teachers were Bulgarians. Among the Turks the imans and muezzins perform the functions of teachers. There are no normal schools, but young teachers study pedagogics during the vacations. Inspection is performed not by special officers but by physicians, ecclesiastics, and other prominent individuals. There are four secondary schools, which have been established since the Russian occupation, two for boys and two for girls. There is no superior education. Some young students are educated abroad at the expense of the government, as in Bulgaria.

## II.—Asia.

British India: Area, 1,425,723 square miles; population, 254,899,516.

In 1870 the government of India made over to the local governments several departments of the administration, including education, with a fixed imperial assignment for their support.

In respect to education, it was especially stipulated that the existing code, the grant in aid rules, and other matters of general principle should not be affected by the transfer.

The systems of education maintained in the several provinces under this arrangement bear a general resemblance to that of Great Britain. The expenditures are met by grants in aid, local taxes, tuition fees, subscriptions, endowments, &c. With respect to grade, the institutions are classified into universities, colleges, secondary schools (including high and middle schools), primary schools, and schools for special or technical training. With respect to their relation to government, the institutions shown in the official reports are classified into government schools, aided private schools, and unaided private schools under government inspection. This simple outline comprises a system of com-

plicated detail, of which the most prominent features are separate schools for boys and girls, the division of the schools into English, vernacular, and English and vernacular, and the classification of scholars by race or creed.

*Universities.*—Superior education is provided in the universities of Calcutta, Madras, and Bombay. A fourth university will doubtless soon be added, a bill for conferring upon the Punjab University College the powers of a university having been transmitted to the secretary of state, who had previously intimated his approval of the measure. London University has furnished the model for those of India. Their function is to confer degrees upon matriculates who study in the affiliated colleges and schools and upon such other candidates as may be presented under the rules of the senates.

Degrees in science have recently been instituted in the Bombay University and the name of the first arts examination changed to the previous examination, to indicate the place it now holds as introductory to both degrees in the faculty of arts, viz, B. A. and B. SC.

During the present year the Bethune School for Girls has been added to the number of government colleges affiliated to the Calcutta University. Its courses lead to the first examination in arts.

The record of university examinations and passes for the year gives some idea of the extent to which the people avail themselves of the provision for superior education.

| Examinations. | Bombay University. | | Calcutta University. | | Madras University. | |
|---|---|---|---|---|---|---|
| | Examined. | Passed. | Examined. | Passed. | Examined. | Passed. |
| Matriculation or entrance examination | 1,260 | *a*429 | 2,031 | 1,184 | 3,519 | 1,371 |
| ARTS COLLEGES. | | | | | | |
| First arts examination | 405 | 179 | 840 | 320 | 478 | 167 |
| B. SC. examination | *b*2 | 2 | ..... | ..... | ..... | ..... |
| B. A. examination | 100 | 34 | 295 | 126 | 195 | 113 |
| M. A. examination | 7 | 4 | 48 | 30 | 9 | 5 |
| COLLEGES FOR PROFESSIONAL TRAINING. | | | | | | |
| Engineering | *c*36 | 26 | ..... | ..... | ..... | ..... |
| L. C. E. examination | *d*23 | 17 | 27 | 10 | ..... | ..... |
| B. C. E. examination | ..... | ..... | 4 | 3 | 2 | 1 |
| Medicine: | | | | | | |
| Preliminary scientific | ..... | ..... | ..... | ..... | 5 | 5 |
| L. M. S. first examination | 28 | 21 | 47 | 17 | 6 | 3 |
| L. M. S. second examination | 28 | 24 | ..... | ..... | 8 | 8 |
| First M. B. examination | ..... | ..... | 32 | 11 | ..... | ..... |
| M. B. examination | ..... | ..... | 15 | 9 | ..... | ..... |
| Honors in medicine | ..... | ..... | 2 | 1 | ..... | ..... |
| Law: | | | | | | |
| B. L. examination | 25 | 17 | 86 | 35 | 41 | 7 |
| D. C. L. examination | ..... | ..... | ..... | ..... | 2 | 2 |

*a* 1 girl. *b* First B. SC. *c* First L. C. E. *d* L. C. E.

The year was signalized by the success for the first time in India of two young native ladies at the first arts examination at Calcutta University and two at Madras University. The latter bestows the degrees in arts upon candidates who have not qualified in a classical language. From the classification of the examinees with respect to race and creed, it appears that the Brahmins take the lead in higher education.

The expenditure upon the three universities for the year under report was 143,555 rupees (a rupee=39 cents).

The following summaries are derived from the official reports on public instruction in nine provinces (Bombay, Bengal, Madras, Punjab, northwestern provinces and Oudh, Assam, central provinces, Coorg, and British Burmah) and two native states (Hyderabad and Mysore): Population, 201,064,016; number of scholars in arts colleges March 31, 5,620; number in colleges for professional training, 1,497; number in schools for special or technical training, 19,847; number in secondary schools (high and middle), boys, 260,854; girls, 14,486.

*Secondary instruction.*—Secondary education is most widely diffused in Bombay and Bengal. In the former it is estimated that the ratio of boys in high schools to the whole population is 1 to 5,000, in middle schools 1 to 1,666; in the latter the estimates are: for high schools, 1 to 1,400; for middle schools 1 to 1,000.

*Elementary instruction.*—The reports of primary instruction include all the aided schools and unaided schools under government inspection. These had, March 31, a total enrolment of 1,888,345, viz, 1,784,988 boys and 103,357 girls.

The total annual expenditure for primary education was 6,685,070 rupees, of which 6,178,713 were for boys' schools and 506,357 for girls' schools. The total government expenditure for primary education was 2,238,797 rupees, of which 2,016,771 were for boys' schools and 222,026 for girls' schools. The expenditure for primary education is not a very high percentage of the total expenditure for education. In Bombay, where it is highest, the expenditure for primary schools for boys was 38.28 per cent. of the total expenditure and for girls 4.02 per cent.

The proportion of government expenditure to the total expenditure varies greatly in the several provinces. This is partly due to the operation of the payment upon results system and partly to the constant endeavor to reduce the government appropriations and to secure adequate support for the schools from district and municipal funds.

In the three provinces reporting the largest expenditure, the ratios of government expenditure to the total for primary education are as follows: Bombay, for boys' schools 21 per cent.; for girls', 17 per cent; Bengal, for boys' schools, 19 per cent; for girls', 40 per cent.; Madras, for boys' schools, 9 per cent.; for girls', 24 per cent.

The policy of the government is to reduce appropriations; at the same time a strong opposing party maintain that the increase of local taxation is impossible. The director of public instruction for Bombay, in his report for 1880–'81, observes that the local resources are now almost entirely appropriated and that a further extension of primary education depends mainly on the ability of government to make a larger grant in aid of local fund schools. Similar statements are made by other directors. The question of school revenue promises to become the most important of any affecting the progress of education in India.

The current reports call attention to the growing interest in education in the rural districts and among the Mahometan population, to the tendency to multiply schools for girls, and to the steady increase in the number of indigenous schools brought under government inspection. With all that has been accomplished, however, it is estimated that upwards of 25,000,000 children needing primary education are uncared for, and such is the urgent necessity of extending the means of elementary education among the masses of India that an educational commission is to be organized to devise practical measures for meeting the demand.

The total number of scholars reported in inspected schools of all classes in the nine provinces and two native states under consideration was 2,190,197, of whom 206,832, or a little above 9 per cent., were studying English.

JAPAN, absolute monarchy: Area, 156,604 square miles; population, 34,338,479. Capital, Tokio; population, 811,510.

The latest educational statistics for Japan are to be found in the Report of the Commissioner of Education for 1879. The Japanese code of education. revised to Decem-

ber 28, 1880, was fully stated in the report for 1880. A late item of information is that the Japanese minister of education has gone to Berlin for the purpose of studying German methods of education. Certain changes, as a result of this visit, are to be introduced in the home system. According to a statement made by him, there were 53,000 government schools in Japan in 1872, arranged according to European models; this gives one primary school to every 640 inhabitants. In 1875 the number of pupils was about half a million, and in 1877 there were 1,500,000 male and 500,000 female pupils. Some 57,000 men and 1,275 women were teaching at that date. As the number of persons of school age is, however, over five millions, many new schools are necessary. Private persons have contributed over thirty million dollars for school purposes, besides large gifts of lands, and the number of pupils in 1881 exceeded three millions.

## III.—Africa.

Egypt, a dependency of Turkey: Area, 1,406,250 square miles; population, 16,952,000. Capital, Cairo; population, 349,883.

For the latest educational statistics, see the Report of the Commissioner of Education for 1879.

## IV.—North America.

Dominion of Canada: Area, 3,470,392 square miles; population, 4,324,810. Capital, Ottawa; population, 27,412.

Each of the seven provinces forming the Dominion of Canada has power to regulate its own local affairs, including education, so far as may be done without interfering with the policy and action of the central administration under the governor general.

Public instruction in most of the provinces is under the control of a council of education and of one or more superintendents, according as the religious element is or is not recognized. Full information upon this point is embodied in my annual report for 1876.

*a.* British Columbia: Area, 341,305 square miles; population, 49,459. Capital, Victoria. Superintendent of education, C. C. McKenzie.

The report of the superintendent for 1881, being the eleventh annual report, includes a brief survey of the decade.

Total enrolment in common schools for the current year, 2,579; average daily attendance, 1,313.61; enrolment in high school, 74; average daily attendance, 45.07; total enrolment for all public schools, 2,653; total number of teachers, 68; permanent staff, 62; total annual expenditure for education, $58,515, of which sum $9,254 were for buildings and insurance. From the review of the decade it appears that during the period the sum of $480,395 has been expended for education and that more than 6,000 children have been instructed.

*b.* New Brunswick: Area, 27,174 square miles; population, 321,233. Capital, Fredericton. Chief superintendent of education, Theodore H. Rand.

The mode of support of schools in New Brunswick is threefold: (1) District assessment, (2) county assessment, and (3) government grants. The government grants for the year, as shown by the tables, amounted to $155,020; the county assessment, to $83,927; the district assessment is not given in the report, but is estimated by the superintendent at $250,000.[1] To these sums should be added annual government grant to university, $8,844, and government grant for education of the blind and of deaf-mutes, $1,220, making a total of $499,012.

The following statement of average rate of salaries is also furnished by the superintend-

[1]For this and other interesting information pertaining to the school system of New Brunswick, I am indebted to a private letter from Hon. Theodore H. Rand. Of this item he says: "Probably I have placed the district assessment too low in my estimate."

ent: first class males, average for whole province, excluding principals of grammar or high schools, $508; second class, $315; third class, $236; first class females, $339; second class, $230; third class, $186.

The school year consists of a summer term of 108 teaching days and a winter term of 117 teaching days. Number of schools reported for the term, 1,368, having 1,410 teachers and 52,739 pupils. The enumeration includes 14 grammar schools, having 14 principals, 38 other teachers, and 618 pupils. Number of schools reported for the winter term, 1,297, having 1,356 teachers and 49,550 pupils; 14 grammar schools are included, having 14 principals, 36 other teachers, and 589 pupils. Total number of different pupils in attendance upon the schools during the year, 62,623; proportion of the population enrolled during the summer term, 1 in 5.42; during winter term, 1 in 5.77.

The attendance upon the normal school for the annual session closing July 1, 1881, was 130 students, of whom 32 belonged to the French preparatory department. The model department enrolled 188, viz, 78 boys and 110 girls.

*c.* NEWFOUNDLAND: Area, 40,200 square miles; population, 181,753. Capital, St. John's.

Following is from the report of Hon. William Pilot, superintendent of Church of England schools, for the year ending December 31, 1881:

Total number of pupils reported in schools under Church of England boards, 9,326; number of teachers employed, 129; total expenditure, $26,523.06.

*d.* ONTARIO: Area, 101,733 square miles; population, 1,923,228. Capital, Toronto; population, 86,415. Minister of education, Adam Crooks, LL. D., Q. C.

*School population and attendance.*—Total school population (5 to 16), 489,924; number of pupils 5 to 16 attending public schools, 464,395; number attending high schools, 9,633; number attending universities, colleges, private schools, &c., 5,750; number under 5 or over 16 attending the several classes of schools, 27,611. Estimate of number 5 to 16 not attending any school, 10,146, or 2 per cent. of the total school population. Average daily attendance at the public schools, 220,068.

*Receipts and expenditures.*—Total receipts for all public school purposes, $3,254,829; total expenditure, $2,822,052, of which $2,113,180 were for teachers' salaries. Average cost per pupil, based on total expenditure, was $5.66 for rural districts, $6.90 for cities, $6.07 for towns, being for the whole province $5.85.

The system of public instruction in Ontario is so highly approved that a detailed account of its organization will doubtless be of interest to those who may be intrusted with the development of a system elsewhere. For the following statement I am indebted to Philip Carroll, esq., United States commercial agent at Port Stanley and St. Thomas, Canada:

*Outline of the system of public instruction in Ontario.*—The law provides for a department of education which shall be presided over by the minister of education. The powers and duties of the department of education are: (1) To prepare from time to time, subject to the approval of the lieutenant governor, text books, programme of studies, general rules and regulations for the organization and government of all the schools and collegiate institutes, together with all other rules which may seem proper and appear to enhance the interests of education. (2) To distribute, within certain restrictions, the annual appropriation for the purpose of education, to appoint inspectors, and to require applicants for teacherships in all the schools to furnish evidence of their qualifications, and to prescribe the conditions upon which pupils shall be admitted to the high schools and collegiate institutes, &c.

The law provides for public schools, high schools, collegiate institutes, separate Catholic and separate colored schools, &c. For the support of these schools the provincial parliament makes an annual appropriation, which is divided equally upon the basis of attendance at each school.

The province is divided into school districts, the residents of which are annually taxed a certain amount, equal at least to the legislative grant, toward the support of the school to which they send their children; but no one is taxed for the support of a school to which he or she does not send children. Should the amount realized from the residents

of a school district under this provision not equal the amount apportioned from the legislative grant, the latter is withheld until an equal sum shall have been raised. All children from seven to twelve years of age have the right to attend some school or to be otherwise educated four months in each year. A parent or guardian who fails to provide for the education of his or her children between the ages adverted to is liable to a fine of $5 for the first offence and double that sum for each subsequent offence.

A petition signed by five Roman Catholics in any school district is the only requisite to the establishment of a separate school of that faith and to a share of the annual legislative grant.

In the case of colored people twelve names are necessary to a petition in order that they may have the privilege of establishing a separate school and the right to a share of the grant in question.

In the public and other schools or institutes the religious feeling of each pupil or student is scrupulously respected. In all these it is optional with the pupil or student as to whether he or she shall attend any particular religious service not his or her own.

The teachers in the various schools and institutes have to undergo very stringent examinations before the central committee, provided for in the act, which awards them first, second, or third class certificates, according to their qualification or grade, when they shall be deemed qualified to teach. No one who is not a subject of Her Majesty is eligible to teach, no matter what his qualifications. This is law; but I am informed by Mr. N. W. Ford, a teacher in the Collegiate Institute at St. Thomas, to whose courtesy and kindness I am indebted for the books from which I select the data for this report, that any person who can pass the examination is permitted to teach in the province.

No foreign books are permitted to be used in any model or public school without the express permission of the department of education.

The public school year consists of two terms, commencing on the 3d of January and ending on the 7th of July, and again on the 18th of August and ending on the 23d of December.

In the rural school sections, which are limited to five miles in length and breadth, respectively, there are three trustees to each, elected for three years, or until their successors shall have been elected by the ratepayers thereof.

In all towns not divided into wards and in all incorporated villages there are six school trustees to each town or village. Each town or city divided into wards has two trustees to each ward. A trustee cannot be reëlected against his own consent until four years shall have elapsed from the date of the expiration of his term.

The law also provides for a certain number of county, town, and city inspectors, who shall be appointed by the county council or city or town school board, as the case may be. The county inspectors receive as compensation not less than $5 each per school annually from the county, and an additional $5 each per school per annum from the "consolidated revenue fund." They are also allowed travelling expenses, to be determined by the county council. The compensation of the city and town inspectors is determined by the board appointing them.

The schools are variously designated as public schools, high schools, normal or model schools, separate Catholic and colored schools, and collegiate institutes. There is a high school or collegiate institute in every county or union of counties, but the county council can, under certain restrictions, establish more.

A collegiate institute must have a daily average attendance of sixty male students studying Latin and Greek and four masters teaching the same, to entitle it to be classed as a "collegiate institute."

The county council has the power, with the approval of the lieutenant governor, at its annual June session, upon the recommendation of the minister of education, to discontinue any high school within its jurisdiction.

No person can be appointed head master in a high school or collegiate institute unless he shall be a graduate of arts of some university within Her Majesty's dominions and furnishes satisfactory evidence of his knowledge of the science and art of teaching.

All teachers who, while engaged in the profession, contribute to the "superannuated teachers' fund" are entitled to be retired upon reaching the age of sixty and to receive $6 per annum for each year of service, and all teachers under sixty who have contributed in like manner and are or may become disabled are entitled to a similar sum, and in certain cases those of both ages are entitled to $1 extra per annum for each year as above.

The high schools, collegiate institutes, and public schools in the same district open annually on the 7th day of January and close on the Thursday before Easter, reopen on the first Tuesday thereafter and close again on the 13th day of July, reopen on the 1st day of September and again close on the 22d of December, thus making three vacations in these respective schools annually.

The admission of pupils to the high schools and collegiate institutes is determined by a board of examiners consisting of the county, city, or town inspector of public schools,

the chairman of the public and high school or collegiate institute boards, and the head master of the high school or collegiate institute. The questions to be propounded are prepared by the "central committee" and transmitted by the minister of education to the inspector of the city, town, or county, as the case may be, who shall be the chairman of the board adverted to and who shall prepare a return of the answers of each candidate and transmit it to the minister of education for approval or disapproval.

Besides the schools hereinbefore enumerated, there are industrial schools, in which children are lodged, clothed, fed, and taught. Any child under the age of fourteen years who is destitute, vagrant, unruly, or under the control of vicious parents or guardians may be brought before a magistrate and sent to an industrial school, but in no case for a longer period than until the child shall have attained the age of sixteen years.

*e.* QUEBEC: Area, 188,688 square miles; population, 1,359,027. Capital, Quebec; population, 62,446. Superintendent of public instruction, Gédéon Ouimet.

Total number of schools of all classes, 4,800, having 6,906 teachers and 238,126 pupils; total number of pupils in schools under supervision, 235,574; average attendance, 180,370; total amount levied for public instruction in the province in 1880–'81, $1,997,135.

Among the measures for the consideration of the legislature the superintendent urges the appointment of an inspector general as a means of bringing the superintendent and the inspectors into closer relations; the legal requirement that school commissioners and trustees shall know how to read; and the engagement of teachers for a period of not less than five years.

The three normal schools were attended during the year by 314 students, of whom 189 passed the examinations at the end of the year entitling them to diplomas, as follows: as teachers for academies, 18; for model schools, 72; for primary schools, 99.

The polytechnic school of Montreal was founded in 1873 for the purpose of training: (1) Civil engineers, capable of conducting, directing, and executing all works of art and of construction upon the surface of the soil; (2) mining engineers, capable of conducting, directing, and executing all works of discovering, extracting, and working ores and minerals, and their transformation into useful metals; (3) mechanical engineers, capable of designing, putting together, and constructing all engines and machines used in manufactures; and (4) industrial engineers, capable of applying the physical and chemical sciences to products and manufactures. The course of study extends over five years and is calculated to meet all the scientific and industrial requirements of the country. The curriculum of the first two years of study is precisely the same for all the pupils, who must have a sufficiently extensive knowledge of mathematics, the natural sciences, and drawing before commencing the special study of any one of the four branches of civil engineering. At the end of the second year the pupil selects the branch which he prefers and studies it in a special manner during the last year at the school. From the opening of the polytechnic school until now 33 pupils have matriculated; of these, 11 left for various reasons before completing their course, 12 are still at school, and 10 obtained the diploma of civil engineer. From the establishment of the school in 1873 to the close of the financial year 1879–'80 the total cost of its maintenance was $38,565, of which sum the Government contributed $21,000, pupils' fees amounted to $1,536, and the balance was paid by the Catholic commissioners of Montreal, which, with the value of grounds, building, and furniture, made a total from the last source of $36,436.

## V.—SOUTH AMERICA.

ARGENTINE CONFEDERATION, federal republic: Area, 515,700 square miles; population, 2,400,000. Capital, Buenos Ayres; population, 200,000.

The following account of education is taken from the annual message to congress (received as this report is going through the press) of Julio A. Roca, president and chief executive officer of the republic:

Receiving aid from the government are 1,505 schools, with 112,400 pupils. This does not include normal and model schools and schools annexed to the national colleges.

At the capital there are 170 public and 118 private schools, frequented by 33,190 pupils. The figures are not given for the provinces, but previous reports indicate a large number of schools, although there is a manifest decrease in proportion to the population. A lack of competent professors is reported, and financial embarrassments prevent the establishment of as many educational institutions as are needed. Only 13 normal schools are mentioned, and, although 4 more are to be started, this will not suffice to prepare as many teachers as are required. The attendance at the national colleges in certain provinces is not what it should be, and many students who desire to enter are not sufficiently prepared. For this reason the annexes have been founded in connection with some of the colleges. Much improvement is noticeable as a result of these schools. An educational commission has been working for some time to place primary instruction on a more solid basis. So far this commission has succeeded in arranging for a better administration of the school funds, for an inspection of the schools in the provinces where there have been difficulties between the authorities, for the erection of spacious and hygienically constructed buildings. Other changes for the better are being made in various educational institutions supported by the state: some are to be enlarged; others furnished with new apparatus; normal schools and universities are having large additions made to their various collections; and in some nothing more is required. Satisfactory reports are received as regards the instruction in the universities.

BRAZIL: constitutional empire: Area, 3,287,964 square miles; population, 9,448,233. Capital, Rio de Janeiro; population, 274,972.

Public education is divided into three distinct forms or classes: primary, secondary or preparatory, and scientific or superior. According to the constitution, primary instruction is gratuitous and will some time become compulsory. Education is still in a backward state and no statistics can be given, but the following statement indicates a tendency towards progress: Since the termination of the war with Paraguay a general awakening on the part of the state authorities, private institutions, &c., as to the needs of Brazil in respect to education has been perceptible. No effort has been spared within the last few years to develop public instruction and large expenditures have been made towards that end. An examination of the annual budget shows an increase of funds voted from year to year by the government for the purposes of superior instruction throughout the various provinces. Large sums have also been voted for primary and secondary education at Rio de Janeiro. According to the constitution, superior instruction in the provinces and both primary and secondary at the capital depend on the amounts voted by the general government. The various ministers since the war with Paraguay have done much towards modifying the methods of instruction in Rio de Janeiro. Many school-houses have been erected, the latest furnishings and apparatus added; new schools established; collections for object teaching organized; translations into Portuguese made of the best text books used in the schools of France, Germany, and the United States; the position of primary teachers improved, &c. The result is that teachers do better work, the attendance of pupils has been looked after, and the schools generally rank higher. Pupils have also been aided to get school books and the necessary apparatus so as to advance in their studies.

CHILI, republic: Area, about 300,000 square miles; population (January 1, 1880), 2,183,434.

Public education in Chili is divided into primary, secondary, and superior. The free public schools in 1880–'81 numbered 638, divided into 114 city schools for boys and 141 for girls, and 101 country schools for boys and 264 for girls; 18 schools were added during the year, making the total as above. The number of children enrolled in the public schools was 24,961 boys and 23,833 girls—total, 48,794; average attendance, 34,089. To this must be added the private and society schools, numbering 405, with 15,106 scholars: 9,218 boys and 5,888 girls. The total number of public and private schools

was therefore 1,043. There are 4 normal schools to supply teachers for these schools. In 1881 congress appropriated $1,119,620 for school purposes. The higher and intermediate or secondary schools are free and have their own buildings, apparatus, &c. The principal one, founded at Santiago in 1813, is called the National Institute. In the provinces these schools take the name of liceos or high schools. The university preparatory course in the National Institute in 1880 had 843 students, distributed as follows: Physical sciences and mathematics, 34; medicine, 263; law, 389; pharmacy, 86; drawing, painting, and sculpture, 71. The 17 high schools in the provinces had 2,176 students, and there were 918 enrolled in the intermediate course at the institute, making a total of 3,937 of this class of students.

The university at Santiago has 5 faculties (law, medicine and surgery, engineering and architecture, theology, and philology). The number of students at the university in 1880 was 724. The high schools give instruction in Latin, French, English, general history, and history of Chili and America, philosophy, literature and history of literature, physical geography, physics and chemistry, mathematics, drawing, natural history, and book-keeping. In the schools in the mining districts the application of physics and chemistry to mining and metallurgy is taught, and in commercial centres suitable instruction is given to prepare students for active life. There are also an agricultural school, a technical school, and a school of fine arts.

In Santiago is the national library, with more than 60,000 volumes. The university, institute, and many private schools as well as the provincial schools have excellent libraries also. In Santiago and Valparaiso there are museums of natural history, and in Serena and Copiapo, museums of mineralogy.

UNITED STATES OF COLOMBIA, federal republic: Area, 504,773 English square miles; population (in 1870), 2,951,323.

This confederation of nine states has its primary, secondary, and superior instruction under the direction of a secretary of state, who is a part of the federal ministry. Each state has also a director of public instruction, as an officer of the ministry, and each director has at his orders as many superintendents as there are departments in each state. Each department is divided into districts, in each of which the educational affairs come under charge of a school commission composed of 3 members named by the superintendent. This commission watches over the school attendance, which is obligatory for all children between 8 and 14 years of age, attends to the establishment of new schools in rural districts, oversees the monthly examinations for promotion, and presents the requisite reports to the superintendent. This system of public instruction was established in 1870. Normal schools were founded throughout the confederation, and the schools generally were arranged as lay institutions. A revolt on the part of those desiring religious instruction in the schools, in 1876, was soon quelled, and the lay schools are continued. The course of studies in the primary grades comprises reading, writing, arithmetic, national and universal geography, history, agriculture, botany, zoölogy, French, English, German, Spanish, and military exercises. The primary schools number 1,500; pupils, 75,000. Numerous private schools are also reported, Bogota alone, with a population of 100,000, having 22. The National University, the military school, and schools of architecture, painting, and music are at Bogota; the school of mines is at Antioquia; the naval school, at Carthagena.

## VI.—AUSTRALASIA.

SOUTH AUSTRALIA, British colony: Area, 903,425 square miles; population, 279,865. Capital, Adelaide. Minister controlling education, J. Langdon Parsons.

The following information is derived from the annual report for 1881:

*School attendance.*—Average monthly enrolment in public and provisional schools, 27,961; average attendance, 20,653. Average monthly attendance of scholars holding

free certificates, 2,220. Number of teachers at the close of the year, 786; percentages of pupils passed at inspector's examination: public schools, 69.87; provisional schools, 61.77; infant departments, 84.40. Average duration of schools, public, 225.5 days; provisional, 224.1 days.

The number of night schools open during the year was 73 for an average of 69 nights each; average monthly attendance, 1,360; amount of fees received from scholars, 590*l.* 12*s.*; bonus paid by department, 722*l.* 15*s.* 3*d.* The advanced school for girls had an attendance of 98 during the last quarter of the year, being an increase of 21 over the number for 1880.

The report of the training college shows that 41 pupils were admitted in January, of whom 36, viz, 23 men and 13 women, completed the course. At the certificate examination, held in December, all the students, except one who was ill, were presented and were successful.

*Cost of education.*— The average cost for each child instructed during the year was 1*l.* 14*s.* 0¾*d.*, and for each child in average attendance, 3*l.* 0*s.* 10¼*d.* If the expenses of management and inspection be added, these rates will be 1*l.* 18*s.* 0¾*d.* and 3*l.* 7*s.* 11¾*d.*, respectively. The amount of school fees paid by the parents was 19,736*l.* 13*s.* 6*d.*, of which sum 13,119*l.* 14*s.* 11*d.* were retained by the teachers of public and provisional schools. The same teachers received from the department 1,319*l.* 13*s.* 4*d.* on account of scholars whose fees are paid by the state.

The total amount expended in school buildings was 31,487*l.* 8*s.* 8*d.* The total cost of public instruction during the year 1881, exclusive of the expenditure on school buildings, was 91,410*l.* 17*s.* 1*d.*; the revenue in aid of the foregoing expenditure, derived from the rents of dedicated lands and other sources, was 19,550*l.* 16*s.* 5*d.*, showing the net cost to the state to be 71,860*l.* 0*s.* 8*d.* The total area of lands dedicated for educational purposes amounted on the 15th of December to 241,538¼ acres.

*Compulsion.*— Under the operation of the compulsory act the percentage of children absent without a satisfactory reason shows a steady decline.

NEW SOUTH WALES, British colony: Area, 323,437 square miles; population, 751,468. Capital, Sydney; population, 220,427.

My report for 1880 gives particulars of the public instruction act which went into operation May 1, 1880, together with a somewhat detailed account of the progress of the system for that year. No later report has been received from the colony.

*Sydney University.*—New South Wales was the first colony in Australasia to found a university. It was incorporated by act of Parliament in 1851 and is constituted on the model of the British universities. It is supported by the state, and up to the present time has cost in buildings and endowments over 200,000*l.* The object of its founders was to offer the highest forms of culture to all, "without any distinction whatsoever." The university receives an assured government endowment of 5,000*l.* a year, and each of the colleges 500*l.* for salary of a principal. About 50,000*l.* have been bestowed upon the university by wealthy colonists for scholarships and prizes, and recently 180,000*l.* were bequeathed to it by the late Mr. J. H. Challis. By a royal charter graduates are entitled "to the same rank, title, and precedence as graduates of universities within the United Kingdom."

Large grants have been given to supplement private subscriptions for the affiliated colleges within the university, of which there are now three: the Anglican College of St. Paul, Roman Catholic College of St. John, and the Presbyterian College of St. Andrew. There are several other colleges erected and maintained at great expense by the Church of England, the Roman Catholic Church, and other denominations.

The secondary educational institutions include several of high character, among which are the Technical or Workingmen's College and the Sydney Grammar School.

QUEENSLAND, British colony: Area, 668,224 square miles; population, 213,525. Capital, Brisbane; population, 31,108. Secretary for public instruction, A. Archer.

From the report of the secretary it appears that in 1881 there were 341 schools in operation, with 364 classified teachers and a large number of assistants and pupil teachers. The annual enrolment in the schools was 40,309; the average daily attendance, 21,752; the gross expenditure on primary education was 110,231*l.* 3*s.* 8*d.* The department has charge of six institutions for the rearing of neglected children, and during the year maintained 21 children at the New South Wales Institution for the Deaf, Dumb, and Blind.

TASMANIA, British colony: Area, 26,215 square miles; population, 115,705. Capital, Hobart Town. Chairman of the board of education, Henry Butler.

During the year 1881 there were 175 schools in operation; total enrolment, 13,644; average monthly enrolment, 9,258; average daily attendance, 6,701; total expenditure in aid of public schools, 18,191*l.* 7*s.* 7*d.*

## RECOMMENDATIONS.

I have had the honor in previous reports to recommend that provision be made, by resolution of Congress, for the publication of 15,000 copies of this annual report. The correspondence of the Office has so increased that this number should now be made 20,000 copies, and whatever Congress may deem best to distribute under the personal direction of members should be in addition to this number.

The organization of the educational museum which I have had the honor to recommend, now fairly commenced, should have sufficient appropriation to enable it, by exchange and otherwise, to supply similar collections in the offices of the several State superintendents and the leading cities when desired. There can be no question of the effective aid these collections would render to the progress of education. Through this Office the best illustrations of improved appliances could be collected and distributed to all parts of the country.

The reports of efforts to educate the youth of 30,000 Alaskans continually disclose the embarrassments arising from all absence of local administration of law. It is said the parents are disposed to have their children taught and the pupils learn readily, but it is clear there can be no satisfactory success, that the entire youth cannot be reached, until some form of law is provided for the organization of society. The pledges of the past and the honor of the nation would seem to permit no delay. Some inexpensive form of organization can be devised, and an appropriation of $50,000, it is believed, would give the work of education an excellent start, and is earnestly recommended.

The remaining recommendations I have the honor most earnestly to renew:

(1) I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by appointment by the President, the compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

(2) In view of the large number of children growing up in ignorance on account of the impoverished condition of portions of the country, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard, I recommend that the whole or a portion of the net proceeds arising from the sale of public lands be set aside as a special fund, the interest of said fund to be divided annually pro rata among the several States and Territories and the District of Columbia, under such provisions in regard to amount, allotment, expenditure, and supervision as Congress in its wisdom may deem fit and proper.

The returns of the last census emphasize the importance of this recommendation. The per cent. of illiteracy of persons 10 years of age and upward has decreased from 20.05 in

1870 to 17 in 1880, but the number of illiterates over 10 years of age has increased from 5,658,144 to 6,239,958 in the same period.

(3) I recommend the enactment of a law requiring that all facts in regard to national aid to education and all facts in regard to education in the Territories and the District of Columbia necessary for the information of Congress be presented through this Office.

(4) I recommend an increase of the permanent force of the Office. The experience of the Office indicates clearly that the collection of educational information and publication of the same, as required by the law regulating it, cannot be properly done with the present limited clerical force.

## CONCLUSION.

I take pleasure in acknowledging my indebtedness to the faithful laborers in the Office and to all others elsewhere who have contributed to the success of its work.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON,
*Commissioner.*

Hon. SAMUEL J. KIRKWOOD,
*Secretary of the Interior.*

# ABSTRACTS

OF THE

## OFFICIAL REPORTS OF THE SCHOOL OFFICERS OF STATES, TERRITORIES, AND CITIES,

WITH

## ADDITIONAL INFORMATION FROM VARIOUS SOURCES.

# PREFATORY NOTE.

The following abstracts of education in the States and Territories are derived from a great variety of sources. First among these come reports of State officials, such as State boards of education and State superintendents of instruction; next, those of county and city superintendents, school committees, acting school visitors, and principals of State institutions. From these is derived nearly all the information given respecting elementary and special instruction, city school systems, and normal schools, and much of that relating to secondary schools, as the high schools of the States and cities. What concerns private secondary schools is almost wholly from returns made by the principals of these to the Bureau of Education, supplemented by catalogues and other documents.

For the matter relating to universities, colleges, and scientific and professional schools, dependence is placed on the annual catalogues of these institutions, on occasional circulars issued by them, and on special returns, made usually in the autumnal and winter months, in reply to circulars of inquiry sent them by the Bureau.

In every instance, official authority only is relied upon for statements distinctly and definitely made, the printed catalogues and reports being chiefly used for this purpose, though sometimes an item of interesting information from other than official sources may be given, with a reference to the quarter from which it is derived. In such cases, however, the effort is always made to verify the statement before it is committed to the press.

The matter derived from the various sources above indicated is formulated, in the abstracts of education for each State, substantially in accordance with the schedule given below.

## GENERAL PLAN OF THE ABSTRACTS.

1. STATISTICAL SUMMARY.....(*a*) School population and attendance.
   (*b*) School districts and schools.
   (*c*) Teachers and teachers' pay.
   (*d*) Income and expenditure.
2. STATE SCHOOL SYSTEM.....(*a*) Officers.
   (*b*) Other features of the system.
   (*c*) General condition, marking specially anything new and noteworthy.
3. CITY SCHOOL SYSTEMS.....(*a*) Officers.
   (*b*) Statistics.
   (*c*) Other particulars.
4. TRAINING OF TEACHERS.....(*a*) Normal schools and normal departments.
   (*b*) Teachers' institutes.
   (*c*) Educational journals.
5. SECONDARY INSTRUCTION.....(*a*) Public high schools.
   (*b*) Other secondary schools.
6. SUPERIOR INSTRUCTION.....(*a*) Colleges for men or for both sexes.
   (*b*) Colleges and high grade schools for women.
7. SCIENTIFIC AND PROFESSIONAL INSTRUCTION....(*a*) Training in scientific schools and agricultural colleges.
   (*b*) Training in theology.
   (*c*) Training in law.
   (*d*) Training in medicine, dentistry, and pharmacy.
8. SPECIAL INSTRUCTION.....(*a*) Deaf, dumb, blind, &c.
   (*b*) Industrial and reformatory training.
   (*c*) Instruction in oratory, music, art, &c.
9. EDUCATIONAL CONVENTIONS.....(*a*) Meetings of State associations.
   (*b*) Special meetings of teachers, school principals, and superintendents.
10. NOTEWORTHY BENEFACTIONS.
11. OBITUARY RECORD.....(*a*) Brief memorials of teachers, superintendents, and other promoters of education who have died during the year.
12. CHIEF STATE SCHOOL OFFICER.....(*a*) State superintendent.

The statistics furnished the Bureau in answer to its circulars of inquiry, for convenience of reference and comparison, are given in tables following these abstracts, while summaries of these statistics may be found under their appropriate heads in the report of the Commissioner preceding.

For the general courtesy with which his circulars have been answered, alike by State and city officials, by college presidents and heads of schools, as well as for documents additional to these replies, the Commissioner of Education here tenders his cordial thanks to all concerned.

## ALABAMA.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth of school age | 217,590 | 217,590 | ---------- | ---------- |
| Colored youth of school age | 170,413 | 170,413 | ---------- | ---------- |
| Whole number of school age | 388,003 | 388,003 | ---------- | ---------- |
| Whites enrolled in public schools | 107,483 | 107,338 | ---------- | 145 |
| Colored enrolled in public schools | 72,007 | 68,951 | ---------- | 3,056 |
| Whole enrolment | 179,490 | 176,289 | ---------- | 3,201 |
| Average attendance of whites | 67,794 | 66,840 | ---------- | 954 |
| Average attendance of colored | 50,184 | 48,476 | ---------- | 1,708 |
| Whole average attendance | 117,978 | 115,316 | ---------- | 2,662 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | 1,741 | 1,776 | 35 | ---------- |
| Public schools for whites | 3,085 | 2,981 | ---------- | 104 |
| Public schools for colored | 1,512 | 1,591 | 79 | ---------- |
| Number of public schools reported | 4,597 | 4,572 | ---------- | 25 |
| Pupils in spelling | 168,295 | 165,157 | ---------- | 3,138 |
| Pupils in reading | 128,020 | 114,544 | ---------- | 13,476 |
| Pupils in writing | 80,167 | 78,385 | ---------- | 1,782 |
| Pupils in arithmetic | 65,016 | 74,669 | 9,653 | ---------- |
| Pupils in geography | 32,974 | 33,016 | 42 | ---------- |
| Pupils in grammar | 22,423 | 22,214 | ---------- | 209 |
| Average length of schools in days | 80 | 81.21 | 1.21 | ---------- |
| Days in schools for whites | ---------- | 84 | ---------- | ---------- |
| Days in schools for colored | ---------- | 76 | ---------- | ---------- |
| Valuation of public school property | ---------- | $285,976 | ---------- | ---------- |
| TEACHERS AND THEIR PAY. | | | | |
| White teachers in public schools | 3,094 | 3,053 | ---------- | 41 |
| Colored teachers in public schools | 1,521 | 1,645 | 124 | ---------- |
| Whole number of teachers | 4,615 | 4,698 | 83 | ---------- |
| White male teachers | 1,864 | 1,873 | 9 | ---------- |
| White female teachers | 1,230 | 1,180 | ---------- | 50 |
| Colored male teachers | 1,080 | 1,169 | 89 | ---------- |
| Colored female teachers | 441 | 476 | 35 | ---------- |
| Average monthly pay of teachers | $21 08 | ---------- | ---------- | ---------- |
| In white schools | ---------- | $22 98 | ---------- | ---------- |
| In colored schools | ---------- | 23 15 | ---------- | ---------- |
| INCOME AND EXPENDITURE. | | | | |
| Total receipts for school purposes | $388,013 | $397,479 | $9,466 | ---------- |
| Total expenditure for school purposes. | 375,465 | 410,690 | 35,225 | ---------- |

(From reports of Hon. H. Clay Armstrong, State superintendent of education, for the years indicated.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

There are State and county superintendents of education, township superintendents of public schools, and county boards of education. These last are composed of the county superintendent and two teachers associated with him for the purpose of examining teachers and conducting teachers' institutes.—(Constitution and laws.)

### OTHER FEATURES OF THE SYSTEM.

To sustain the schools there are the funds supplied from the State treasury, from optional local taxes in each county (except Mobile) of not over 10 cents on the $100, and from a poll tax of $1.50 on each male 21 to 45 years of age. Half the proceeds of the county tax must be used for the pay of teachers. School moneys are distributed according to the enumeration of children between 7 and 21 years in each county, but no denominational schools are to receive any. Separate schools for each race are to be maintained by the school authorities. The scholastic month is 20 days of 6 hours each. To receive their pay, teachers are required to be duly licensed, to be members of the county institute for their race (which they must attend once annually), and to furnish quarterly reports to the county superintendent of education.—(Constitution and laws of 1879.)

### GENERAL CONDITION.

The State superintendent of education reports steady and gratifying progress and improvement in free education within the year, yet the statistics furnished indicate a slight decrease in enrolment and average daily attendance, in the number of schools, and in the pupils in spelling, reading, and writing. There were, however, 35 more school districts reported, 83 more teachers employed, 9,653 more students in arithmetic and 42 more in geography. The average length of schools in days was 81.21, against 80 last year. The average monthly pay of teachers of white schools was reported as lower than that of colored teachers, being $22.98 in the former case and $23.15 in the latter. Mr. Armstrong adds that either the salaries of the teachers of white schools in almost every school district in the State were increased or the schools continued a longer term than stated. The number of school-houses in 1881 was said to be 1,297; their value, $285,976; number of visits by county superintendents to schools, 2,361; number of institutes held, 89. These statistics are very imperfect, as but few of the counties reported. The total receipts for school purposes increased $9,466, and the expenditures $35,225. It is thought that the receipts of the sixteenth section capital fund will be largely increased in 1882, as the legislature passed an act authorizing a compromise and settlement of certain claims, and the results in 1881 promise well for the school fund of the future. An act of the legislature providing for graded certificates of license for teachers, and requiring rigid written examinations to procure them, will, it is said, reduce the number of schools temporarily as well as exclude from the schools worthless and inefficient teachers.—(State report.)

### KINDERGÄRTEN.

For any schools of this class reporting for 1881, reference is made to Table V of the appendix.

### AID FROM THE PEABODY FUND.

The amount received from this source for the year ending September 30, 1881, was $1,800. It paid for nine scholarships in the Nashville (Tenn.) Normal College. Promise was made of $5,000 for the following year.—(State report.)

## CITY SCHOOL SYSTEMS.

### OFFICERS.

City superintendents are reported for Birmingham. Eufaula, Huntsville, Mobile, Montgomery, Opelika, and Selma; city boards of education for Eufaula and Montgomery; a combined city and county board of school commissioners for Mobile; and a board of trustees for Opelika.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Number of schools taught. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|---|
| Mobile (county) | 48,653 | 23,865 | 96 | 5,180 | 4,684 | 126 | ..... |
| Montgomery ... | 16,713 | 3,793 | 12 | 995 | 488 | 12 | ..... |
| Selma ..... | 7,529 | 1,757 | 14 | 887 | 686 | 14 | ..... |

### ADDITIONAL PARTICULARS.

*Mobile* (including both city and county schools) reports 41 school districts; 60 schools for whites and 36 for colored; general average length of white and colored schools, 166 days; the schools visited 300 times by the county superintendent; 73 school-houses, valued, with school furniture, apparatus, &c., at $108,700; the average monthly pay of teachers for the white schools, $41.25; for the colored schools, $40.90; average cost of pupil a month, 84 cents. The total school population was 23,865, that for the city alone not being given. The number of pupils studying orthography was 5,040; reading and writing, 5,050 each; arithmetic, 4,985; geography, 3,679; grammar, 2,384, all but 86 white; history, 2,055, all white.— (State report.)

*Montgomery* reports 1 school district, in which 7 white and 5 colored schools were taught an average of 160 days. The enrolment was divided into 351 white and 644 colored pupils; the attendance, into 160 white and 328 colored.— (State report.)

*Selma* received a total of $1,612 to maintain the 8 white and 6 colored schools taught in 1881 in the school district. The average length of school in days was 195; daily attendance, whites 428, colored 258. One school building, valued, with furniture, apparatus, &c., at $5,500, is reported. The county superintendent of schools made 4 visits during the year.— (State report.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

The *State Normal School*, Florence, reported 8 resident instructors, 68 normal and 111 other students present in 1880–'81. The State appropriation for the year was $7,500; graduates, 4; of these 3 are engaged in teaching. The full course occupies 3 years. A model school is connected with the institution, and a chemical laboratory is mentioned. The Peabody fund trustees aid this school to the amount of $2,000 a year, which is equivalent to 16 scholarships.— (Return and catalogue.)

The *State Normal School for the Education of Colored Teachers*, Huntsville, had an enrolment of 133 pupils and an average attendance of 94 during 1880–'81. Four graduates are already occupying teachers' positions. The 4 years' course includes the ordinary branches, book-keeping, and vocal and instrumental music. Four educational journals and magazines are taken.— (Return, State report.)

The *Lincoln Normal University*, Marion, also has a 4 years' course, the completion of which entitles the graduate to teach in the common schools of the State or city without further examination. There were 222 students in 1880–'81, an increase of 25 per cent. over the preceding year. The standard for graduation has been raised from 80 to 85; pupils have been more regular in attendance and have remained longer in school than formerly. A library was commenced by the students during the year, and 100 or more books were purchased. Eight graduates have become teachers. The aim of the school, to prepare intelligent, upright, and moral teachers of the colored race, is being attained.— (Return, State report.)

The *Tuskegee Normal School*, for colored students, reports 112 students engaged in normal studies in a 4 years' course, under 4 non-resident instructors. Tuition is free. The institution was granted an appropriation of $2,000 by the State and received $5,000 from private sources. Drawing and vocal music are taught, and there is a library of 500 volumes. The school was organized in 1881.

### OTHER NORMAL SCHOOLS AND DEPARTMENTS.

These were the *Rust Normal Institute*, Huntsville, which reported 2 teachers and 111 pupils in 1881, and a steady growth in popularity; the *Emerson Institute*, Mobile, reporting 36 students in the 4 years' normal course, vocal and instrumental music taught; the *Alabama Baptist Normal and Theological School*, Selma, 63 normal pupils, a 3 years' course of study, vocal and instrumental music included in the course; and the *normal department of Talladega College*, which had 48 normal pupils in the 4 years' course, one of the 2 graduates having already become a teacher.— (Catalogues and returns, report of Freedmen's Aid Society, Methodist Advocate.)

### TEACHERS' INSTITUTES.

By laws of 1879 boards of education were required to organize and maintain teachers' institutes in their respective counties. Separate institutes for white and colored persons are to be held, provided not less than ten licensed teachers of the race are found in the county. Every licensed teacher must be a member of such institute and must attend at least one of the annual meetings. There were 89 institutes reported in the various counties during 1881. The attendance is not mentioned.— (Laws and State report.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The latest laws make no provision for schools of this grade and no mention is made in the State report of 1881 of any schools or studies above the grammar grade.

### OTHER SECONDARY SCHOOLS.

For information concerning business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, IX, and X of the appendix, and the summaries thereof in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Alabama*, Tuscaloosa, has within the last two years revised and extended its curriculum and elevated the standard of graduation. In the academic department there are three courses of instruction: scientific, classical, and eclectic. Candidates for degrees must take either the full scientific or the classical course, each of which requires 4 years' study, but students are received in any of the nine schools and are entitled to diplomas on graduating from any school they may enter. There were 143 students reported in 1881, outside of those in professional schools. The degrees in course conferred were M. A., 16, and B. A., 10.—(State report, catalogue, and return.)

The *Southern University*, Greensboro', and *Howard College*, Marion, are also arranged in schools, the former having 7, the latter, 11. The first mentioned gives preparatory instruction prior to the four years' classical and three years' scientific school. There is also a master's course of one year. The legal and medical departments were not in operation during the year. Howard College has a regular classical course, gives the degree of B. S., teaches book-keeping, and reports schools of engineering and of military art and science. *Spring Hill College*, Mobile, last heard from in 1878–'79, commenced with the grammar grade and advanced through the classics. A new college, the *William and Emma Austin College*, Stevenson, is arranged for the education of both sexes. The studies begin with the primary grades, and Kindergarten training is also mentioned. The five schools for the college proper include English history, natural sciences, mathematics, ancient languages, and philosophy. Whether the collegiate department is yet in operation is not known.—(Catalogues and returns.)

For full statistics of colleges reporting, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For information regarding the colleges for this sex alone, reference is made to Table VIII of the appendix. A summary of this table will also be found in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The Alabama Agricultural and Mechanical College, Auburn, has 5 regular degree courses, viz: scientific agriculture, leading to B. S. A.; civil engineering, B. C. E.; mining engineering, B. M. E.; literature, A. B.; science, B. S. Each of these courses occupies 4 years, but for the first two years the studies are identical. More than 1,000 young men have already been instructed here. Eleven instructors were reported in 1881 and 136 students. In the preparatory department 47 students, under the charge of 1 teacher, were reported.—(State report, catalogue, and return.)

### PROFESSIONAL.

*Theological* instruction is furnished by the Alabama Baptist Normal and Theological Institute, Selma, which has a 3 years' course and reported 30 students in 1881; by the Talladega Theological Seminary, Congregational, reporting 11 students in the 3 years' course; and by the Institute for Training Colored Ministers, a Presbyterian school at Tuscaloosa, which reported 17 students in 1881 in a 5 years' course and 3 graduates. All these schools require an examination for admission.—(Returns.)

*Legal* training is given in the law department of the University of Alabama, at Tuscaloosa. The course may be completed in nine months. The instruction takes in international and constitutional law, common and statute law, and equity jurisprudence. There were 20 students reported in 1881 and 13 graduates.—(Catalogue and returns.)

The law department of the Southern University was suspended in 1881.

The *Medical College of Alabama*, Mobile, requires an examination for admission, while for graduation the students must have attended 2 courses of lectures of 20 weeks each and have pursued the usual 3 years' course of study. Chemical laboratory work is not obligatory, but a knowledge of medical botany is essential to a diploma. There were 60 students in 1881.—(Catalogue and return.)

The medical department of Southern University was suspended in 1881.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Alabama Institution for the Deaf and Dumb and the Blind, Talladega, has a complete corps of instructors in both departments and offers accommodations for one hundred persons, although only 50 pupils were in attendance during the year 1881. The ordinary branches of a practical English education are taught here, also shoemaking, cane seating, mattress making, printing, plumbing, and gas fitting. Articulation does not enter into the course. Agriculture is one of the pursuits in which training is given. (State report, and return.)

## EDUCATIONAL CONVENTION.

### ALABAMA STATE TEACHERS' ASSOCIATION.

No mention is made of any meeting in 1881, but there is a prospect of the calling together of teachers in such a body in 1882. The result of these efforts will be reported in the Report of the Commissioner of Education for that year.

## CHIEF STATE SCHOOL OFFICER.

Hon. H. Clay Armstrong, *State superintendent of education, Montgomery.*

[Term, November 28, 1880, to November 28, 1882.]

## ARKANSAS.

### STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (6–21) | 247,547 | 272,841 | 25,294 | |
| Enrolled in public schools | 70,972 | 98,744 | 27,772 | |
| SCHOOLS AND SCHOOL-HOUSES. | | | | |
| Public schools reported | 3,100 | | | |
| School-houses reported | 785 | 1,172 | 387 | |
| Valuation of school property reported. | $198,608 | $283,125 | $84,517 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 1,432 | 1,688 | 256 | |
| Women teaching in public schools | 395 | 481 | 86 | |
| Whole number employed | 1,827 | 2,169 | 342 | |
| Average monthly pay of first grade male teachers. | | $47 42 | | |
| Average monthly pay of first grade female teachers. | | 40 90 | | |
| Average monthly pay of second grade male teachers. | | 38 58 | | |
| Average monthly pay of second grade female teachers. | | 34 76 | | |
| Average monthly pay of third grade male teachers. | | 31 64 | | |
| Average monthly pay of third grade female teachers. | | 29 15 | | |
| INCOME AND EXPENDITURE.[a] | | | | |
| Receipts for public schools | $256,190 | $710,462 | $454,272 | |
| Expenditures for public schools | 238,056 | 388,412 | 150,356 | |

[a] Incompletely reported in 1879–'80.

(From report and return of Hon. James L. Denton, State superintendent of public instruction, for 1879–'80, and from special return by the same for 1880–'81.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

A State superintendent is elected biennially by the people, and there is a board of commissioners of the common school fund, composed of the governor, secretary of state, and superintendent of schools, the last acting as secretary of the board. Local officers are county examiners, appointed by the county courts, and district directors, elected by the people, the latter for terms of three years, one going out each year.

Public schools are sustained from the income of the State school fund and a per capita tax of $1 on males over 21, together with such appropriation as the legislature may set apart. The optional district taxes allowed are limited by law to one-half of 1 per cent. on the assessed valuation. The minimum school term is three months; district directors determine how much longer it may be made, and, in case the revenues of a district in any year are not sufficient for a three months' school, voters of the district may determine that no school shall be taught during such year. Public funds are appor-

tioned to districts on the basis of residents 6–21 therein. District directors must make annual report of school statistics to examiners, and the latter to the State superintendent. A failure on the part of directors involves loss to the district of public school money due, and directors are personally liable for such loss. White and colored youth must be taught in separate schools. The use of sectarian books in the public schools is forbidden by law. Provision is made for teachers' institutes, to be held by examiners in each county and by the State superintendent in each judicial district, schools to be closed during the sessions and teachers to attend the institutes, receiving pay as usual. Teachers must also attend the quarterly examinations held by the county examiner and must hold a license from him to teach in order to receive pay from public funds.—(School laws, 1875.)

### GENERAL CONDITION.

The reports of this State being biennial, very little information has been received in regard to the public schools later than that given by the State report for 1879 and 1880. The above statistical summary, from figures kindly furnished the Office by the State superintendent shows, however, that the very large increase of school youth (25,294) was more than met by a great addition (27,772) to the public school enrolment; that, to provide for this addition, there were 342 more teachers employed and 387 more schoolhouses used; that the value of school property was thus increased by $84,517 and the public school expenditures by $150,356; and that, though the average monthly pay of teachers generally is not given, it was both more liberal than in many former years and was fairly proportioned to the qualifications of the teachers as indicated by the certificates they held.

## CITY SCHOOL SYSTEM.

### LITTLE ROCK.

*Officers.*—A board of school directors of 6 members, elected for 3 years, 2 going out each year, and a superintendent appointed by the board.

*Statistics.*—Population of the city, 13,138; white youth of school age, 3,216; colored youth, 2,072; enrolment in public schools, 1,768 white and 870 colored pupils; total enrolment, 2,638, an increase of 135 for the year; average daily attendance, 1,680; per cent. of enrolment on school population, whites 55, colored 42; number of teachers, 34; the schools were taught 173 days; expenditure for public school purposes, $31,872.

*Additional particulars.*—The superintendent reports satisfactory progress, although the lower grades were too crowded to give the best results; he enlarges on the special importance of improving these, since a majority of pupils do not go beyond the fifth year. The grades are primary, grammar, and high, each covering 4 years, but the superintendent advises that another year be added below the high schools. Of these there are 2, one for each race, that for whites having an average enrolment of 68, with 60 in average attendance; that for colored an average enrolment of 42, with 37 in average attendance.—(City report and return.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS AND DEPARTMENTS.

A normal department in the Arkansas Industrial University, Fayetteville, offers facilities for the training of white youth, and a branch normal at Pine Bluff the same for colored. In each school there are 237 State scholarships, entitling the holders to free tuition for the entire course of 4 years. The department at Fayetteville had 82 pupils during 1880–'81, and the branch normal at Pine Bluff, 123, who, besides other instruction, were trained in methods of teaching, school organization, grading and government, and duties of teachers under the school law. The branch normal reports very satisfactory progress during the year in all grades, and the attendance better than ever before, making necessary a new building, which was in process of erection.

Normal instruction is also given to colored youth in Southland College and Normal Institute, near Helena, a school under the direction of Friends. It was organized as a normal institute in 1869, and has since sent out as teachers 12 graduates from the collegiate and 4 from the normal department, besides 160 other students. A normal course is reported by Judson University, Judsonia.

### TEACHERS' INSTITUTES.

In the absence of any State school report for the year no statistics can be given regarding either the county teachers' institutes, required by law to be held in each county by the examiner, or the district institutes, required to be held in each judicial district by the State superintendent. It appears, however, that at least 1 county and 4 district institutes were held during 1881, and others were advertised in the Arkansas Journal. At the district institutes reported, the addresses were generally confined to practical

educational topics, and it is said they did much to inspire and energize teachers, to arouse interest in free schools, and to remove popular prejudice against them.—(Arkansas School Journal.)

### SCHOOL JOURNAL.

The Arkansas School Journal, a monthly published at Little Rock since November, 1880, gives teachers hearty support and encouragement, as well as educational information, and makes such criticisms on school work as may appear to be called for.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The number of public high schools cannot be given; only 4 are known to be in operation: 2 at Little Rock, 1 at Bentonville, and 1 in Searcy; and only from the first 2 have reports been received for 1880–'81. Of these the Sherman High School for white pupils had an average of 68 enrolled, and the Union High School for colored an average of 42. The reports from both were satisfactory, as far as particulars were given. In that for colored pupils the attendance was better than for the year before and the discipline was good.

### OTHER SECONDARY SCHOOLS.

For the names and statistics of business colleges, private academic schools, and preparatory departments of colleges or universities, see Tables IV, VI, and IX of the appendix, and for a summary of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### UNIVERSITIES AND COLLEGES FOR BOTH SEXES.

The Arkansas Industrial University, Fayetteville, with property valued at about $300,000 and 441 pupils in all departments, is making substantial progress. A decided advance in the requirements for admission appears from a comparison of the catalogue for 1880 with the preceding one, and that for 1881 shows that the standard of work for graduation has been raised. Further efforts have also been made to bring the institution within the reach of students with small means: 60 free scholarships have been offered to indigent students throughout the State, additional to the 350 beneficiaries and 237 holders of normal scholarships whose appointments are made by county judges, and the old university building has been fitted up as a steward's hall for the purpose of furnishing board at reduced rates. Besides preparatory, musical, and medical departments, there are 9 undergraduate courses, including classical, Latin letters, English letters, modern languages, a normal department, and a general scientific and three technical scientific courses.—(Catalogue, 1880–'81.)

Besides the State University, 3 institutions of collegiate rank in this State have reported for 1880–'81 or for the previous year, viz: Cane Hill College, Boonsboro'; Judson University, Judsonia; and St. John's College, Little Rock. There is no information from Arkansas College, Batesville, later than for 1878. In the 3 colleges reporting, both sexes are admitted on equal terms. All have preparatory and 2 of them even primary departments, and all have the equivalent of classical courses, although in Judson University and St. John's College the curriculum is arranged in independent schools. Two have general scientific courses, 1 adding engineering. Cane Hill College presents a 3 years' collegiate course for such young women as prefer it to the regular one. All offer instruction in music, 1 in art, and 2 in commercial branches.

It is reported that the Methodist Episcopal Church proposes to establish a university at Little Rock, that ground has been purchased for a site on which a building is to be erected during 1882, and that the college of letters and of sciences will be opened in October. The other colleges contemplated are of commerce, law, music, and art, and a normal college.—(Arkansas School Journal.)

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

A course in general sciences exists in the Industrial University, St. John's College, and Judson University. Cane Hill College offers a 3 years' course in civil engineering. The Industrial University has 4 years' courses in civil and mining engineering and in agriculture; the engineering students have a special preliminary training in English, French, German, mathematics, and drawing, extending over 2 preparatory years and the first college year, the scientific work proper beginning with the second collegiate year. Surveyors' and engineers' field instruments of the best construction are furnished for the instruction of students, who are required to use them in actual work. Military drill and tactics form a part of the course for all able-bodied male students of the univer-

sity. Students laboring on the farm are remunerated as far as the finances will permit, from 8 to 10 cents an hour being paid.—(Catalogue, 1880–'81.)

### PROFESSIONAL.

The only professional school reporting is the medical department of the Arkansas Industrial University, Little Rock. Organized in 1879–'80, it had an attendance of 32 during its second year, and graduated 10. The required course of study is the old one, comprising 3 years under a regular practitioner and including 2 courses of lectures of 5 months each. There is also a voluntary graded course of 3 years.—(University catalogue, 1881–'82.)

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

Instruction is given to the deaf at the Arkansas Deaf-Mute Institute, Little Rock, which receives pupils between 9 and 30, giving board and tuition at public expense. Pupils are instructed in the common English branches, also in coopering, shoemaking, out door and house work, and sewing. Articulation and lip reading is used in the instruction of those who have retained some power of speech, but the main reliance is on the sign language. There were 74 students in 1881 under 5 instructors.

### EDUCATION OF THE BLIND.

The Arkansas School for the Blind, Little Rock, a free school maintained by the State for the education of the blind, is open by law to all of this class of suitable character and capacity between 6 and 26 years of age, but the actual number is limited by lack of funds. Pupils receive not only tuition, but board, washing, medical attention, and the use of books, without charge. All branches of a good English education are taught, also music, calisthenics, and piano tuning, besides such employments as broom and mattress making, upholstery, chair seating, sewing by hand and machine, and fancy work. There were 36 pupils in the school during the year 1880–'81, a slight gain over former years.—(Return, 1880–'81, and printed report, 1880.)

## EDUCATIONAL CONVENTION.

### STATE ASSOCIATION.

The State Teachers' Association held its annual meeting at Russellville, July 5–8, 1881. There was a fair attendance, 50 teachers being enrolled as members, besides a large number of citizens of Russellville present. The teachers were generously entertained by the citizens, who also rendered important aid by furnishing excellent music at the evening meetings. The programme was in the main carried out, although several teachers who were on it failed to appear. The annual address of the president, F. W. Hays, was practical in character, and the papers and discussions were in the main interesting and fruitful. During the evening sessions addresses were delivered by prominent educators, including Mr. J. M. Fish, superintendent of the Little Rock schools; Major J. B. Merwin, of the American Journal of Education, St. Louis, Mo.; and the State superintendent, Hon. J. L. Denton, who spoke on public education in Arkansas. Among the resolutions passed was one indorsing the importance and effectiveness of the superintendent's work and pledging him the coöperation of members of the association in his efforts to popularize free education.—(Arkansas School Journal, July, 1881.)

## CHIEF STATE SCHOOL OFFICER.

Hon. JAMES L. DENTON, *State superintendent of public instruction, Little Rock.*

[Second term, November 2, 1880, to November 2, 1882.]

**Information has come that this energetic and active superintendent had died before the expiration of his term.**

## CALIFORNIA.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age[a] | 215,978 | 211,237 | | 4,741 |
| Number of these in public schools | 148,885 | | | |
| Total public school enrolment | 158,765 | 163,855 | 5,090 | |
| Average daily attendance | 100,966 | 105,541 | 4,575 | |
| Enrolled in private schools | 14,953 | | | |
| Not attending any school | 52,140 | | | |
| DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | 2,063 | | | |
| With good accommodations | 1,719 | | | |
| With sufficient grounds | 1,900 | | | |
| With well ventilated schools | 1,899 | | | |
| With well furnished schools | 1,000 | | | |
| Well supplied with apparatus | 646 | | | |
| Number of first grade schools | 958 | | | |
| Number of second grade schools | 1,241 | | | |
| Number of third grade schools | 604 | | | |
| Whole number of schools | 2,803 | | | |
| New school-houses built | 73 | | | |
| Average time of schools in days | 146.6 | 115 | | 31.6 |
| Valuation of school property | $6,914,306 | $6,998,825 | $84,519 | |
| TEACHERS AND THEIR PAY. | | | | |
| Male teachers in public schools | 1,208 | 1,198 | | 10 |
| Female teachers in public schools | 2,387 | 2,539 | 152 | |
| Whole number of teachers | 3,595 | 3,737 | 142 | |
| Number holding life diplomas | 635 | | | |
| Holding educational diplomas | 446 | | | |
| Number with first grade State certificates. | 622 | | | |
| Number with second grade | 329 | | | |
| Number with third grade | 44 | | | |
| Teachers who are graduates of normal schools. | 463 | | | |
| Average monthly pay of men | $80 26 | $79 50 | | $0 76 |
| Average monthly pay of women | 64 73 | 64 74 | $0 01 | |
| INCOME AND EXPENDITURE. | | | | |
| Whole income for public schools | $3,573,108 | $3,680,161 | $107,053 | |
| Whole expenditure for them | 2,864,571 | 3,047,605 | 183,034 | |
| STATE SCHOOL FUND. | | | | |
| Amount of available fund | $2,006,800 | $1,990,400 | | $16,400 |

[a] Under the law of 1880 the public schools are free to youth between 6 and 21, but the basis of apportionment is the number between 5 and 17.

(From the report of Hon. Fred. M. Campbell, State superintendent of public instruction, for the year 1879–'80 and return for 1880–'81.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

These consist of a State superintendent of public instruction; a State board of education, of which the superintendent is secretary, and which acts as a State board of examination; county superintendents of schools, with county boards of education acting as boards of examination; city superintendents; city boards of education and of examination; and school district trustees, 3 for every rural district, serving each for 3 years, with annual change of 1. Up to 1880, State and county boards of examination existed; now the boards of education act as such. Formerly a city was obliged to have a board of examination; now it is optional. Women, by act of March 12, 1874, are eligible to all school offices except those from which they are debarred by the constitution.

### OTHER FEATURES OF THE SYSTEM.

The public schools are to be sustained by a State poll tax of $2 on each voter, a county tax not to exceed 50 cents on $100 of taxable property, and a district tax not to exceed 70 cents for building school-houses or 30 cents for other school purposes. The State school funds, except the 10 per cent. reserved for district school libraries, must be applied exclusively to the payment of teachers of the primary and grammar grades, the higher schools allowed by law being sustained by their respective communities, under the direction of the local boards.

To receive its apportionment of the public moneys a district must have maintained a school during the preceding school year for at least 6 months and the teacher must hold a legal certificate of qualification. The schools must be non-sectarian. Text books are chosen by the local boards. Books having been adopted, no change can be made under 4 years, and any city or district using others forfeits 25 per cent. of the State school moneys to which it may be entitled until it complies. The course of instruction includes vocal music, elements of book-keeping, industrial drawing, manners, morals, and physical exercise. Teachers must be duly licensed by the local boards and have attained 18 years of age. The number of children entitled to free instruction is to be determined by an annual census. All between 6 and 21 are admitted to the schools free, while the basis of apportionment is 5 to 17. All having charge of children between 8 and 14 are required to send them to a public school at least two-thirds of the time during which schools are taught. The discrimination against Indians and Chinese as pupils in the public schools formerly made has been dropped in the later editions of the law, though they are still excluded from the benefits of the public funds, except where the Indian children are under the guardianship of white persons. Female teachers in the public schools over 21 years of age holding the same grade certificates and doing like services as men are to receive the same pay. Women over the age of 21 are eligible to educational offices. The public school system includes primary, grammar, high, evening, technical, and normal schools, and teachers' institutes; the State school tax, however, is applied exclusively to the support of primary and grammar grades. The school month is 20 days.

A State university, non-political, non-sectarian, and open for both sexes, completes the system. At least one college of agriculture and mechanic arts is to be sustained by the revenue from the agricultural college grant, in connection with the university.—(School laws, 1881.)

### GENERAL CONDITION.

In the absence of the annual report for 1880–'81 only a meagre comparison with 1879–'80 can be made. The few items at hand indicate general progress. Notwithstanding a falling off of 4,741 in youth of school age, there was a gain of 5,090 in enrolment and of 4,575 in average daily attendance. The average time of school, however, was shortened nearly 32 days. There was a total gain of 142 teachers, 152 more of the teachers being females. The average monthly pay of men, although slightly decreased during the year, remained $14.76 higher than that of women. The only other items show an increase of $107,053 in receipts for public schools and of $183,034 in expenditures, but a falling off of $16,400 in the available fund.

### KINDERGÄRTEN.

Private information from one in a position to be well informed indicates the existence of at least 15 of these excellent means of primary instruction, one of them at Oakland, most of the others at San Francisco.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

In each city in the State having a board of education there may be a board of examination or the board of education may act as such. In each city of over 30,000 inhabitants the superintendent is allowed a deputy.

STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Los Angeles | 11,183 | 3,617 | 2,098 | 1,285 | 35 | $37,403 |
| Oakland | 24,555 | 8,242 | 7,262 | 5,238 | 137 | 160,454 |
| Sacramento | 21,420 | | | | | |
| San Francisco | 233,959 | 55,115 | *a*40,187 | 29,092 | 719 | 827,324 |
| San José | 12,567 | | | | | |
| Stockton | 10,282 | 2,204 | 2,136 | 1,326 | 34 | 45,494 |

*a* Including some duplicate enrolments.

ADDITIONAL PARTICULARS.

*Los Angeles* reports school buildings, grounds, apparatus, &c., worth $64,500. The high school building is a handsome structure; the school has scientific, literary, and classical courses, occupying 4 years each, in which students are prepared to enter the corresponding courses in the State University; it enrolled 100 pupils. There were 6 primary and 3 grammar schools; the two grades had a course of 8 years. The pupils were taught to collect minerals, insects, shells, and other curiosities, and arrange them in little cabinets, thus cultivating their faculty of observation and awakening and sustaining a high degree of enthusiasm. One special teacher in drawing was employed. There are 14 school buildings, valued, with sites, furniture, and apparatus, at $64,500. In private and parochial schools, there were 518 enrolled; attending no school, 1,001.—(Return and city report.)

*Oakland* had 17 school buildings, containing 127 rooms for study and recitation, with 6,462 sittings; school property was valued at $364,825. The primary schools were taught in 72 rooms; the grammar and evening, in 47; the high, in 8. Of the 137 teachers, 74 were in the primary department, 49 in the grammar, 9 in the high, 2 in the evening school, and 3 were teachers of music and drawing. The attendance was uniform and reached nearly 96 per cent. of average daily attendance on average belonging. The high school has 3 optional courses of study, the scientific, literary, and classical, each covering 3 years. The school numbered 352 pupils, reached 98.3 per cent. of average daily attendance on average belonging, and graduated 55. Music and drawing were taught in all the grades. The evening school enrolled 154 pupils averaging 18 years of age; all but 9 were workmen in factories. Discipline was improved and truancy much reduced. Schools were taught 205 days. There was an enrolment of 1,000 in private schools.—(Return and city report.)

*San Francisco* reported 70 school buildings, with 634 rooms, of which 361 were used by the primary, 236 by the grammar, and 37 by the high schools. Of the 719 teachers, 372 were in the primary department, 244 in the grammar, 32 in the high school, 4 were special teachers of French, 8 of German, 4 of music, 2 of drawing, 1 of book-keeping, 23 were regular substitutes, and 29 were in the evening schools. In all the schools, 573 pupils studied French and 1,990 German. The 3 evening schools enrolled 3,511, with an average attendance of 880. Substitute teachers were employed for all the grades, including the evening schools. They take charge of classes when teachers are absent, fill vacancies, and instruct new classes until regular teachers are appointed. They are paid according to grade, from $6 to $2 a day while in school and $1.50 when not needed. Four frame buildings were erected during the year. The total valuation of school property was $3,137,000. The schools were taught 205 days. Private and parochial schools enrolled 5,731.—(Return and city report.)

*Stockton* reports few figures in addition to those given in the table, but it is learned from a return made by the city superintendent that there was no change in the number of school buildings or rooms, that the schools were taught 210 days, that special teachers of music and penmanship were employed at good salaries, and that there was an average of 41 pupils to a teacher.

## TRAINING OF TEACHERS.

### CALIFORNIA STATE NORMAL SCHOOL, SAN JOSÉ.

This school was organized at San Francisco in 1862, but was removed to San José in 1870, where a stately building was completed for it in 1872 and used till 1880, when it was lost by fire. For 1880–'81 it received from the State $33,300, which was $77.50 per capita of the number of students for the year. The school employed 16 resident instructors, enrolled 432 normal students (of whom 372 were females), and had 57 other students in preparatory studies, making a total attendance in the year of 489. A class

of 34 received diplomas of graduation, from 95 to 98 per cent. of whom were teaching. Graduates holding diplomas of this school may, with others having State diplomas, receive county certificates without examination, at the discretion of the county boards. The full course covers 3 years, the scholastic year being 40 weeks. The school has a library of 1,450 volumes, 150 of which are pedagogical, a chemical laboratory, apparatus, and a museum of natural history. Vocal music and drawing are taught, and there is a model school.— (Return and school laws.)

In March, 1880, the legislature appropriated $50,000 for a branch normal school at Los Angeles, of the opening of which no notice was received up to the close of 1881.

#### NORMAL SCHOOL FOR KINDERGARTEN TRAINING.

The California Kindergarten Training School for Normal Instruction, San Francisco, Miss Kate D. Smith Wiggins principal, for 1880–'81 reported 14 female normal students and 4 graduates, all the latter teaching. A tuition fee of $100 is charged for the course, which occupies 45 weeks. In addition to a model school, instruction was given in vocal music and drawing. Miss Emma Marwedel, at Oakland, the originator of the Kindergarten movement on the Pacific Coast, also trained normal pupils in Kindergarten methods.— (Returns.)

#### OTHER NORMAL TRAINING.

The normal class in connection with the girls' high school in San Francisco enrolled 155 in 1880–'81 and graduated 76. Graduates of this school receive diplomas and certificates valid in the city, which are graded like those of the State Normal School. The Pacific Methodist College, at Santa Rosa, and the Hesperian College, at Woodland, had normal departments of special training for the profession of teaching.— (Catalogues.)

#### TEACHERS' INSTITUTES.

Teachers' institutes seem to have been held in nearly all the counties, but in the absence of official reports no statistics can be given.

At a recent convention of county superintendents at San Francisco the subject of holding teachers' institutes was fully discussed. As generally conducted in the State, it was admitted that they had not been of great service to that large class of teachers they were mainly designed to benefit. There seemed to have been no well defined idea among a large proportion of superintendents and teachers as to the function of the institute in supplying the place of normal schools to such teachers as have not been able to attend them. It was hoped that some change in the law on this point would be made.

#### EDUCATIONAL JOURNAL.

The Pacific School and Home Journal, San Francisco, continued in 1881, as a monthly journal, to give efficient aid to the educational interests of the Pacific Coast, not only by publishing educational intelligence, but also by discussing many questions connected with the improvement of the school systems.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The high school at Los Angeles had 3 optional courses of 4 years each, literary, scientific, and classical, with an attendance of 100. Oakland High School sustained its high rank, and is reported to have matriculated more students into the State University than any other on that coast. It enrolled 352 and graduated 55. The girls' high school in San Francisco had 850 pupils; 602 were examined and 560 promoted. Many of the students of this school prepare for teaching. The boys' school of this grade had a 3 years' course in English and one of 4 years in classical studies. There was an enrolment of 325. Of the 179 examined 170 were promoted.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges or universities, see Tables IV, VI, VII, and IX of the appendix following, and the summaries thereof in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of California*, Berkeley, crowning the educational system of the State, aims to complete the work begun in the public schools. To establish closer relations with these than formerly existed, it proposed in 1881 to adopt the Michigan plan of admitting graduates of the public high schools without examination, on condition that a

committee of the faculty, invited to visit such high schools, shall approve their courses of instruction. The university (outside of its professional schools) is organized in two departments of science and letters, comprising 8 colleges, with courses leading to degrees, and also certain irregular courses not leading to degrees. The college of letters maintains 2 courses, one classical, leading to the degree of A. B.; another literary, leading to the degree of PH. B.; each requires a full course of 4 years' study. The literary is similar to the classical course, except that modern languages take the place of Greek. In 1881 the requirements for admission to the literary course were extended and further requirements were announced for 1882, 1883, and 1884. An elementary acquaintance with literature, with evidence of intelligent reading and study of good authors, will be accepted as an equivalent for advanced knowledge of technical grammar. In both the scientific and the literary colleges German, French, and Anglo-Saxon enter into the courses of the freshmen and sophomore classes, while in the junior classes they are elective. Provision is also made for the optional study of Spanish, Hebrew, Chaldaic, and Syriac. The university library contained 16,000 volumes in 1881, valuable especially for reference, and was being constantly augmented from the Reese fund of $50,000. It was soon to be removed to the new Bacon Library and Art Building, which was meant to accommodate 90,000 volumes.

Besides the university there were 12 schools claiming collegiate rank in 1880–'81, of which number 2 were termed universities (somewhat prospectively). Of those termed colleges, 1 Protestant Episcopal, 3 Roman Catholic, 2 Christian, and 1 non-sectarian appear from their own reports to be rather preparatory schools than real colleges. The remaining 5, viz, University of Southern California, Los Angeles; St. Ignatius College, San Francisco; Santa Clara College, Santa Clara; University of the Pacific, at the same place, and Pacific Methodist College, Santa Rosa, all presented collegiate courses of fair standard and of 4 years' duration in their classical departments, with 3 or 4 years in the scientific. All the 12 offered instruction in music, vocal and instrumental, and 5 in drawing, to which 3 added painting. Most had business courses also, and 2—the University of Southern California, Los Angeles, and Washington College, Washington—offered normal training. In all French and German were at least optional studies and in 8 Spanish was such; in the State university and one other college Hebrew and its cognate languages were optional.—(Catalogues and returns.)

For other information, including statistics, see Table IX of the appendix, and a summary of it in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The 6 colleges above referred to as giving instruction to young women as well as to young men are the State University, Berkeley; Pierce Christian College, College City; University of the Pacific, Santa Clara; Pacific Methodist College, Santa Rosa; Washington College, Washington; and Hesperian College, Woodland.

For institutions especially for young women, see Table VIII of the appendix, and a summary of its statistics in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

Through its colleges of agriculture, mechanics, mining, engineering, and chemistry, the University of California initiates the student in the principles of modern science, giving in the first two years about the same instruction in all and in the third and fourth years special attention to the studies in the college elected by the student. Students in special and partial courses in agriculture and chemistry are received on examination, and may attend such lectures and exercises as belong to their particular studies. In the college of mechanics industrial drawing is taught with special reference to the construction of machinery. All the scientific courses lead to the degree of PH. B. In the college of mining a graduate course of two years leads to the degree of M. E. and a similar course in the college of engineering to a degree of C. E.

Scientific courses were reported in all the colleges of the State and an additional Latin-scientific course of 3 years in the University of the Pacific. There was also an additional philosophical course of 4 years in the University of Southern California. There was reported a school of engineering in San Francisco, but with no details for 1880–'81.—(Catalogues and returns.)

### PROFESSIONAL.

To give instruction in *theology*, the Pacific Theological Seminary, Oakland (Congregational), has a three years' course and requires a collegiate course, or its equivalent, for admission. Of its 6 students during the year, 2 graduated. From a donation of $2,000 two scholarships of $1,000 each were established. San Francisco Theological Semi-

nary (Presbyterian) received in 1880 an endowment fund of $50,000 from R. L. Stewart, of New York. Pierce Christian College, College City (Christian), gives, in its Bible department, elementary instruction which may aid in preparation for the ministry. In the University of the Pacific, Santa Clara (Methodist Episcopal), in connection with the collegiate course, studies leading to the ministry are pursued. In 1879–'80 steps were reported to have been taken toward the formation of a theological class, but no notice of such action appears in the catalogue of 1881.— (Catalogues and return.)

For further information, see Table XI of the appendix.

*Legal* instruction is given in the Hasting College of Law, connected with the State University, Berkeley. The course requires 3 years. Applicants for admission to the junior class must have sufficient knowledge to enable them to profit by the course of study; and a satisfactory examination in the preceding studies is the condition of entering either of the other classes.— (University register, 1879–'80.)

To provide *medical* instruction the Medical College of the Pacific and the medical department of the University of California, "regular," San Francisco, have had, since 1879, graded courses of 3 years, with lecture terms of 5 months each year. In the former, besides the required 20 weeks of attendance, there are 15 more optional. This school in 1880–'81 graduated 9; the other, 172.— (University Register, 1879–'80, and returns.)

The California Medical College, Oakland (eclectic), organized in 1879, offers a graded course of instruction of 3 terms, and requires a fair English education and attendance on 3 regular lecture courses of 6 months each (or 2 such and one of 13 weeks), with a course of dissection, a thesis, and the passage of a satisfactory examination. Of its 30 students in 1880–'81, 11 graduated. It admits both sexes on equal terms.— (Catalogue and return.)

According to an official circular, the opening exercises of a woman's medical college were held in San Francisco November, 1881, and its first session was to begin November 16 and continue 20 weeks. No other official information respecting it has reached this Bureau.

The *Cogswell Dental College* of the University of California, arranged for in 1879, in San Francisco, is to be opened to both sexes, when in full operation, and is to have 7 professorships. The exercises had not begun in 1880–'81.— (University register.)

The *California College of Pharmacy*, San Francisco, although affiliated with the University of California, retains its own organization. It requires the usual 4 years' experience in an apothecary store, attendance on 2 lecture courses of 5 months each, a thesis, and the passage of an examination, written, oral, and practical. The 2 years' graded course projected for 1881 does not appear to have been established up to the summer of that year. The college reported 4 resident professors and lecturers, with 47 students in its last class.— (University register, 1880, and return.)

For statistics of scientific and professional instruction, see Tables X, XI, XII, and XIII of the appendix; for summaries of them, like tables in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

At the California Institution for the Deaf and Dumb and the Blind, Berkeley, instruction is given in the common and high school branches and in gardening and farming. Articulation was taught. Founded in 1860, the institution has received 239 pupils, most of them remaining about 5 years. In 1881 there were 116 deaf and dumb pupils, under 12 instructors.

In the department for the blind there were 30 pupils, who were instructed in vocal and instrumental music, bead and crochet work, as well as the common and high school studies. The whole institution was entirely supported by the State, at a cost of $40,000.— (State report, 1880, and return for 1881.)

For further information, see Tables XVIII and XIX of the appendix.

### EDUCATION OF THE CHINESE.

The Chinese are taught in evening and Sunday schools, in connection with the Christian missions. The Baptists had an evening school at Oakland; the Methodists, schools at San Francisco, San José, Oakland, and Sacramento; the Congregationalists, at San Francisco, Oakland, Stockton, Petaluma, Santa Barbara, and Marysville; the Reform Church, one at Oakland; the United Presbyterian, at Los Angeles; and the Presbyterian, in San Francisco, San José, and Santa Rosa. As nearly the same elementary instruction is given in the evening and Sunday schools, statistics of both are given: enrolled in evening schools, 2,700; in Sunday schools, 3,300; average attendance at evening schools, 825; at Sunday schools, 1,100.— (Reports, and letter from Sarah B. Cooper April 3, 1881.)

EDUCATION OF ORPHANED AND ABANDONED CHILDREN.

There were 16 of these institutions in 1880 receiving aid from the State, containing 521 orphans, 1,639 half-orphans, and 83 abandoned children, the State having paid during that year $146,737. Among the duties of the State superintendent, he is required by the school law "to visit the several orphan asylums to which State appropriations are made and examine into the course of instruction therein." He reported that, "so far as it has yet been possible to discharge this duty, the results have been most satisfactory. The course of study has been found to embrace the branches usually taught in public and private schools. To these are added religious instruction and training in other practical directions, as, on the part of girls, in plain and ornamental needlework, &c. In all cases the children have been found to be well housed and fed, and, in short, well cared for, physically, mentally, and morally."—(State report, 1880.)

INDUSTRIAL TRAINING.

The City and County Industrial School of San Francisco, under the care of the city authorities, organized in 1856, admits youth under 18 years of age, who, through neglect, are in danger of becoming criminals, and trains them in the elements of a common school education, in music, and in such industries as shoemaking, tailoring, laundry work, gardening, and farming; the girls are taught various kinds of machine needlework and domestic duties. There were 177 children received during the year ending in June, 1881. The educational department was well organized, and a high standard of scholarship and deportment was maintained. Many former inmates have become good citizens and are getting a living by the trades learned in this school.—(Report.)

TRAINING IN ART.

The San Francisco School of Design was organized in 1873, under the auspices of the San Francisco Art Association. Instruction is given in painting and drawing. No pupils under 14 years of age are admitted; those entering pay tuition fees, and any deficiency is made up by the association. For statistics, see Table XXIII of the appendix.

## EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association held its fifteenth annual meeting at San Francisco December 27, 1881, Ex-Superintendent James Denman presiding. After an address of welcome by J. S. C. Stubbs, president of the board of education of San Francisco, President Denman read an address on "Graded schools and their defects," and Selden Sturgis, of San Francisco, one on "The uses and abuses of the credit system," which led to considerable discussion. Wednesday, Rev. A. L. Cole, D. D., of Dixon, dwelt on the need of religious instruction in the public schools, the discussion of which developed general opposition to his views. State Superintendent F. M. Campbell then addressed the convention on "Education as the true liberty." Jesse Wood, superintendent of Butte County, presented the subject of "County superintendents" and their duties under the new constitution. President W. T. Reed, of the State University, exposed the "Current fallacies in education," one of which was that a pupil shall not follow the language of the text book. Professor White, of the boys' high school, explained the working of the credit system in that institution. He believed in it and had no trouble. The following was unanimously adopted:

"*Resolved*, That this association views with disfavor any attempt to disturb the strict neutrality of the public school system upon questions of religious faith."

On Thursday, Superintendent J. M. Guinn, of Los Angeles, read a paper on "Mechanical pedagogy;" Dr. J. H. Wythe, one on "Symmetrical education;" and President Charles H. Allen, of the State Normal School, San José, one on the "Necessity of trained teachers."

The meeting was one of great interest, there being present 254 teachers, who came from nearly every county in the State.—(Pacific Journal, February, 1882.).

SUPERINTENDENTS' MEETING.

One of the most important features of the meeting of the State Teachers' Association was the convention of the county superintendents. About forty of the fifty-two counties in the State were represented, State Superintendent Campbell presiding. A large amount of work was done. The school law was taken up, article by article, and various amendments were discussed, and committees appointed on each important division. These committees, after much deliberation, reported changes and new sections, which were discussed by the full convention and final action taken.

The action of this body in regard to teachers' institutes is reported under that heading. (Pacific School and Home Journal, January, 1881.)

## CHIEF STATE SCHOOL OFFICER.

Hon FRED. M. CAMPBELL, *State superintendent of public instruction, Sacramento.*
[Term, 1880–1884.]

## COLORADO.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (6–21) | 35,566 | 40,804 | 5,238 | |
| Enrolled in graded State schools | 10,377 | 13,198 | 2,821 | |
| Enrolled in ungraded State schools | 11,742 | 12,802 | 1,060 | |
| Whole number in State schools | 22,119 | 26,000 | 3,881 | |
| Average daily attendance | 12,618 | 14,649 | 2,031 | |
| Per cent. of enrolment on school population. | 62 | 63 | 1 | |
| Per cent. of average attendance on enrolment. | 57 | 56 | | 1 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| School districts reported | 414 | 454 | 40 | |
| School-houses in these | 292 | 314 | 22 | |
| Sittings for pupils | 13,509 | 19,486 | 5,977 | |
| Volumes in school libraries | 3,642 | 5,037 | 1,395 | |
| Valuation of State school property | $682,410 | $977,213 | $294,803 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in graded schools | 26 | 32 | 6 | |
| Women teaching in graded schools | 140 | 184 | 44 | |
| Men teaching in ungraded schools | 221 | 213 | | 8 |
| Women teaching in the same | 291 | 372 | 81 | |
| Whole number employed in the year. | 678 | 801 | 123 | |
| Whole number at one time | 521 | 633 | 112 | |
| Average monthly pay of men in graded schools. | $101 75 | $103 33 | $1 58 | |
| Average monthly pay of women in graded schools. | 64 39 | 62 87 | | $1 52 |
| Average monthly pay of men in ungraded schools. | 42 84 | 53 68 | 10 84 | |
| Average monthly pay of women in ungraded schools. | 40 87 | 47 43 | 6 56 | |
| General average pay of men a month. | | 78 50 | | |
| General average pay of women a month. | | 55 15 | | |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for public schools | *a*$522,581 | *b*$708,516 | $185,935 | |
| Whole expenditure for them | 395,527 | 557,151 | 161,624 | |

*a* Includes $37,615 balance from 1878–'79.
*b* Includes $127,054 balance from 1879–'80.

(From report of Hon. Joseph C. Shattuck, State superintendent of public instruction, for 1879–'80 and returns from Hon. Leonidas S. Cornell, Mr. Shattuck's successor, for 1880–'81.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

These are a State board of education for general supervision of the public schools, with a State superintendent of public instruction as president and executive officer, county superintendents of schools, boards of 3 to 6 directors for school districts (to be voted for by women, they being also eligible), and high school committees of 3 members, with the county superintendent as a member and president ex officio, for union high schools, formed by the joint action of contiguous districts. All these except the high school committees are provided for by the constitution as well as by the school law. Other constitutional officers, less directly connected with the system, are a board of 6 regents of the State University and a board of 4 commissioners of public (including school) lands.—(Constitution of 1876 and school laws of 1877 and 1879.)

### OTHER FEATURES OF THE SYSTEM.

The schools of the State are for the free instruction of all youth 6–21 in the districts where they are held. Non-residents and adults may be admitted on terms prescribed by the school board. They are sustained from the proceeds of a small State school fund and of a county school tax of 2 to 5 mills on $1, both distributed on the basis of the youth 6–21 in each district. To aid in lengthening the annual term and to improve the buildings and advantages, additional district taxes may be levied. For districts to receive their share of State and county school funds schools must be taught at least 3 school months of 20 days under duly licensed teachers. High schools and school district libraries, to be open to the public, are provided for in districts with more than 350 youth of school age. Sectarian instruction in the State schools, as well as distinction or classification of pupils by race or color, is forbidden. Instruction in them must be in English, though German and Spanish, or either, with gymnastics, may be taught when the parents or guardians of 20 or more pupils demand it or the school board deem it expedient. Other branches of learning are left to their discretion, as are the exercises in the schools, the selection of the text books, and the determination of the character and length of course. Teachers must make the reports as to school term, pupils, &c., required by law before receiving their pay.—(School laws, edition of 1881.)

### GENERAL CONDITION.

No printed report for 1880–'81 having been received, the statistics supplied by the State superintendent form the only guide to the educational condition of the year. These indicate a most encouraging advance, 5,238 more youth of school age, 3,881 more of this age in the State schools, 2,031 more in average attendance daily, and this in 22 more schoolhouses, with 5,977 more sittings, under 112 more regular teachers. Teachers for the most part received better pay. The advance in receipts for schools reached $185,935, the expenditures for them being also $161,624 greater. School property, through the rapidly improving condition of the State and through the better quality of new buildings for the schools, was rated $294,803 higher.

### KINDERGÄRTEN.

For any of these means of elementary instruction that may report for 1881, see Table V of the appendix.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

A general law gives to school districts with more than 1,000 youth of school age boards of 6 directors, chosen by the people, one-third of the board being liable to change each year. Denver and Leadville have boards in conformity with the provisions of this general law, each board appointing a superintendent of its schools. Golden, under a law for districts of smaller school population, has a board of three members, one liable to change each year.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Denver *a* | 35,629 | 5,700 | 4,087 | 2,730 | 67 | *b*$131,157 |
| Leadville | 14,820 | 2,084 | 1,533 | 1,039 | 26 | *c*25,000 |

*a* The statistics of Denver, as in previous years, are for school district No. 1, which includes about five-sixths of the entire city.
*b* Including $53,982 for buildings and furniture and $17,116 paid on indebtedness of preceding years.
*c* Approximately.

### ADDITIONAL PARTICULARS.

In *Denver* the advanced position of former years was maintained and extended. Three new school buildings were completed and occupied, giving, with former ones, 2,460 seats, which, by alternating the lower grades, were made to accommodate the 2,730 pupils in average attendance. Two more buildings which were in progress were expected to be ready for use by Christmas, 1881, bringing the seating capacity up to 3,000. Each pupil in all these buildings was to have 27 square feet of floor space and 460 cubic feet of air space, with ample ventilation. One of the two to be completed in December was intended for the high school and a free public library. In all classes of the public schools beyond the third grade the study of German was permitted, 13 of the regular teachers giving instruction in it, with occasional aid and supervision from a special German teacher. From 260 to 360 pupils were thus instructed in German during the year. In reading English, a book supplementary to the First Reader was used with advantage one day in each week in the first and second grades. As a rule, passage from grade to grade was regulated partly by the record of the average daily scholarship and partly by the results of the semiannual examinations. For the high school, see Secondary Instruction, further on.—(Report and return.)

*Golden* appears to have been still improving its school system, levying for it a tax of 10½ mills, expending on it $18,657 for the year, and maintaining the grades adopted, with good attendance and good discipline. For the fall term there were 562 pupils enrolled and 410 in average attendance, and for the winter term 541 enrolled and 402 in average attendance, with 83 maintaining during the year a standing of 95 per cent. or more in scholarship and deportment.—(Report.)

*Leadville* in its 5 school buildings (rated at $113,550, with sites, furniture, and apparatus) had 1,400 sittings for study, fairly accommodating the average enrolment and going beyond the average daily attendance. A special teacher of music was employed. Leadville gave its superintendent $2,000, its high school principal $810, its other teachers $720. (Return.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS.

The University of Colorado, at Boulder, and Colorado College, Colorado Springs, both present definite normal courses, the former of 3 years, the latter of 4, each requiring for admission evidence of acquaintance with elementary English studies. The University of Denver also provides training in such studies as may prepare teachers for their work. How far it gives instruction in the science and art of teaching does not appear, though this has from the first been attended to at Colorado College and is promised at the University of Colorado in 1882. The high schools of Denver and Leadville afford the means of special training for school work in those cities.

### TEACHERS' INSTITUTES.

As was stated in the report for 1880, the law providing for the instruction of teachers by means of specially called institutes in each judicial district has thus far proved inoperative from the great extent of territory in each district and the consequent difficulty of assembling at any central point enough teachers to make an institute successful.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Denver and Leadville both carry their instruction up into fair high school studies, the former having 3 courses, each of 4 years, one chiefly English, another English and Latin, and a third including Greek also, French being optional in the last 2 years of any course. The Denver school closed its sixth year in 1881, having then representatives at West Point, Yale, and Wellesley, the one at West Point said to be leading his class in scholarship.

### OTHER SECONDARY SCHOOLS.

From the reports of institutions to this Bureau and from the year books of different churches and associations, there appear to be in Colorado at least 5 church schools of academic rank: 2 of them, Jarvis Hall, for boys, and Wolfe Hall, for girls (Protestant Episcopal), both at Denver; 1, St. Mary's Convent Academy, for girls (Roman Catholic), also at Denver; and 2, Leadville Academy and Trinidad Academy, under Congregational influence, and believed to be in each case open to both sexes. Four other schools under Roman Catholic government, all styled academies, existed in 1881 in different parts of the State, the rank of which for that year has not yet been determined. Golden Academy, Golden (Protestant Episcopal), is not reported for 1881, having probably been merged in Jarvis Hall, out of which it originally sprang.

For the statistics of business colleges, private or church academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, IX, and X of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Colorado*, Boulder, chartered in 1875 and organized for work in 1877, formed in 1879–'80 its first collegiate class of 8, half being young women. The class that followed this consisted of 7 young men and 3 young women, the classes of 1882 and 1883, of 19 and 35, respectively, each including both sexes.[1] Its course, as far as given, appears to be well up with the requirements of the day, covering 3 years of preparatory and 4 of collegiate study, divided into classical and scientific, with special courses of indefinite duration that do not lead to a diploma. A normal course of 2 years is also offered.

*Colorado College*, Colorado Springs (under liberal Congregational influences), and the *University of Denver*[2] (Methodist Episcopal) both present full and good preparatory courses of 4 years, with classical collegiate of the same length; both admit young women to full privileges, and both give normal instruction to such students as desire to teach, the latter adding also training in music and art and offering training especially preparatory to business. For what they offer in practical sciences, see Scientific Instruction, further on.

For statistics of 1880–'81, as far as they may be given, see Table IX of appendix; for a summary of such statistics, a corresponding table in report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

As before stated, the University of Colorado, University of Denver, and Colorado College all open their doors to young women as well as to young men; but, as far as can be ascertained, no institution of full collegiate rank especially or exclusively for them had been established in 1881.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The State University, the two other collegiate institutions previously mentioned, with the State Agricultural College,[3] Fort Collins, and the State School of Mines,[4] Golden, all afford opportunities for scientific training useful to the agricultural, engineering, and mining industries of the State. In the State University, the State Agricultural College, and the University of Denver the courses cover 4 collegiate years beyond the preparatory; in the State School of Mines and the regular scientific course of Colorado College, 3 years. This last offers also special courses, of less definite duration, in mining engineering and metallurgy.—(Calendars and circulars.)

For such statistics of scientific classes as these institutions may report, see Tables IX and X of the appendix; for summaries of these statistics, see corresponding tables in the report of the Commissioner preceding.

### PROFESSIONAL.

*Theological* instruction, under Protestant Episcopal influences, was given in 1880–'81 in the Cathedral Theological School, Denver, by 4 instructors, to apparently a single student. This school is the successor of Matthews Hall, Golden, which, after 6 years' service, was suspended in 1877, and lost its buildings and library by fire April 6, 1878.—(Protestant Episcopal Almanac.)

*Medical* instruction, apparently after the "regular" system, was offered in the autumn

[1] A subsequent catalogue shows that the young women, with a single exception, had dropped out of the collegiate classes by the close of 1881.

[2] This university is the outgrowth of a school that was chartered in 1864 as the Colorado Seminary, under Methodist Episcopal influences; it continued for some years, but eventually failed from lack of funds. It began its new life as the Denver University and Colorado Seminary in 1880, but in 1881 dropped the latter part of its title, the seminary having been made a preparatory department of the university.—(Catalogues and return.)

[3] The State Agricultural College, receiving 90,000 acres of land as an endowment from the congressional land grant for such colleges, was first chartered in 1877 and organized in 1879, in a new building erected for it in 1878, where, on a farm of 240 acres, it has since been steadily increasing its educational advantages. During the winter of 1879–'80 it held 7 farmers' institutes in different parts of the State.

[4] The State School of Mines, chartered in 1872 and organized for work in 1873, was made a State school by act of February 9, 1874. Reorganized and reequipped in 1879–'80, it entered a new building, with greatly augmented apparatus for its work, October 13, 1880.

of 1881 by the College of Medicine of the University of Denver, which seems to have been then just organized, with 17 instructors. The requirements for admission are an examination in English composition, writing, grammar, arithmetic, natural philosophy, and the rudiments of Latin and Greek, except for high school graduates or others certified by their instructors in such a school to be proficient in these studies; for graduation, study under a physician for three years, attendance on at least 2 full courses of lectures (which in this school are of 26 weeks), with a thesis and the passage of a satisfactory examination in the 7 principal branches of medical science. The full curriculum embraces 3 consecutive graded courses of lectures; but, while this is earnestly recommended, it was not made obligatory in 1881–'82, nor was any inducement offered to complete it, beyond a reduction of one-half in the fees for the third year.—(Calendar of university.)

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND THE BLIND.

The Colorado Mute and Blind Institute, Colorado Springs, is a State school, begun in 1874, with a course of instruction meant to cover 7 years; it had 40 pupils in 1881, out of 54 entered from the beginning of its work. These, all deaf-mutes (accommodations for the blind not being then complete), were instructed in the ordinary school studies, with drawing, articulation, and lip reading, as also in such industries as printing for the boys, and sewing, dressmaking, household work, care of younger children, &c., for the girls. Provision for the accommodation of the blind appears to have been in progress, and it was hoped that after the opening of the new building other useful employments might be introduced. Instructors in school studies, 3; in household industries, 1.

### INSTRUCTION IN ART.

The University of Denver presents courses of instruction in music and painting: the former includes vocal and instrumental training that covers 4 years and leads to the degree of MUS. B.; the latter extends through 14 stages, the time required for which and for the degree of bachelor of painting is to depend on the ability and application of the student. Both courses, as detailed, appear to be more thorough and comprehensive than is common in the colleges.—(Catalogue and circular.)

## NOTEWORTHY BENEFACTIONS.

### GIFTS FOR EDUCATION.

The prospectus of the University of Denver in 1880 stated that, when Colorado Seminary, out of which the university has grown, failed some years ago from want of funds, Ex-Governor Evans, one of the earliest and most earnest friends of the seminary, bought the property, paid the debt, and at the date of the circular proposed to give the ground and buildings to the trustees of the university and to add $3,000 to purchase apparatus, while another zealous friend, Mr. J. W. Bailey, offered $10,000 more. No explicit notice of the accomplishment of these benevolent propositions appears in the catalogue or return for 1881; but, as the buildings have evidently come into possession of the trustees improved and much enlarged, it is taken for granted that these gentlemen have carried out their kind intentions.

## EDUCATIONAL CONVENTION.

### COLORADO STATE TEACHERS' ASSOCIATION.

The meeting of this body for 1881 was appointed for December 28–30, at Colorado Springs, and is said to have had an inspiriting programme prepared for it; but no account of its proceedings has been received.

## CHIEF STATE SCHOOL OFFICER.

Hon. LEONIDAS S. CORNELL, *State superintendent of public instruction, Denver.*

[Term, January 13, 1881, to January 9, 1883.]

## CONNECTICUT.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (4–16) | 140,235 | 143,745 | 3,510 | |
| Number enrolled in public schools | 119,694 | 119,381 | | 313 |
| Number enrolled over school age | 4,349 | 3,942 | | 407 |
| Average attendance in winter | 78,421 | 76,028 | | 2,393 |
| Average attendance in summer | 68,672 | 69,050 | 378 | |
| Percentage of enrolment to enumeration. | 85.35 | 83.05 | | 2.30 |
| Pupils in other than public schools | 13,900 | 12,500 | | 1,400 |
| Attending schools of all kinds | 132,343 | 131,856 | | 487 |
| Children of school age in no school | 13,565 | 17,545 | 3,980 | |
| Percentage attending all schools | 94.37 | 91.73 | | 2.64 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of towns | 167 | 167 | | |
| Number of school districts | 1,473 | 1,471 | | 2 |
| Number of public schools | 1,630 | 1,634 | 4 | |
| Departments in public schools | 2,594 | 2,627 | 33 | |
| Schools with two departments | 130 | 134 | 4 | |
| Schools with more than two | 178 | 180 | 2 | |
| Whole number of graded schools | 308 | 314 | 6 | |
| Departments in graded schools | 1,275 | 1,314 | 39 | |
| School-houses built during the year | 20 | 16 | | 4 |
| School-houses in good or fair condition. | 1,436 | 1,446 | 10 | |
| School-houses in poor condition | 211 | 208 | | 3 |
| Average time of schools in days | 179.02 | 179.98 | 0.96 | |
| TEACHERS AND THEIR PAY. | | | | |
| Teachers in winter public schools | 2,771 | 2,800 | 29 | |
| Teachers in summer public schools | 2,746 | 2,781 | 35 | |
| Teachers continued in the same school. | 2,119 | 2,144 | 25 | |
| Men teaching (estimated) | 746 | 680 | | 66 |
| Women teaching (estimated) | 2,354 | 2,432 | 78 | |
| Average monthly pay of men | $56 43 | $60 69 | $4 26 | |
| Average monthly pay of women | 35 42 | 35 37 | | $0 05 |
| RECEIPTS AND EXPENDITURES. | | | | |
| Income for public schools | $1,481,701 | $1,482,025 | $324 | |
| Expenditure for public schools | 1,408,375 | 1,476,691 | 68,316 | |
| PUBLIC SCHOOL FUND. | | | | |
| Amount of State school fund | $2,021,346 | $2,021,346 | | |

(From reports and returns of Hon. Birdsey G. Northrop, secretary of State board of education, for the two years indicated.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

The general control of educational interests is confided to a State board of education composed of the governor, lieutenant governor, and 4 persons appointed by the general assembly, one from each congressional district, who hold office 4 years, 1 being changed each year. The board appoints a secretary, who is its executive officer and acts as superintendent of schools, and a general agent to supervise the execution of the compulsory school laws. There is also an assistant secretary for office work. Town school officers are boards of visitors of 3, 6, or 9 members, or else school committees of 6, 9, or 12, the latter in towns which have abolished the district system. District officers are school committees of 3 members, except in school districts which succeeded former school societies, where there are, instead, boards of education of 6 or 9 members.

### OTHER FEATURES OF THE SYSTEM.

School funds are derived from local taxation, from the income of a State school fund and town deposit fund, and from a State appropriation of $1.50 for each child 4–16, which age is the basis of apportionment of public school moneys to towns. No district may receive its share of State school funds unless it has provided school accommodations satisfactory to the town board of visitors, has made through its committee an annual report to the town board, and sustained school at least 30 weeks during the year if there are 24 or more children 4–16 years old in the district, and 24 weeks if the number be less. Towns neglecting to provide for the support of schools forfeit to the State a sum equal to the amount which they were by law required to appropriate. School visitors must report annually to the secretary of the State board and the latter to the general assembly. In order to receive pay from public funds teachers must hold a certificate of qualification from school visitors, keep a register, and report to school visitors. Provision is made for public school libraries, graded and high schools, a normal school, a reform school, and an industrial school for girls. All children 8–14, unless physically or mentally disabled, must attend some school at least 3 months in each year, of which 6 weeks must be consecutive, or else be taught the common school branches at home for an equal length of time; and such children may not be employed in any business unless they have been taught for at least 60 days during the year preceding.

### NEW LEGISLATION.

Among the amendments to school laws passed during the January session, 1881, was one giving the city council of any city power to establish and maintain a public library and reading room and to levy a tax for such purpose not to exceed one mill and a half on the dollar annually.

The same privilege was extended to any town or borough in which, on the petition of 50 legal voters, a majority of the voters should decide in favor of the imposition of a tax within the 3 mill limit for this purpose.—(State report.)

### GENERAL CONDITION.

The statistics show a slight increase during 1880–'81 in the number of public schools taught, in the departments or rooms in them, in the length of school term, and in the number of teachers and their pay. But the number of pupils receiving instruction not only did not keep pace with the increase in school population, but actually fell off by 313 in public schools and 1,400 in private. It is thought that the attendance on private schools was greater than the number given, for, although school visitors are required to report on this point, the law gives them no authority to obtain the necessary information except as it may be given voluntarily. The decrease in public school enrolment, it is said, will not justify the inference that education was considered less important than heretofore; but, on the contrary, it is more clearly seen each year that a State whose prosperity depends so largely as does this on skilled labor cannot afford to allow any portion of its youth to be unschooled. It is explained that during 1880–'81 more children under 5 were excluded from public school than ever before, and that an increased prosperity in business caused the withdrawal of more youth 14–16 for work. It is thought that the number not in any school was almost entirely made up of the latter class and of children under 6 (the enumeration taking in all 4–16), and that almost all the children 8–14 were in school during some portion of the year. The expenditure for public schools increased by $68,316 and the income by $324, though the amount raised by local tax and voluntary contributions was $14,539 less. The compulsory school law had continued to be useful in preventing truancy and absenteeism. The agent of the board visited about 200 schools in 44 towns, causing the prosecution of 6 parents and 1 guardian for neglecting to send their children to school. During the ten years past, 17 parents and guardians have been prosecuted for such neglect. Most of these paid the fine and costs; but in some cases judgment was suspended while the children attended school for at least 3 months, and then the complaints were withdrawn.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

These are boards of school visitors of 6 to 9 members, boards of education of 9 to 12, and city superintendents.

### STATISTICS. *a*

| Cities and towns. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Bridgeport | 29,148 | 7,135 | 5,191 | 3,540 | 80 | $88,605 |
| Danbury | 11,666 | 2,761 | 2,263 | 1,508 | 43 | 36,752 |
| Derby | 11,650 | 3,104 | 2,702 | 1,705 | 48 | 31,502 |
| Greenwich | 7,892 | 1,918 | 1,481 | 796 | 29 | 13,688 |
| Hartford | 42,551 | 9,590 | 7,553 | 4,645 | 142 | 165,664 |
| Meriden | 18,340 | 4,393 | 3,024 | 1,832 | 48 | 35,341 |
| Middletown | 11,732 | 2,651 | 2,058 | 1,162 | 47 | 28,826 |
| New Britain | 13,979 | 3,352 | 1,873 | 1,244 | 35 | 22,695 |
| New Haven | 62,882 | 14,882 | 12,282 | 9,059 | 237 | 197,254 |
| New London | 10,537 | 2,090 | 1,891 | 1,277 | 41 | 22,795 |
| Norwalk | 13,956 | 3,136 | 2,375 | 1,402 | 42 | 26,772 |
| Norwich | 21,143 | 5,073 | 4,216 | 2,792 | 97 | 84,817 |
| Stamford | 11,297 | 2,574 | 1,685 | 1,048 | 35 | 21,276 |
| Waterbury | 20,270 | 4,577 | 3,650 | 2,630 | 57 | 59,058 |
| Windham | 8,264 | 1,971 | 1,158 | 679 | 28 | 15,059 |

*a* The statistics here given, except for population, are from a table in the State report for 1880–'81.

### ADDITIONAL PARTICULARS.

*Bridgeport*, besides 5,191 pupils attending public schools, reports 450 in private schools, making 5,641 under instruction and leaving 1,634 not attending any school. There was an increase of 77 in public school enrolment and a slight decrease in average attendance. Of the 90 teachers, 81 had been continuously employed and 9 were beginners; 87 were women, who received an average monthly pay of $44.95. The three men were paid $146.67 each. A new and commodious high school building was erected in a central and otherwise desirable locality of the city. It is of 3 stories, contains 14 study and recitation rooms, also 6 others, including a chemical laboratory and library. All the modern conveniences and improvements have been introduced, the most approved methods of heating, lighting, and ventilation being adopted.

In *Danbury* the public school enrolment and average attendance decreased slightly during 1880–'81. There were 116 pupils attending private schools and 436 not under instruction. Of the 47 teachers all but 4 had been continuously employed; all but 6 were women, who received an average of $37.74 a month, men being paid $63.50.

*Derby* reports 36 children in private schools and 387 not under instruction. Of the teachers 6 were men and 42 women; 46 had been continuously employed, the men being paid an average of $85.42 monthly, the women $41.06.

*Greenwich* had a lower public school enrolment by 71, with 64 fewer in average attendance, than during 1879–'80; private schools enrolled 145, leaving 339 not attending any school. Of the 29 teachers only 2 were beginners. Men were paid an average of $48.89 monthly; women, $32.19. Schools were generally prosperous. Steps were being taken in a portion of the district to secure a much needed addition to the accommodations for pupils.

*Hartford* reports a slight decrease during the year in public school enrolment and average attendance, 1,487 pupils in private schools, and 1,093 children out of school. Of the public school teachers (20 men and 122 women), all had been continuously employed, the men receiving $195.92 monthly, the women $60.05. There was a full attendance on evening schools of students 8 to 50 years of age, who earnestly endeavored to improve. The endeavor to keep truancy within bounds was reasonably successful. Twenty truants were committed to reformatory institutions, against 15 the year before. The high school was efficient, as in former years. It has become an educational necessity which the people would not be without for many times its cost. Subsequent information indicates that the beautiful building it occupied has been destroyed by fire.

The *Meriden* public schools during 1880–'81 gained 106 in number of pupils enrolled and lost 4 in average attendance. There were 655 attending private schools and 845 supposed to be in no school. Of the teachers only 2 were beginners in the work; 8 were men and 40 women, the men being paid $104.38, the women $44.88 monthly. A central school for the more advanced pupils was established to meet a need which has existed for some time, and which had been partially supplied by teaching some of the higher branches in the graded schools. Drawing, which had been neglected of late, was to receive special attention.

*Middletown* had 17 more pupils enrolled in public schools in 1880–'81 than the year before, but owing to the prevalence of diseases the average attendance was less by 213. There were 494 attending private schools, and 301 were supposed to be without instruction. All the teachers had been continuously employed. Men received an average of $91.63, women of $38.85 a month. A great improvement in discipline is reported, and this improvement was ascribed to the fact that corporal punishment had been discouraged and almost abolished. From January to July there were only 16 cases of flogging, against 187 the year before.

In *New Britain* the enrolment and average attendance in public schools were considerably less than the year before; more pupils attended parochial schools, and the public schools suffered also from absences caused by vaccination. The attendance in private and parochial schools was 817, and 720 were reported to be in no school. Of the 35 teachers 2 were men; all had been continuously employed, the men at $148.95 a month, the women at $38.63. A class of 6 was graduated from the high school. Botany was added to the course of study there.

*New Haven* had 756 more pupils attending public schools during 1880–'81 than the year before and 706 more in average daily attendance. Private schools enrolled 1,586 children and 1,616 were in no school. Of the teachers in public schools — 17 men and 220 women — 225 were continuously employed. Men were paid an average for the month of $179.53; women, $51.02. Gratifying progress was made in the primary department. The experiment of teaching children to read and write script at the very beginning of their course was successful and had been largely extended. Teachers say that script is learned quite as easily as print and that much time is saved by beginning thus early. The high school course has been upward, with little serious interruption, during a number of years. There were 580 pupils enrolled in the high school, of whom 331 were in average daily attendance. In 1881, for the first time since the graduating class became large, all who desired to teach were admitted to the training school.

*New London* reports a decrease of 176 in public school enrolment and of 56 in average attendance, 40 pupils in private schools, and 242 not in any. The 41 public school teachers — 3 men and 38 women — had been continuously employed, men being paid an average of $186.67 a month and women $38.95.

*Norwalk* also reports a loss in public school enrolment and average attendance; 465 attended private schools and 330 no school. All the teachers in public schools had been continuously employed, men receiving an average of $76.75; women, $43.11.

In *Norwich* public school enrolment decreased by 81 and average attendance by 34; 385 pupils were reported in private schools and 503 in no school. Of 97 public school teachers, 90 had been continuously employed, the average monthly pay of men being $90.04; of women, $38.74.

*Stamford* reports a slight increase in public school enrolment and average attendance, 566 pupils in private schools, and 451 in no school. Of 35 public school teachers — 7 men and 28 women — 32 had been continuously employed, men receiving an average of $88.57 and women $41.74.

*Waterbury* enrolled 144 more in public schools and had 183 more in average daily attendance. Of 57 teachers — 5 men and 52 women — 51 had been continuously employed. The private school attendance of 489 raises the total to 4,139; 520 were reported as not attending any school.

In *Windham* there were 1,158 pupils enrolled in public schools, 679 in average attendance, 481 attending private schools, and 410 in no school. Of the 28 public school teachers, 21 had been continuously employed, men receiving an average of $69.33 a month; women, $32.10.

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL.

The State Normal School, New Britain, admits pupils who are at least 16 years old who pass an examination in the common school branches and declare their intention to teach in the public schools, giving free tuition in a 2 years' course and also furnishing text books without charge. There were 150 pupils registered during the year and 115 in average attendance, as large a number as can well be accommodated. Two classes were graduated, one of 20 in January and of 25 in June, nearly all of them engaging in teaching. But the number of students graduated does not represent the entire influence of the institution on the public schools; a considerable number of the normal pupils enter the profession before completing the course, but not without receiving valuable instruction, suggestions, and inspirations, and acquiring more or less familiarity with improved methods. A liberal appropriation was made by the legislative assembly for a suitable normal school building to be erected immediately.

### TRAINING CLASSES AND DEPARTMENTS.

Connected with the public high schools in a number of the more important cities are classes or departments for the preparation of teachers.

### TEACHERS' INSTITUTES.

The institutes of 1880–'81 were largely attended by teachers, school officers, and citizens. A total of 896 attended the 4 institutes held; the sessions of each lasted 3 days, with an average of 224 attending, or 18 more than in any former year. The lecturers employed were practical teachers, who described methods they had themselves tested. Besides the institutes, and in connection with them, educational meetings were held in many of the towns by the secretary of the board, for the purpose of enlisting the interest of teachers and citizens in education. A greater number of these local meetings was held this year than usual; they were cordially welcomed by the people and largely attended.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

In this State all towns are authorized by law, but none are required, to establish and maintain schools of a higher grade than the ordinary public schools. Those in operation comprise town and district high schools, senior departments of graded schools, and endowed academies conducted so as to form a part of the public school system. For this reason, says the State report, it is difficult to decide as to what may properly be called public high schools. A list is given, however, of 51 which have claims to be included, but no statistics are presented.

### OTHER SECONDARY SCHOOLS.[1]

For statistics of business colleges, private academies, and preparatory schools reporting, see Tables IV, VI, and VII of the appendix, and summaries of these in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Yale College, New Haven (Congregational), Trinity College, Hartford (Protestant Episcopal), and Wesleyan University, Middletown (Methodist Episcopal), are the institutions for superior instruction in Connecticut. The youngest of these (Wesleyan) has been in existence half a century, Trinity 55 years, and Yale 180 years. The two oldest are exclusively for young men; Wesleyan University has since 1872 admitted women on equal terms.

*Yale College* offers instruction in departments of theology, medicine, law, and philosophy and the arts. The last comprises, besides an undergraduate academical department, courses for graduate instruction, the undergraduate section of the Sheffield Scientific School, and a school of the fine arts. The academical undergraduate course for the first two years is prescribed, while the junior and senior classes are allowed a large number of optionals. This department never knew a more prosperous year than that of 1880–'81. Scholarship was well maintained and the number of students and of instructors was never before so large. It was decided to allow candidates for admission an examination in the more elementary studies a year or more in advance of the final one; also, that an examining committee be sent hereafter to San Francisco, such committees having been hitherto sent only to Chicago and Cincinnati. Bequests were made to the institution during the year by various friends amounting to more than $350,000. Of this sum $10,000 were given by Lucius Hotchkiss, of New Haven, to the fund in aid of needy students of the academical department. Dr. Timothy Dwight Porter, who died in December, 1880, left, in addition to former gifts, property worth $43,000, which, less an annuity of $5,000, was to be used to increase the teaching force in the academical department. A laboratory for instruction in physics was pledged by two graduates, one of the most opportune gifts, it is said, that could have been made. All the arrangements for sewerage and drainage on the college campus were reconstructed during the year, at considerable expense and under direction of one of the most thorough sanitary engineers of the country, although no complaint had been made of the old plan and the health of students had been exceptionally good. There were 50 students in the school of the fine arts, and 601 undergraduate and 44 graduate students.

*Trinity College* offers the regular classical course, and also special studies, including modern languages and general science, the degrees being A. B. and B. S. Students desiring to study without reference to a degree are admitted to such classes as they are prepared to enter. The college received a gift of $40,000 during the year from Col. C. H. Northam, of Hartford, for the erection of a building. The college had 101 students under 12 professors in 1881.

[1] The Gunnery, a somewhat celebrated school of this class at Washington, Conn., lost by death in August, 1881, its founder and noted principal, Frederick W. Gunn, a brief account of whose life will be found further on.

*Wesleyan University* provides 3 undergraduate courses of study, classical, Latin-scientific, and scientific; 163 students attended in 1881. In the first two, many studies of the last 3 years are elective, but in the scientific course electives are permitted only in the last 2 years. Opportunities for graduate study in any of the branches taught are offered. Examinations for admission were to be held in 1881 in Philadelphia, Cleveland, Cincinnati, and Chicago.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The Sheffield Scientific School of Yale reports for the year 1880–'81 a decided increase in the number of students. Whether this was due to accidental causes or to the revival of interest in those studies which bear directly upon the progress and prosperity of the country was doubtful. This school was organized in 1847, through the generosity of Mr. Joseph E. Sheffield,[1] and received in 1863 the State's share of the congressional appropriation for the benefit of industrial education. Three undergraduate courses of study are provided, embracing, among other branches, instruction in chemistry, civil and dynamical engineering, and agriculture. There are also a number of graduate courses arranged to suit the wants of college graduates and other persons of liberal education. In 1881 there were 185 students attending the school.

### PROFESSIONAL.

*Theological* instruction is given in the theological department of Yale College (Congregational), in the Berkeley Divinity School, Middletown (Protestant Episcopal), and in the Theological Institute of Connecticut, at Hartford (Congregational). All present courses of study covering 3 years and require an examination for admission which must show a collegiate or equivalent training. Of 38 undergraduate students in the Berkeley Divinity School 36 held degrees in letters or science, and of 29 in the Hartford School 24 held such degrees. Out of 97 theological students in the school at Yale 84 had already taken one or more degrees and the others had attended colleges or seminaries without graduating. Provision is made at Yale and at the Hartford Seminary for graduate study. At Yale 7 of the 97 students in 1880–'81 were in a graduate class. The school at Hartford reports 1 graduate student. A new library building has been erected for the theological library at Yale, at a cost of $10,000, being a donation from a former benefactor.

*Legal* instruction is given in the law department of Yale College, which offers an undergraduate and a graduate course, each of 2 years. An examination for admission to the undergraduate department is required of all who are not college graduates. The proportion of students who have had a collegiate training has continued to increase in the school, and during 1880–'81 such students comprised two-thirds of the junior class. The graduate course, open to graduates from any law school, has created at Yale a school of political science, in which, among other topics, instruction is given in American and English constitutional history, the formation and regulation of municipal corporations, international law, political economy, parliamentary law, canon law, general and comparative jurisprudence, Roman and French law, sociology, and the conflict of laws. A fund of $60,000 (subject to a life interest) was bequeathed by Hon. Lafayette S. Foster, who died in September, 1880, to found a professorship of English common law. This is the first legacy ever left to the school, and the chair for which it makes provision is the only one yet endowed.

The *medical* department of Yale College reports more effective work done during 1880–'81 than in the years preceding, the factors in this improvement being an increase in the amount of the instruction given, a further development of the plan of study, and material permanent improvements, such as apparatus, instruments, and laboratory and lecture room conveniences. The work of instruction is represented by 1,389 hours, against 1,274 the year before, including only the hours spent in actual lectures, recitations, and laboratory teaching. During this, the second year of the graded system, the gradation has been much more complete than it was in the first: chemistry and normal histology were assigned to the first year, physiology to the last half of the junior and the first half of the middle year, and certain special courses to the senior year. Examinations are held at the end of each year in the branches studied. The library received, among other donations, a valuable one from the late Prof. David P. Smith, who bequeathed to it his valuable professional library and surgical instruments. He also left to the school a portion of his estate to be applied (at the death of his widow) to the endowment of a chair of the theory and practice of medicine.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *American Asylum for the Education of the Deaf and Dumb*, Hartford, has given instruction to 2,282 deaf and dumb youth of Connecticut and the other New England

[1] Since this was written, Mr. Sheffield has died, leaving a large part of his great wealth to the school.

States since its organization in 1816. During the year 1880–'81 225 pupils were registered, and at date of the report 179 were attending, only 49 of these being from Connecticut; 30 were from Maine, 17 from New Hampshire, 16 from Vermont, 61 from Massachusetts, and 6 from Rhode Island. Besides the common school branches, tailoring, cabinet making, and shoemaking are taught. Of 10 boys who graduated from the first class in June, 1880, 8 secured steady employment at good pay and 2 entered the National Deaf-Mute College at Washington. The plan of instruction pursued here is the combined method, embracing articulation, the sign language, and writing. It is believed that by articulation alone instruction can be conveyed only to the semi-deaf and to exceptionally bright pupils among the congenitally deaf, but that a large proportion of the latter never attain facility in lip reading and can be better taught by other means.

*Whipple Home School*, Mystic River, a private school for deaf-mutes established in 1869, had 11 deaf and dumb under instruction during 1880–'81. The plan followed is that of articulation exclusively. All are taught the common school branches; the boys learn also to work on the farm and the girls to do housework.

### EDUCATION OF THE BLIND.

Connecticut has no institution for the blind, but provides for their instruction in the schools of other States.

### EDUCATION OF THE FEEBLE-MINDED.

The Connecticut School for Imbeciles, Lakeville, gives instruction to this class of children in the more elementary common school branches, in Kindergarten work, sewing, fancy work, singing, dancing, and gymnastics, the aim being to extend a healthy training to the physical as well as the mental powers. About 35 per cent. of pupils since the beginning have been improved by the course.

### REFORMATORY AND INDUSTRIAL TRAINING.

The *Connecticut State Reform School*, Meriden, receives boys committed to it by the courts for crime or truancy, and also others placed here by parents or guardians for reformation. The mild yet firm discipline and parental care given the boys are producing good results, as shown by their improved character and conduct. There have been 3,076 under instruction since the organization of the school in 1854; the number present November, 1880, was 307. The schools are thoroughly classified in 7 grades, and liberally supplied with approved books and other necessities. Besides their literary studies, the boys are taught farming, the cane seating of chairs, and the manufacture of overalls. They are furnished with an abundance of wholesome food, are comfortably and neatly clad, and are lodged in single beds in light, well ventilated rooms. Bathing conveniences are very complete, and untiring attention is given to cleanliness.

The *Connecticut Industrial School for Girls*, Middletown, is not strictly a State institution, though fostered and encouraged by the State, but a private charity in its initiation and management, and designed to save, educate, and prepare for useful life girls that are in danger of falling into vice and crime. To this end it gathers them into homes containing, as a rule, not more than 35 each, with ample facilities for instruction in the elements of learning, in morals, in good domestic habits, and in useful industries, and bestows a like care on them to that which the reform school gives boys, the age for admission being 8 to 15. First opened in 1870 with 24 inmates, it had at the close of 1880 received 430, of whom 408 were dismissed and 138 returned. There were 160 in the school December, 1880, of whom the primary department enrolled 52; the intermediate, 51; the higher, 57. The aim is to give a thorough common school education, together with such industrial training as will prepare for self support. The school is managed on the family plan, and has four houses, for which it is indebted mainly to individual gifts, about half of those enumerated in the report being from benevolent women. A fifth house is about to be added, an appropriation of $10,000 having been made for the purpose by the general assembly. The general result of the instruction given in the school is said to be that 75 per cent. of the girls are saved.—(Reports, and letter from Rev. Thos. K. Fessenden.)

### TRAINING FOR NURSES.

The Connecticut Training School for Nurses, organized in 1873 with 4 pupils, reports 17 under training at the New Haven Hospital during 1880–'81, besides 5 who had completed their year of hospital study and service and remained at the school for the five months of outside practice required of all. Eight pupils received diplomas, having completed the entire course of 18 months. Candidates for admission must be 22 to 40 years of age, of good character and sound health, and must sign a written agreement to remain under the direction of the school 18 months. At the end of their hospital course they are allowed a month for rest. During the first 12 months they receive board, lodging, tuition, and $2 a week; during the last 5, $14 a month and board. During the year 150

applications for nurses were made at the hospital, of which only 52 could be granted. A number of applications were also made for nurses to take charge of training schools.—(Eighth annual report of training school.)

## EDUCATIONAL CONVENTIONS.

### CONNECTICUT STATE TEACHERS' ASSOCIATION.

The thirty-fifth annual meeting of the State Teachers' Association, held in Hartford, October 27–29, 1881, was largely attended by teachers and educators from all parts of the State. The first address, by Rev. L. T. Chamberlain, of Norwich, on "Education and schools," is described as one of the soundest ever delivered before the association; it showed the importance of moral, intellectual, and physical training, also touching on the question of sanitation in school building.

On the second day the association met in sections, all three being largely attended. Before the primary section papers were read by Superintendent H. M. Harrington, of Bridgeport, by Miss Hattie Ball, of Middletown, and by Miss E. G. Cilly, of Norwich, on methods of teaching; Professor Sawyer, of New Britain, also spoke briefly on the subject in the discussion that followed. "Language: its rank as a study and some methods of teaching it" was the subject of an essay by Mr. George R. Burton, of New Haven. Miss Fanning, of Norwich, read a paper on the same subject, and it was further discussed by a number of others.

In the grammar school section Miss Ellen J. Whiton, of Waterbury, with the assistance of two pupils from her school, gave an object lesson in United States history by means of an ingenious arrangement of pieces of colored cambric pinned on an outline map of the United States; the pupils also rehearsed a history of the United States flag, unfolding flag after flag used in the revolutionary war before the present one was adopted. Mr. E. L. Mead, of Winsted, spoke on "The school and the community," and Mr. S. T. Dutton, of New Haven, gave his views as to the duty of teachers to pupils. Mr. C. W. Walcott, of Waterbury, addressed the teachers on "Three systems of musical notation: the staff notation, Galen's figure notation, and tonic sol-fa notation," after which an address on reading in grammar schools, by Prof. B. Huxley, of the Adelphi Academy, Brooklyn, N. Y., closed the programme.

The first address before the high school section was by Mr. J. B. Welch, of Willimantic, on the place of biology in the high school, the speaker including under the term "biology," botany, physiology, the classification of animals, zoölogy, and geology — in short, all manifestations of life. The topic was discussed by Dr. Henry Barnard, Mr. Childs, of the Hartford High School, and others. The section considered the questions "Are the courses of study in the high schools calculated to prepare the youth for a business life?" and "How shall we teach the scholar a correct method of study?" The exercises of the section then closed with a lecture by Prof. Selah Howell, of New York, on "General history as an important element in the school course."

In the afternoon, the sections being united, officers were elected for the ensuing year, and an address was delivered by I. J. Osbun, of the State Normal School at Salem, Mass., on "Methods and results," illustrating with simple apparatus methods of teaching the operation of many of nature's laws. In the evening, a large number of citizens, as well as teachers, being present, an address was delivered by Hon. J. L. M. Curry, LL. D., of Richmond, Va., general agent of the Peabody education fund, on education at the South, in which he presented many interesting facts on that subject and argued that assistance should be given by the National Government. The closing exercises on Saturday included an address from Mr. Mark Pitman, of New Hampshire, on Grube's method of teaching arithmetic, and one by Mr. A. P. Somes, of Danielsonville, on "The proper use of text books."—(Journal of Education, November 3, 1881.)

### CONNECTICUT COUNCIL OF EDUCATION.

This association was organized in 1879 for the purpose of awakening public interest in education, promoting the improvement of teachers, elevating the character of schools and increasing their efficiency, and establishing the profession of teaching on a better basis. Its semiannual sessions for 1881 were held in New Haven May 7 and November 25–26.

At the meeting in November the first business considered was the report of a committee appointed to urge the passage of a bill concerning a State board of examiners for teachers. It was discussed by a number of prominent educators, but no definite conclusion seems to have been reached. The afternoon session was devoted to a discussion of the question "What is education?" The next day the council considered the topic "What is teaching?"—(Journal of Education.)

## OBITUARY RECORD.

### FREDERICK W. GUNN.

This well known and able teacher was founder and for nearly a third of a century principal of The Gunnery, a famous school for boys in Washington, Conn., his native place, where he died in August, 1881, after a useful life of more than three score years. Graduating from Yale College in the celebrated class of 1837, Mr. Gunn opened a school in his native town in 1838. But the movement for the abolition of slavery was then violently agitating the community, and Mr. Gunn, an ardent advocate of emancipation, excited such opposition by the advocacy of his principles that he was expelled from the church and driven out of the town. He established a school at Towanda, Pa., but after two years public sentiment at Washington had so changed that he thought it well to return, and in 1850 he founded the school with which for 31 subsequent years his name was identified.

Mr. Gunn's method of training boys was unique. The central object he kept in view was the development of manhood, character, and physique. With these secured he believed that mental growth would follow. There was, therefore, no marking system and no direct incentive to purely intellectual growth, but earnestness was steadily cultivated in everything. Composition, rhetoric, and oratory had especial attention. A knowledge of public events was also made an important feature, Mr. Gunn himself reading the daily paper to the school. The honorable side of a boy's character was assiduously cultivated. A lie was held to be an abomination, and tattling was studiously discouraged. With a keen insight into boy character, each one of several odd and original punishments for offences was levelled at a particular flaw, even the sports of the school being impressed into the prevailing punitive system. The effect of Mr. Gunn's discipline was the creation of a general heartiness and manliness among the boys like that at Rugby under Dr. Arnold's rule.

The funeral of this much loved teacher was singularly touching. His former pupils gathered from far and near, from business, the professions, and college, 60 of them heading the procession.—(Pennsylvania School Journal, November, 1881.)

### REV. LEONARD BACON, D. D., LL. D.

Born in Detroit, Mich., February 19, 1802, Dr. Bacon died in New Haven, December 24, 1881. His father, a missionary to the Ojibwa Indians, sent this son, in 1812, to Hartford, Conn., where he was educated by his uncle, Dr. Leonard Bacon. Entering Yale as a sophomore in 1817, he graduated in 1820 in the same class with T. D. Woolsey, who subsequently became president of the college. He afterwards studied at Andover Theological Seminary, and in 1825 became pastor of the Centre Church, New Haven, in which post he always remained, becoming pastor emeritus in September, 1866. He filled the chair of systematic theology at Yale from 1866 to 1871, and contributed largely to the improvement in the quality and fortunes of that school. In 1871 he became lecturer on church history and polity. He also delivered lectures before the law department on ecclesiastical jurisprudence, was a contributor to the Christian Spectator from 1822 to 1838, and since 1843 furnished more than a hundred articles to the New Englander. In 1850 he aided in founding the New York Independent, and was for a long time its editor. He published, in 1846, a volume of essays on slavery, from which it is said President Lincoln gained his own decided antislavery views. In debate, especially at such gatherings as the meetings of the General Association of Connecticut and the American Board, he was always a leading spirit. He received the degree of D. D. from Hamilton College in 1843 and that of LL. D. from Harvard in 1870.—(Congregationalist, Boston.)

## CHIEF STATE SCHOOL OFFICER.

Hon. BIRDSEY GRANT NORTHROP, *secretary of the State board of education, Hartford.*

[Mr. Northrop has continued in this office since January 1, 1867. It is understood that he has offered his resignation, to take effect in January, 1883. During most of this long period he has had the efficient assistance of Rev. J. G. Baird as assistant secretary.]

## DELAWARE.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth of school age | 31,505 | 33,133 | 1,628 | |
| Colored youth of school age | 3,954 | 4,152 | 198 | |
| Whole number of school age | 35,459 | 37,285 | 1,826 | |
| Whites enrolled in free schools | 25,053 | 26,578 | 1,525 | |
| Colored enrolled in free schools | 2,770 | 2,544 | | 226 |
| Total enrolment in free schools | 27,823 | 29,122 | 1,299 | |
| Average attendance of colored youth | 2,074 | | | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| School districts reported | 409 | 410 | 1 | |
| Free schools for whites in these | 510 | 516 | 6 | |
| Average time of white schools in days. | 158 | 153 | | 5 |
| Valuation of school property for whites. | $440,788 | $450,000 | $9,212 | |
| Schools for colored youth | 51 | 51 | | |
| TEACHERS AND THEIR PAY | | | | |
| Teachers in free schools for whites | 536 | 527 | | 9 |
| Male teachers in such schools | | 222 | | |
| Female teachers in such schools | | 305 | | |
| Average monthly pay of men in free schools for whites. | $30 83 | $31 49 | $0 66 | |
| Average monthly pay of women in free schools for whites. | $24 79 | $27 56 | $2 77 | |
| Teachers in schools for colored youth | 58 | 56 | | 2 |
| Average monthly pay of colored teachers. | $22 00 | $22 00 | | |
| INCOME FOR PUBLIC SCHOOLS. | | | | |
| Whole receipts for free schools for whites. | $177,652 | $144,840 | | $32,812 |
| Receipts for schools for colored youth. | 3,361 | | | |
| STATE SCHOOL FUND. | | | | |
| Amount of permanent school fund | $448,999 | $495,749 | $46,750 | |
| Amount annually allowed the schools. | 26,960 | 28,870 | 1,910 | |

(From the report of Hon. James H. Groves, State superintendent of free schools, for 1879–'80, and from figures kindly furnished by the same in advance of his report for 1880–'81, with additions for colored schools in Wilmington from Superintendent David W. Harlan.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

For the State these consist of a superintendent and an assistant superintendent of free schools, both appointed annually by the governor; also, of a State board of education, com-

posed of the secretary of state, the president of Delaware College, and the State superintendent, with the assistant superintendent as acting secretary. There are also school committees in each united school district, elected by the people for 3 years' terms, with change of one member each year.—(School laws, 1881.)

OTHER FEATURES OF THE SYSTEM.

To sustain the public schools there is "the school fund of the State of Delaware," no part of which is to be used for academies, colleges, or universities. There are also local taxes, which in each of the school districts of New Castle County amount to $150; in those of Kent County, to $125; in Sussex County, to $60. In addition to such annual levies used in the school districts where they are raised, other sums may be levied if required in several of the districts in these counties. The school fund apportioned to each county is to be distributed equally among all the districts of the county, except that in New Castle County one-seventh part is to be distributed among the districts contained within the city of Wilmington and the residue among the remaining districts equally. Teachers are required, under forfeiture of salary, to furnish quarterly reports to the proper authorities. These are the regulations for the schools of the white population.

The schools for colored youth have a separate and distinct fund, which is under the charge of the Delaware Association for the Education of the Colored People. A tax of 30 cents on the $100 of real and personal property and poll of colored persons is annually levied, and $2,400 are annually appropriated from the State treasury, commencing with October, 1881. No school is to receive its pro rata unless it has been taught at least 3 months of the school year, with an average attendance of at least 15 scholars. The $2,400 are to be divided equally among the schools of New Castle, Kent, and Sussex Counties. Exempted from the regular tax are several persons of Sussex County, who form a body politic entitled "The Indian River school districts for a certain class of colored persons." They establish schools of their own, and vote the sum required, not to exceed $200, for the two subdistricts. Each school is to be open to children between the ages of 7 and 21 of the persons specified. From 1882 on, these schools are also to receive a pro rata share of the general school fund for colored, provided they too are taught at least 3 months with an average attendance of 20 scholars and that $25 have been raised by taxation for each school during the year.—(Digest of school laws, 1881.)

GENERAL CONDITION.

The indications for the year 1880–'81 are favorable upon the whole. With an addition of 1,826 youth of school age there was an increase in enrolment of 1,299. And although this training seems to have been given by somewhat fewer teachers in the free schools, it is probable that this is only an apparent falling off, arising from the fact that teachers, being better prepared for their work and getting somewhat better pay, are more permanent in their positions. For the first time, too, the State recognizes its obligation to aid in the education of the colored people. A law was passed March 22, 1881, appropriating $2,400 from the State treasury for the colored schools. This is in addition to the tax of 30 cents on $100, which, on their own petition, they have been allowed from 1875 to devote to education.

KINDERGÄRTEN.

For any schools of this grade, see Table V of the appendix, and a summary thereof in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEM OF WILMINGTON.

OFFICERS.

A city superintendent and a board of public education, made up of 2 members from each ward, have charge of the schools.—(City report.)

STATISTICS.

The total population, according to the census of 1880, was 42,478; youth of school age (6–21), not given; school-houses in use, 19; sittings, 5,864; enrolment, 7,065; average daily attendance, 4,392; teachers, 116; expenditures, $89,370.—(Report and return.)

ADDITIONAL PARTICULARS.

Owing to the changes of teachers, to sickness, and to a severe winter, the work of the year was performed under unusual difficulties. Yet the schools were kept up to the high standard of the last few years, and at some points made advances. A revised course of study was introduced, so that there are now ten primary grades instead of twelve and six grammar grades instead of seven. The study of Latin and formal object lessons

were also discontinued. The increase in enrolment and attendance over the preceding year was occasioned by the annexing of a district to the city. Without this there would have been a decrease of 79 enrolled and 123 in average attendance. No mention is made of the evening schools kept in former years. The normal school is probably continued, as the report states that 4 divisions in the training school are taught by pupil teachers who are in training and on trial.—(Report and return.)

## TRAINING OF TEACHERS.

### NORMAL CLASSES.

As stated above, the normal school connected with the Wilmington school system seems to be still in existence, although no special account of it appears in the report of the city superintendent. It is stated, however, that, through the influence and instruction of the principal of the training school, better methods were substituted in all the schools for the *a b c* method in teaching the alphabet and the first lessons in reading.—(City report, 1880–'81.)

The normal class reported in former years at Delaware College is apparently discontinued.

### TEACHERS' INSTITUTES.

The State superintendent of free schools is required to hold at least one teachers' institute, of at least three days in length, in each of the counties of the State. All teachers of the county are expected to be present unless unavoidably detained. The number of such institutes for 1881 is not known. One held in Sussex County was said to be thronged with people, who listened to the proceedings with evident interest. A thorough appreciation of the cause of education was indicated.—(Laws of 1881 and Journal of Education.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

In Wilmington there are five rooms used for high school classes. The two schools, one a combined high and grammar school for boys, the other for girls, enrolled 110 pupils, an increase of 13 over the previous year. The average daily attendance was 90, an increase of 17. From the boys' school, which had 58 pupils, there were 6 graduates; in the girls' department, 52 enrolled and 10 graduates. The 3 years' course is still continued. Revised courses of study were adopted by the board on January 24. These went into effect, in part, on February 1, and were to be fully carried out in September. The study of Latin was discontinued from the beginning of the year.—(City report, 1880–'81.)

Outside of Wilmington only one public school is known which attempts any measure of secondary instruction. This is at Lewes.

### PRIVATE SECONDARY SCHOOLS.

The Wilmington Conference Academy, Dover, occupies a notable position among the educational forces of the State. The school is coeducational. Particular attention is paid to the choice of teachers, the corps consisting of eight. Great care is taken to properly coördinate all departments. Recent additions have been made to the library and to the scientific collections, and all connected with the school manifest great interest in making it an educational centre.

For statistics of private academic schools reported, see Table VI of the appendix.

## SUPERIOR INSTRUCTION.

### COLLEGES.

*Delaware College*, Newark, was first chartered in 1832, recharterd in 1867, and opened under reorganization in 1870. The preparatory department (Newark Academy is virtually such) had 6 instructors in 1881 and 80 students. The collegiate department (faculty 6, students 47) includes a 4 years' classical course, one of similar length in science and agriculture, and a 4 years' literary course. The scientific and literary courses were extended in 1879 from 3 to 4 years. Instruction in law—elementary, constitutional, and international—is given in the senior year. The college reports 30 scholarships, but no fellowships. In 1881 8 degrees were conferred, 4 of A. B. and 4 of PH. D.—(Catalogue and return.)

*Wesleyan Female College*, Wilmington, the only other institution of collegiate rank in the State, commences with primary and preparatory, has a 4 years' classical and a 3 years' English course, gives instruction in the French and German languages, and in drawing, painting, and music.—(Catalogue.)

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The scientific and agricultural department of Delaware College admits students to the 4 years' course who are at least 14 years of age and who produce testimonials of good moral character and sustain an examination in the common English branches. In the scientific course, so called, there were 33 students in 1881. The method of instruction in this department is twofold. In addition to the recitations and lectures, the actual farming operations of the State become an objective study.—(Catalogue and returns.)

### PROFESSIONAL.

No professional schools are reported from the State of Delaware; some instruction in law is given in the State College.

## SPECIAL INSTRUCTION.

### EDUCATION OF DEAF-MUTES, THE BLIND, &C.

The special schools of Pennsylvania and the District of Columbia furnish the training required by any such unfortunates in this State.

## EDUCATIONAL CONVENTION.

### STATE ASSOCIATION.

The State Teachers' Association held its third annual meeting at Rehoboth Beach, August 22-25, 1882. President William A. Reynolds, of Wilmington, delivered the inaugural address. This was followed by "Improved methods of instruction," State Superintendents Groves and Carpenter reading the report and other gentlemen continuing the subject. Superintendent Harlan advocated normal schools as necessary to improve methods and teachers. President J. M. Williams, of Wesleyan Female College, urged the need of improved teachers. At the afternoon session an essay, by C. S. Conwell, of Dover, on the beauty and usefulness of the study of Shakespeare was freely discussed. Rev. W. B. Gordon, of Smyrna, lectured in the evening on the cultivation of the beautiful. On the following day Principal S. J. Willey gave a paper on the "Fourth profession." He considered the profession of teaching equal in importance to the professions of theology, law, and medicine. By raising the standard of qualifications the number of teachers would be decreased and their pay and positions correspondingly increased. In "The true sphere of the public school" Principal R. D. Harrington traced the history of the public school from its inception in Athens until the present. He stated that success is only attained when the curriculum is adapted to the peculiar wants of the people, to their condition, habits, and circumstances. Both of these topics led to discussion. At the evening session, Rev. A. W. Lightburn addressed the association on "The principles and perils of our common education." He argued for an education founded on christianity, virtue, and truth. On the last day of the session, Miss E. D. Fraser read a paper on "School authorities, their qualifications and duties." The normal school question was then taken up. Among the resolutions offered, was one that it is the duty of teachers to extend their usefulness in the community, to keep up with the times in methods of instruction, and to sustain the dignity of the "fourth profession."—(Journal of Education.)

## CHIEF STATE SCHOOL OFFICER.

Hon. JAMES H. GROVES, *State superintendent of free schools, Smyrna.*

[Annually reappointed since 1875.]

## FLORIDA.

### STATISTICAL SUMMARY.

| | 1878–'79. | 1879–'80. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (4–21) | 72,985 | 74,213 | 1,228 | |
| Enrolled in public schools | 37,034 | 39,315 | 2,281 | |
| Average daily attendance | 25,601 | 27,046 | 1,445 | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | 39 | 39 | | |
| Number of public schools | 1,050 | 1,131 | 81 | |
| Number of school-houses | | 961 | | |
| Average time of schools in days | 82 | 76 | | 6 |
| Value of school property | | $132,729 | | |
| TEACHERS AND THEIR PAY. | | | | |
| Male teachers in public schools | 646 | 675 | 29 | |
| Female teachers in public schools | 362 | 420 | 58 | |
| Whole number employed | 1,008 | 1,095 | 87 | |
| SCHOOL EXPENDITURE. | | | | |
| Expenditure for public schools | $140,703 | $114,895 | | $25,808 |
| STATE SCHOOL FUND. | | | | |
| Amount of available school fund | $243,900 | $246,900 | $3,000 | |

(From biennial report of Hon. W. P. Haisley, State superintendent of public instruction, for the years above indicated, the succeeding report for 1880–'81 and 1881–'82 not being available as this goes to press.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

The officers of the department of public instruction are a State superintendent of public instruction, a State board of education, a board of public instruction for each county, a county superintendent of schools, and local school trustees, treasurers, and agents.—(Laws.)

#### OTHER FEATURES OF THE SYSTEM.

The public schools continued to be sustained from the proceeds of a common school fund, of a special State tax of 1 mill on the $1, and of a county tax, made 2½ to 4 mills on the $1 in 1881.[1] The interest on the common school fund, with the amount raised by the 1 mill tax, is apportioned annually by the State superintendent among the counties in proportion to the children residing therein between the ages of 4 and 21, and by the board of public instruction among the schools in proportion to the average attendance of pupils between 6 and 21. The schools must be maintained at least 3 months each year. Any district[2] neglecting to maintain such school or schools forfeits its portion of the common school fund during such neglect, and the fund thus forfeited is distributed among the counties at the next apportionment. The maximum school day is 6 hours; school month, 22 days; school term, 3 school months; school year, 3 terms. The school

[1] This was a change from 2½ mills to 4 mills, with 2½ as a minimum, and was the only one of any importance.

[2] Counties are here school districts.

census of children between 6 and 21 and 4 and 21 must be taken at the time of assessing county taxes. Persons duly authorized as teachers are required to teach deportment and morals, to inculcate the principles of truth, honesty, patriotism, and the practice of every christian virtue, and may devote one-half day in each week to instruction in some branches of needlework or manual labor. The constitution enjoins the legislature to provide a uniform system of common schools and a university, but no steps have yet been taken to establish the latter, except in its agricultural and mechanical departments. (Constitution and laws.)

### GENERAL CONDITION.

In the absence of official information as to statistics of 1880–'81, no comparison of the educational condition of that year with the preceding one can be made. Even the secretary and agent of the Peabody fund trustees, on whom the State has to depend for special aid towards the improvement of its schools, has had to content himself, in his report for 1881, with the statistics of the previous year.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

There is no separate city school system. The county officers have control of the city schools in common with those of the counties in which they are located. The only clear statistics to be had include county as well as city schools.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Jacksonville (including Duval County). | 19,431 | ..... | 2,366 | 1,781 | 65 | $15,010 |
| Key West (including Monroe County). | 10,940 | 3,416 | 795 | 520 | 18 | 5,457 |

### ADDITIONAL PARTICULARS.

*Jacksonville* proper, with two outlying suburbs, appears from a printed county report to have had 1,100 pupils enrolled in its public schools and 903 in average attendance, under 22 teachers. The course of study covers 3 primary, 5 grammar, and 3 high school years, the high school serving for the county as well as the city, and bearing the title of Duval County High School. One of the city schools is a large graded one for colored pupils. This in 1880–'81 had 6 teachers besides the principal, enrolled 515 pupils, and had 445 in average attendance. Another graded school for the same race, under Methodist Episcopal influences, had 5 teachers and 166 pupils.— (Report for Duval County and of Freedmen's Aid Society of Methodist Episcopal Church, 1881.)

*Key West*, including Monroe County, presents no information additional to that in the table except that of the 795 pupils enrolled 191 were in the alphabet, 143 in first reader, 136 in the second, 108 in the third, 82 in the fourth, 62 in the fifth, 33 in the sixth; there were 550 in arithmetic, 568 in writing classes, 427 in geography, 283 in grammar, and 40 in such higher studies as history, natural philosophy, chemistry, &c.— (Return.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOL.

The East Florida Seminary, Gainesville, established in 1853 and supported from the proceeds of the national land grant, has served of late years as a public graded school, but was organized in 1880 as a State normal. The course extends through 3 years beyond a preparatory year, none being admitted to the normal course except after examination in the studies of the preparatory course. Boys under 15 and girls under 14 cannot enter the normal classes. Besides other studies, the normal course embraces methods of teaching, school organization and management, history and philosophy of education, and educational psychology. The classes below the normal serve as an experimental school for observation and practice teaching. Normal pupils may study Latin and Greek, but not to the detriment of the full English course. Instructors in 1880–'81, 7; normal pupils, 13; other pupils, 140.— (Catalogue and return.)

### TEACHERS' INSTITUTES.

No record of such means of improving teachers has reached the Bureau at the time at which this goes to press, though they were held in 1880.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

For these schools in 1880–'81 no definite information is at hand. In 1879–'80, about 5,000 pupils were studying the higher branches, but the number of high schools was not given. Jacksonville and Key West, as well as the West and East Florida Seminaries, had high school departments, and other schools elsewhere may have had. Lincoln Academy, Leon County, which in 1879–'80, through aid from the Peabody fund, had a principal and 4 assistants, was operated for 9 months, and was said to be "the only high school for colored youth in the county."

### OTHER SECONDARY SCHOOLS.

For statistics of academic schools, see Table VI of the appendix, and the summary thereof in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

No institution of this class had been established in Florida up to the year under review, nor does any appear to have been projected in that year. The constitution of 1868 required the legislature to provide for a university as well as for a system of common schools, instruction in both to be free. But as no time was fixed for the establishment of the university and as education in the State has not in any past year reached the point of fair demand for high collegiate training, there has been no action taken by the legislature towards furnishing it, except as mentioned below under Scientific Instruction.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

No schools of this class appear to have been yet called for in this State, the comparatively slight demand for this grade of instruction for young women being sufficiently met by several colleges for women in adjoining States.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

No information has been obtainable as to the State Agricultural College, which in 1876 was located at Eau Gallie, in the southern section of the State, beyond the fact that at the opening of 1881 it remained still at Eau Gallie, whence it was to have been removed, and that it had an endowment fund of more than $120,000. This college is the only department of the State university that has been organized, and its existence has been threatened by a proposition to appropriate its fund to common school purposes or use it to endow a normal seminary, with an agricultural department.

No schools for professional training, except of teachers, existed in 1881.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE BLIND, DEAF, AND FEEBLE-MINDED.

Information as to what is done by the State towards the training of its poorer youth of these classes has been sought in vain. The constitution of 1868 requires that "institutions for the benefit of the insane, blind, and deaf, and such other benevolent institutions as the public good may require, shall be fostered and supported by the State," and it is hoped that the spirit of this requirement may be carried out by placing such unfortunates in the training schools of other States until Florida can make provision for them herself. The fact that the quadriennial census of youth of school age is required to include a special one of deaf-mutes looks in this direction.

## EDUCATIONAL CONVENTIONS.

### MEETINGS OF COUNTY SUPERINTENDENTS AND OTHERS.

The school law requires and empowers the State superintendent of public instruction "to call meetings of county superintendents of schools and other officers, for obtaining and imparting information on the practical workings of the school system and the means of promoting its efficiency and usefulness." The last State superintendent, in his report for 1880, showed that he had complied with this requirement, calling meetings and delivering addresses to school officers and others at from one to four points in each county with apparently useful results. The biennial report of his successor on this and other matters for 1881 and 1882 is not due at the date at which this goes to press.

## CHIEF STATE SCHOOL OFFICER.

Hon. E. K. FOSTER, *State superintendent of public instruction, Tallahassee.*

[Term, January 1, 1881, to January 1, 1885.]

# GEORGIA.

## STATISTICAL SUMMARY.

| | 1880. | 1881. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth of school age (6–18) | ---------- | a236, 319 | ---------- | ---------- |
| Colored youth of school age (6–18) | ---------- | a197, 125 | ---------- | ---------- |
| Whole number of school age | ---------- | a433, 444 | ---------- | ---------- |
| Whites in public schools | 150, 134 | 153, 156 | 3, 022 | ---------- |
| Colored in public schools | 86, 399 | 91, 041 | 4, 642 | ---------- |
| Whole number in public schools | 236, 533 | 244, 197 | 7, 664 | ---------- |
| Average daily attendance | 145, 190 | 149, 908 | 4, 718 | ---------- |
| Youth in elementary private schools | 35, 115 | 33, 493 | ---------- | 1, 622 |
| Youth in academic private schools | 9, 052 | 7, 841 | ---------- | 1, 211 |
| Youth in collegiate schools | 4, 285 | 2, 040 | ---------- | 2, 245 |
| Whole number in private schools | 48, 452 | 43, 374 | ---------- | 5, 078 |
| SCHOOLS. | | | | |
| Public schools for whites | 4, 066 | 4, 053 | ---------- | 13 |
| Public schools for colored | 1, 603 | 1, 704 | 101 | ---------- |
| Public schools under local laws | 247 | 298 | 51 | ---------- |
| Total number of public schools | 5, 916 | 6, 055 | 139 | ---------- |
| Public schools reported as graded | 115 | 163 | 48 | ---------- |
| Public schools reported as high schools. | 16 | 10 | ---------- | 6 |
| Private elementary schools | 1, 083 | 1, 080 | ---------- | 3 |
| Private academic schools | 131 | 119 | ---------- | 12 |
| Private and State collegiate schools | 32 | 15 | ---------- | 17 |
| Whole number of private schools | 1, 246 | 1, 214 | ---------- | 32 |
| TEACHERS AND THEIR PAY. | | | | |
| Number of teachers employed | 6, 000 | 6, 128 | 128 | ---------- |
| Average monthly salary of men | $50 00 | ---------- | ---------- | ---------- |
| Average monthly salary of women | $30 00 | ---------- | ---------- | ---------- |
| Teachers in private elementary schools. | 1, 174 | 1, 183 | 9 | ---------- |
| Teachers in private academic schools | 274 | 227 | ---------- | 47 |
| Teachers in collegiate schools | 232 | 98 | ---------- | 134 |
| Whole number of teachers in private schools. | 1, 680 | 1, 508 | ---------- | 172 |
| INCOME AND EXPENDITURE. | | | | |
| Receipts for public schools | $471, 029 | $498, 533 | $27, 504 | ---------- |
| Expenditure for public schools | 471, 029 | ---------- | ---------- | ---------- |

*a* In 1877.

(From reports of Hon. Gustavus J. Orr, State commissioner of common schools, for the two years indicated.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

For the State there is a board of education, composed of the chief executive officers, with the governor as president ex officio, and a State school commissioner as chief executive officer; for each county (the counties here being school districts),[1] a county board of educa-

[1] Except in 4 counties, in which the election of the county board is provided for by special acts.

tion of 5 freeholders, appointed by the grand jury, a secretary elected by it being ex officio county school commissioner and holding for 4 years; for each subdistrict into which the county may be divided, 3 trustees appointed by the county board for local supervision.—(Laws.)

OTHER FEATURES OF THE SYSTEM.

The annual State school fund is derived from a poll tax of $1 and from a special tax on shows, exhibitions, and sales of spirituous and malt liquors; from the proceeds of commutation taxes for military service; from certain sums received from two railroads; from educational funds not belonging to the State university;[1] and from such other sums as may be raised by general taxation. District taxation is allowed for supplying suitable school buildings and furniture.

High schools are cut off, except in specially chartered districts, as the constitution of 1877 provides only for studies in the elementary branches. Provision is made for evening, ambulatory, and manual labor schools. White and colored children must be taught in separate schools, with equal advantages to both according to their grade. Sectarian books must not be introduced into the schools, nor must the reading of the Bible be forbidden. The county board decides what text books and books of reference shall be used in the common schools of the county. The county commissioner examines candidates for teaching, and recommends them to the county board for such grade of license as they may merit, which shall be good for 1, 2, or 3 years, according to its grade; except in some counties especially exempted, he must visit the schools in his county at least twice each year, make, once in 4 years, an enumeration of the children of school age (6–18) in his district, and distribute the school fund received on the basis of the number of such, and report annually to the State superintendent. Teachers must report to the county commissioner at the close of each term; he to the State commissioner, who reports annually to the assembly. Failure to do this involves forfeiture of pay. Principals of all other than State schools, having public pupils, must also report. To entitle a county to its proportion of the State fund, primary schools must have been kept open, free to all, at least 3 months of the year throughout the county, except where, on account of sparseness of population, the primary schools cannot be maintained for that time; in this case the county boards can provide for such schools to continue 2 months only in different places convenient to the majority of the pupils, each school to contain not less than 15 pupils. The school term must be so arranged that the same teacher may serve in 1, 2, 3, or more schools successively.—(Constitution and laws.)

GENERAL CONDITION.

The statistics for 1881 show fair advance in the condition of the public schools. The enrolment materially advanced, the greatest part of the increase being in colored pupils, and the average daily attendance bore a good proportion to the increased enrolment. There were 139 more public schools and 128 more public school teachers. A large falling off was reported in the number of pupils and number of teachers in private schools.

AID FROM THE PEABODY FUND.

The report of this fund, made at the regular meeting of the trustees in October, 1881, shows that Georgia received $4,200 for training teachers at Nashville, $500 for colored pupils at Atlanta, and $600 for the Georgia agency.

## CITY SCHOOL SYSTEMS.

OFFICERS.

Cities of over 20,000 inhabitants may have boards of education or of trustees of schools, of whom a part are in some cases members ex officio, as mayors of the city or judges of the courts. The elective members are in most cases subject to partial annual change. Those of Augusta, Macon, and Savannah combine county and city systems, a superintendent being employed in each of these cases.—(City reports and laws.)

STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Atlanta | 37,409 | 10,500 | 4,226 | 3,951 | 64 | $45,803 |
| Augusta | 21,891 | 5,628 | 2,487 | 1,471 | 39 | ..... |
| Columbus | 10,123 | 2,863 | 1,403 | 1,149 | 26 | 16,971 |
| Macon | 12,749 | 3,339 | 1,881 | 1,135 | 33 | ..... |
| Savannah | 30,709 | 6,243 | 3,110 | 2,789 | 56 | ..... |

[1] The proceeds of endowments, gifts, or bequests for school purposes in any county may be added by the county school board to what is received by it from the State distributable fund for county schools.

ADDITIONAL PARTICULARS.

*Atlanta* reported 10 schools, classed as high, grammar, and primary. The grammar schools comprised each 8 grades, corresponding to the first 8 years of school life, 6 to 14, while the high school for girls comprised 4 grades, answering to the next 4 years of school life. The course in the boys' high school covered only 3 years, differing in the studies to be pursued mainly in the substitution of optional Greek for French. The general enrolment reached 4,226, with an average per cent. of 93.2 in daily attendance, and at an annual cost per scholar of $10.83, while in the high schools there were enrolled 302, with an average per cent. of 94.6 in daily attendance. There was still a pressure for more school room for both primary grades and high schools. A new school-house erected during the year for the colored children, containing 8 large rooms, well lighted and ventilated, is said to be the pride of the colored people. It is, at their request, officered by educated colored teachers, who have demonstrated that they understand their own race and know how to teach and preserve discipline.—(Tenth annual report, 1880–'81.)

*Augusta* had a well graded system of public schools, classed as primary, intermediate, grammar, and high. The primary had a 3 years' course; the intermediate and grammar, 2 years' courses. The high school department included 3 schools, 2 of them for white and 1 for colored pupils. One of the 3 was for girls alone; the other 2 for both sexes. The full course was 3 years. These high schools had in 1880–'81 an enrolment of 152; an average, monthly, of 108 present; an average, daily, of 94, of whom 13 were graduated. The high school for colored pupils completed with the year a 2 years' course, and a question was raised whether it should be continued of that length or be extended to 3 years; but, as the rule of the board is that the high schools shall have 3 classes, each of a year, it is hardly possible that one race should be deprived of the advantages given to the other. The superintendent reports that there has been a steady advance both in enrolment and average attendance in the schools, many citizens having withdrawn their children from private instruction and placed them in the public schools. The increased pressure in the colored schools was such that out of 1,132 pupils only 723 could be furnished with seats.—(Report.)

*Columbus* had 7 school buildings, on 4 lots, used for both primary and grammar grades, with 1,182 sittings, valued, with grounds, &c., at $35,200. Instruction was given in music. In the absence of any normal school, the superintendent gratuitously gave some normal training to the teachers. In private and parochial schools, 250 were enrolled.—(Return.)

*Macon.*—For the city there were 7 school buildings, with 37 rooms and 1,500 sittings. During the year a large building that had been used for a medical college was added to the school accommodations, making the value of school property $43,000. There was a marked advance in all departments over even that of 1879–'80. In the matter of organization, the schools for whites approached very near the completion of the city plan, comprising 3 full grade schools for elementary and grammar classes, with a central school of higher grade, the whole embracing a course of study beginning with elementary school work and extending through the studies preparatory to college or to the better class of business positions. In this last school the graduating class for the year (25) was the highest ever graduated, and the increased attendance such as to render necessary the enlargement of the building to accommodate, in another year, the growing enrolment. Provision for the colored school population was also much advanced, so that, for the first time since the adoption of the city system, the colored pupils were accommodated in buildings supplied by the city without cost to the board, and with capacity for from 150 to 200 additional scholars. The revised course of study covers 9 years. Enrolled in private and parochial schools, 300.—(Ninth annual report and return.)

*Savannah* had 7 school buildings, with 56 rooms for study and recitation and 3,200 sittings, valued, including grounds, &c., at $130,300. In some rooms there was overcrowding; rather than refuse admittance to any and to relieve the teachers of this overcharge, many unqualified children were put into the higher grades. It was thought better to suffer this evil than to reject the large number of applicants. There were 7 schools for whites and 2 for colored. The schools below the high reached a per cent. of average daily attendance on average belonging of 89.5 whites and 88.5 colored. Below the high school there are 8 grades, beginning with the lowest elementary studies and ending in a preparation for the high. There are 2 high schools, 1 for boys and 1 for girls, each having a 4 years' course and nearly the same studies, with an enrolment of 169, an average belonging of 137, an average daily attendance of 127, and 23 graduates. The instruction in the schools is meant to be conservative. Except in language study, progress was satisfactory. Fully 25 per cent. of the teachers were graduates of the public schools; and it was to be the policy to give the colored schools in the country their share of these well qualified teachers. There was improvement in the discipline. Much attention was given to hygienic principles, with pleasing results in the physical as well as the mental health of the pupils. Enrolment in private and parochial schools, 500.—(Sixteenth annual report and return.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

There being no State normal school, as such, the higher normal instruction of a few specially selected whites from this State was conducted at the normal college at Nashville, Tenn., the Peabody fund providing for the instruction of some 20 scholars during the year 1881.—(Peabody fund report.)

The *North Georgia Agricultural College*, at Dahlonega, has a normal department free to such of either sex as wish to become teachers. The trustees enjoyed the right to send pupils during the fall months to remote school districts not otherwise provided for, pledging their support while thus engaged. Those who complete the regular course of 4 years receive a certificate which exempts them from examination by any other school authorities in the State. Statistics for 1880–'81 are not available.

*Atlanta University*, Atlanta (for the superior training of the colored race), presented again, in 1880–'81, the 4 years' normal course formerly termed the higher normal, the requirements for entering which were the same as for the college preparatory course. Young women entering this course, in addition to the customary studies, are taught such elements of household science as plain sewing, cookery, nursing the sick, and the preparation of simple dietary articles for them. Specimens of their sewing work are preserved for examination. They receive, at the completion of the course, certificates of graduation that are equivalent to teachers' certificates. The former normal course, below that above mentioned, became in 1880–'81 the grammar school course.—(Catalogue.)

The *Haven Normal School*, Waynesboro, like that at Atlanta, is for the instruction of colored teachers. It is assisted by the Freedmen's Aid Society of the Methodist Episcopal Church, and had a 4 years' course of study. There were 80 pupils under 2 teachers in 1880–'81.—(Methodist Year Book.)

*Clark University*, Atlanta, has a normal department for the instruction of colored teachers, which includes all studies of the English course and 2 years additional.—(Catalogue.)

### TEACHERS' INSTITUTES.

The State school law makes no provision for the holding of teachers' institutes. The State superintendent, at latest date, was endeavoring to secure from the assembly an appropriation of $1,500, which, with a supplemental sum that he had no doubt could be obtained from the Peabody fund, would enable him to establish in 1880–'81 from three to five such institutes in the State.—(State report.)

### EDUCATIONAL JOURNALS.

Georgia, having no educational journal, has to depend on the educational periodicals of other States for the early publication of school matters pertaining to the State.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The constitution of 1877 made no provision for high school instruction in the public schools. In the cities and counties under local laws, 16 schools of this grade were reported by the State school commissioner in 1880, but neither enrolment nor attendance was given. From reports of cities received at this Bureau it appears that Atlanta, Augusta, and Savannah had each two separate high schools for boys and girls in 1881, as previously, with courses of from 3 to 4 years. The courses in all were the same, except that Atlanta had 3 years for boys and 4 for girls, differing throughout but slightly in required studies, which, so far as stated, are of the highest grade below college. Atlanta had 7 teachers, 302 enrolled pupils, 286 in average daily attendance, and graduated 35. Augusta had 2 high schools for whites and 1 for colored, for which see page 43. Savannah enrolled 169, and with an average daily attendance of 127 graduated 23. Macon and Sandersville had each 1 high school, the latter having a course of 3 years, while that of the former is not given. Macon Central High School had 2 teachers, 101 pupils and an average daily attendance of 81; it graduated 25, the highest number ever reached. (City reports and returns.)

### OTHER SECONDARY SCHOOLS.

As indicated for 1879–'80, there were 131 private high schools reported in that year, with 274 instructors and 9,052 pupils; similar information for 1881 shows 119 such schools, with 227 teachers and 7,841 pupils. Among these schools is Clark University, Atlanta, an institution for the higher education of the colored people, supported by the Freedmen's Aid Society of the Methodist Episcopal Church. In 1881 this school shows a college course of fair standard for such a school, a good preparatory course, and 2 college classes. There is, too, a course in carpentry and architecture, in which instruction is

given in building and cabinet work. Girls are trained in sewing, laundry work, and house keeping. To these will be added, as fast as means are furnished, agriculture, iron work, and practical business. In 1880 the main college building was erected at a cost of over $30,000, to which is attached a farm of 450 acres. The enrolment for 1879–'81 was 277, with 8 teachers.—(Catalogue.)

For statistics of commercial schools, academies, special preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries thereof in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Georgia, Athens, had for 1881 academic, State college, law, and medical departments, besides 4 branch colleges in different parts of the State. Under the academic were 10 schools, out of which were formed the classical, scientific, and literary courses of 4 years each; in the first 2 of these the studies were substantially the same. In the academic department there were 93 students in 1881. For the other departments, reference is made to their proper headings, further on.—(Catalogue.)

Atlanta University, Bowdon and Gainesville Colleges (non-sectarian), Mercer University, (Baptist), Pio Nono (Roman Catholic), Emory College (Methodist Episcopal South), had classical courses of 4 years, also preparatory (except Mercer University) and scientific (Gainesville and Bowdon not reporting). Pio Nono reported a junior class in civil engineering, graduate courses in ethics, a commercial course, and special instruction in military drill. Atlanta University continued to give normal, theological, and agricultural instruction; Emory College, biblical study in both its classical and scientific courses, while Mercer University continued its theological and legal departments.—(Catalogues.)

Emory College received in 1881 the handsome donation of $50,000 from Mr. George I. Seney, of New York, $20,000 of it for building, $5,000 to pay indebtedness, and $25,000 to endow a Lovick Pierce professorship.—(Christian Advocate.)

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

*Atlanta University* and, as last heard from, *Bowdon* and *Gainesville Colleges* gave equal instruction to young women. Gainesville College is reported by its recent president as of a grade not above a city high school. He also reports the organization in 1881 of another institution, termed Methodist College, at Gainesville, giving to both sexes equal privileges. The course, however, as given in its catalogue of 1881, shows it to have been in that year only of the standard of a good preparatory school.—(Catalogues and return.)

*Wesleyan Female College*, Macon, one of the institutions here referred to, is reported to have received from Mr. George I. Seney, of New York, $50,000, in 1880–'81, for the improvement of its educational advantages.—(Educational Weekly, April 7, 1881.)

For statistics of schools of this class, see Table VIII of the appendix; for a summary thereof, see a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

For training in this direction there are the scientific and philosophic courses of the University of Georgia, Athens, with the schools of agriculture, engineering, and applied chemistry in the State College of Agriculture and the Mechanic Arts, also at Athens, all of 4 years, while at Mercer University, Macon, and at Emory College, Oxford, there were in 1881 scientific courses of 3 years, and at Pio Nono College, Macon, one of 2 elementary and 2 nominally collegiate years. Of the courses in the 3 colleges last named, that at Emory College appears to be the fullest and best arranged. The 4 branches of the State College of Agriculture and the Mechanic Arts, at Cuthbert, Dahlonega, Milledgeville, and Thomasville, although styled agricultural, present in their courses very slight indications of any work in the line of either agriculture or mechanics. They seem to serve largely, in their lower grades, the purpose of public schools; in their higher ones, that of preparatory schools for the State university, one giving also some normal training.—(Catalogues and returns.)

Of the institutions for superior instruction of young women, to be found in Table VIII, the following report chemical laboratories and apparatus for illustrating physics: Lucy Cobb Institute, Athens; Columbus Female College; Andrew Female College, Cuthbert; Monroe Female College, Forsyth; Griffin Female College, Griffin; Southern Female College, La Grange; Georgia Female College, Madison; Rome Female College, Rome, and Shorter Female College, at the same place, which last appears to lead in this line.

For statistics of scientific classes in the regular colleges, see Table IX of the appendix; for those of the specially scientific schools, Table X; for summaries of both, corresponding tables in the report of the Commissioner preceding.

### PROFESSIONAL.

*Theological.*—Emory College, Oxford (Methodist Episcopal South), and Mercer University, Macon (Baptist), both for whites, and the Atlanta Baptist Seminary, Clark University (Methodist Episcopal), and Atlanta University (Congregational), all 3 at Atlanta, and all for colored, give theological instruction to some extent, though in none is any definite course of study reported. The Atlanta Baptist Seminary, under the auspices of the American Baptist Home Missionary Society, had in 1880–'81 a class of 44 preparing for the ministry. Mercer University gave theological instruction in connection with the regular college studies, also full attention to those who chose to devote themselves exclusively to the study of theology; in Emory College Hebrew was taught in the junior and senior collegiate years; Atlanta University had a theological alumni class of 4.—(Catalogues and Baptist Year Book, 1882.)

*Legal.*—The legal departments of the University of Georgia, Athens, and Mercer University, Macon, continued to give legal instruction. In the former the regular course occupies 1 year of 2 terms, $4\frac{1}{2}$ months each, with a provision for a 2 years' course for those who may desire it. If prepared, students may enter either the junior or senior class, but cannot graduate without studying at least 1 term. Those who finish the course receive diplomas which admit them to the bar of the superior courts of the State without examination. After 7 years of successful practice and the maintenance of a good moral character, graduates may be admitted to a higher degree.

The course at Mercer occupies the collegiate year; the degree of LL. B. is conferred. (State report and catalogue.)

*Medical.*—The Atlanta Medical College; Southern Medical College, also at Atlanta; Medical College of Georgia, Augusta, and Savannah Medical College, all regular, require courses of 3 years' study under a preceptor and attendance on 2 full lecture terms, those at the Medical College of Georgia and Southern Medical College being 5 months, at Savannah College 4, and at Atlanta between 4 and 5. All require a final examination and a thesis, except the Medical College of Georgia, which in 1880 made this last optional. It also, in 1881, offered a 3 years' course, with examinations at the close of each annual term, offering at the same time an optional laboratory course in practical chemistry at a slight charge. The Atlanta Medical College had 11 instructors and 134 students, and graduated 31; the Southern Medical College, 11 instructors and 95 students, graduating 38. The Medical College of Georgia had 8 instructors and 91 students, and conferred on 36 the degree of M. D., with 1 honorary M. D. Savannah College made no report for 1881.—(Catalogues and returns.)

For statistics respecting the schools of theology, law, and medicine, see Tables XI, XII, and XIII in the appendix; for summaries of the same, corresponding tables in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Georgia Institution for the Education of the Deaf and Dumb, Cave Spring, in 1880–'81 had 5 instructors, and 71 students, 9 of whom were semi-mutes. The pupils are instructed in the English language, geography, grammar, natural philosophy, natural history, arithmetic, penmanship, shoemaking, and gardening. Preparations for a colored department were approaching completion at the close of 1881.—(Annals of the Deaf and Dumb, 1882.)

### EDUCATION OF THE BLIND.

The Georgia Academy for the Blind, Macon, reported 6 instructors for 1880–'81, with 61 pupils, 4 blind employés and workmen, and 217 pupils since the opening of the institution in 1852. The ordinary English branches are taught, with special instruction in instrumental and vocal music. The girls are trained in sewing, knitting, and domestic work, while the boys are taught broom and mattress working, cane seating, and turning. The State appropriation of $10,000 for a colored department had not been used at the close of 1881, but the trustees hoped at an early day to press the work forward to completion.—(Annual report and return.)

For further information respecting schools for the deaf, dumb, and blind, see Tables XVIII and XIX in the appendix, and the summaries thereof in the report of the Commissioner preceding.

## EDUCATIONAL CONVENTIONS.

### TEACHERS' ASSOCIATIONS.

The fifteenth annual meeting of the State Teachers' Association was held at Atlanta, July 20–21, 1881. The only account of this meeting at hand is a brief note. After a

business meeting the usual papers were dispensed with to enable the teachers to attend the sessions of the National Educational Association. A committee was appointed to secure funds for the publication of a memorial volume to be issued by the association respecting the late Superintendent Bernard Mallon. After the election of officers for the ensuing year the association adjourned to meet at Augusta on the first Tuesday in May, 1882.— (Journal of Education.)

The fourth convention of the Middle Georgia Teachers' Association was held at Sparta December 22–23, 1881, Dr. G. J. Orr in the chair. After an address of welcome and reports from the secretary and treasurer, papers were read and discussions had on "Temperament of children;" "The best means of preserving order in school;" "The best course of study for those who have but two or three years of school;" "The art of explanation;" "Loyal teachers, and what will make them such;" "Truth and honesty;" "Mistakes of trustees, parents, teachers, pupils, and citizens." The closing address was by the State school commissioner, Hon. G. J. Orr, on the "Public school system of Georgia," after which the committees made their reports, the usual officers were elected, and the association adjourned.— (Journal of Education.)

## CHIEF STATE SCHOOL OFFICER.

Hon. GUSTAVUS J. ORR, *State school commissioner, Atlanta.*

[Fourth term, January 1, 1881, to January 1, 1883.]

## ILLINOIS.

### STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (6–21) | 1,010,851 | 1,002,222 | | 8,629 |
| Enrolled in public schools | 704,041 | 701,627 | | 2,414 |
| Average daily attendance | 431,638 | 425,858 | | 5,780 |
| Pupils in private or church schools | 60,440 | 59,902 | | 538 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| School districts reporting | 11,599 | 11,604 | 5 | |
| Number with 5 months' school or more. | 11,419 | 11,407 | | 12 |
| Number with less than 5 months | 76 | 87 | 11 | |
| Number that had no school | 105 | 110 | 5 | |
| Number reporting libraries | 980 | 885 | | 95 |
| Volumes in these libraries | 57,726 | 61,436 | 3,710 | |
| Public school-houses | 11,883 | 11,925 | 42 | |
| New ones built within the year | 265 | 259 | | 6 |
| Whole number of public schools | 11,964 | 11,961 | | 3 |
| Number graded, excluding high schools. | 921 | 947 | 26 | |
| Number of high school grade | 110 | 114 | 4 | |
| Average time of schools in days | 150 | 149 | | 1 |
| Valuation of public school property | $15,875,566 | $16,956,310 | $1,080,744 | |
| Private or church schools | 661 | 627 | | 34 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 8,834 | 8,438 | | 396 |
| Women teaching in public schools | 13,421 | 13,695 | 274 | |
| Whole number, male and female | 22,255 | 22,133 | | 122 |
| Number from State normal schools | 1,167 | | | |
| Number attending institutes | 8,424 | 7,291 | | 1,133 |
| Average monthly pay of men | $41 92 | $44 17 | $2 25 | |
| Average monthly pay of women | 31 80 | 35 31 | 3 51 | |
| Teachers in private or church schools. | 1,497 | 1,546 | 49 | |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for public schools | $7,836,953 | $7,922,169 | $85,216 | |
| Whole expenditure for them | 7,531,942 | 7,858,414 | 326,472 | |
| STATE SCHOOL FUNDS. | | | | |
| Amount of such funds reported | $9,049,302 | $9,247,281 | $197,979 | |

(From report of Hon. James P. Slade, State superintendent of public instruction, for 1879–'80, and from statistics furnished by him for 1880–'81.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

A State superintendent of public instruction, elected quadriennially by the people, has general oversight of school matters. A county superintendent in each county also serves for 4 years. There are 3 trustees for each township, elected for 3 years' terms,

with annual change of 1. Three school directors in each district are also elected for similar terms. Women are eligible to any school office if they are over 21 years of age and possess the requisite qualifications.—(Laws, 1879.)

OTHER FEATURES OF THE SYSTEM.

Free schools were established by law in 1825. They are now maintained from a State allowance of $1,000,000 annually and from local taxes, not to exceed 2 per cent. for current expenses or 3 per cent. for building purposes. The apportionment of funds from these sources is in each county according to the number of children under 21 years of age, and no school funds are to be used to support any sectarian institution. Colored youth are admitted to all privileges of the free schools. The length of school term is 5 months of 22 days each. The branches of study are arranged by the directors. Text books, not to be changed oftener than once in 4 years, are to be uniform. Teachers are to make the proper reports and to have certificates of qualification in order to be paid for their services.—(Laws, 1879.)

GENERAL CONDITION.

In common with 16 other States, Illinois makes only biennial reports of its school system, and 1881 was not the year for one of these; but Superintendent Slade has made up, as far as possible, this lack by furnishing from the records in his office the main statistics for the year. These indicate a decrease of enrolment in all schools reaching about one-third of the decrease in school youth, and a decrease in average attendance in public schools of nearly two-thirds of the falling off in the number to be instructed. As to school districts, it appears that, while 5 more reported, there were 5 more that had no school and 11 fewer that had schools open the full legal time; 95 fewer reported school libraries, but these had more books in their libraries than the number reporting the year before. As to schools, we find a falling off of 3 on the preceding year, but the character of these schools was somewhat higher, 26 more being graded and 4 more being of high school grade, while 259 had new buildings, 42 of which were absolute additions to the school system. Through this building and rebuilding school property was rated $1,080,744 higher, although private and church schools somewhat declined. As to teachers, many fewer men and many more women were employed, both sexes getting rather more remunerative pay; while, as to funds, there was a fair addition to receipts for schools, with a considerable increase of expenditure upon them, the permanent fund having, moreover, $197,979 added to it.

KINDERGÄRTEN.

For information as to this class of elementary schools for young children, see Table V of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

OFFICERS.

Cities of 2,000 inhabitants or more, not governed by any special act, have boards of education consisting of 6 members, with 3 more whenever 10,000 inhabitants are added. In cities of more than 100,000 inhabitants the boards consist of 15 members. In both cases the term is of 3 years, with change of one-third annually.—(Laws.)

STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Belleville | 10,683 | 4,532 | 1,991 | 1,814 | 40 | $37,364 |
| Chicago | 503,185 | 137,035 | a63,141 | a44,201 | a928 | b1,127,788 |
| Danville | 7,733 | 3,030 | 1,873 | 1,184 | 34 | 24,314 |
| Decatur | 9,547 | 3,433 | 1,912 | 1,402 | 30 | 23,339 |
| Elgin City | 8,787 | 2,642 | 1,400 | 900 | 23 | 21,696 |
| Freeport | 8,516 | ..... | 1,700 | 1,350 | 28 | 23,170 |
| Galesburg | 11,437 | ..... | 2,035 | 1,414 | 35 | 20,395 |
| Jacksonville | 10,928 | 3,693 | 1,895 | 1,367 | 37 | 33,887 |
| Joliet | 11,659 | 4,641 | 2,023 | 1,852 | 43 | 31,060 |
| Ottawa | 7,834 | 3,254 | 1,597 | ..... | 40 | 20,806 |
| Peoria (township) | 30,251 | 9,516 | 4,915 | 3,674 | 81 | 54,684 |
| Quincy | 27,268 | 9,541 | 3,597 | 2,288 | 57 | 49,099 |
| Rockford | 13,129 | 4,132 | 2,644 | 1,996 | 58 | 32,615 |
| Rock Island | 11,659 | 3,590 | 2,248 | 1,564 | 39 | 35,703 |
| Springfield | 19,743 | ..... | 2,702 | 2,078 | 47 | 36,181 |

a These figures are taken from a return, and do not include the statistics of evening schools. With those added, the enrolment is 66,485; average attendance, 45,055; number of teachers, 983.

b Excluding the cost of evening schools and payments on account of indebtedness incurred in previous years.

ADDITIONAL PARTICULARS.

No information has reached this Bureau from Alton, Aurora, Bloomington, Cairo, and Hyde Park.

*Belleville* reported 2,000 sittings for study; an average daily attendance of 48 pupils to each teacher; an increase in enrolment and attendance over the previous year; improvement in discipline and in the manner of imparting instruction; book-keeping introduced in the eighth grade schools; and so large a number of pupils in these high grades as to necessitate the establishment of an extra school.— (Report and return.)

*Chicago* reported the completion of 8 new buildings, with seating accommodations for 6,804 pupils, and the commencement of 5 others, 4 of which will seat 3,591 children. At the close of the school year, owing to lack of room, there were 118 half day divisions— 6,668 pupils in all. The financial interests of the schools improved greatly: the school fund rentals and State dividend increased and the board saved a portion of its annual tax levy. General progress was reported in all departments. This was especially noticeable in arithmetic, penmanship, and German. This language was introduced into most of the grammar schools, and in these 4,546 pupils took lessons. Adding the number taught in the high schools there were 4,827 in all. During the year the courses of study in the high schools were so changed as to create 3 high schools, having full 4 years' courses and a 3 years' classical course. A change was also made in the mode of admission, for which see Secondary Instruction. Five deaf-mute schools were carried on, with 6 teachers and 55 pupils. Evening schools, suspended the previous year, were taught 3 months; enrolment, 3,344; teachers, 59; expenditures, $8,376.— (City report, 1881.)

The *Danville* schools were taught 195 days, and the results of the year's work were very gratifying. A change was made from monthly to bimonthly examinations. Promotion was based on a combination of these and on the final examinations in all branches. The course of study in the high school was thoroughly revised, and a number of changes made in the work of the different grades. Six school buildings and 31 schools, in 34 rooms, are reported.— (City report.)

*Decatur* reports 25 teachers in the ward schools and 5 in the highest grade; the average age of pupils, 10.6 years; average percentage of attendance, 94.6; highest salary paid to male teachers, $1,200; paid to women, $575. Of the 1,912 pupils enrolled 420 were not tardy during the year and 60 neither absent nor tardy.— (Report.)

*Elgin* values her school property at $28,230; reports 1,120 sittings for study, in 7 public school buildings; and had 7 private schools, with 628 pupils enrolled. The schools were open 185 days.— (Return.)

*Freeport* reports school property worth $80,500; the 25 schools taught 196 days; 2,000 sittings for study. A special teacher of German was employed. The grades are primary, grammar, and high.— (Return and report.)

*Galesburg* had 7 different school buildings, accommodating 1,800 pupils; an average daily attendance of 41 to each teacher; a special teacher of penmanship provided; the schools open 177 days; and school property valued at $136,200. Teachers in evening schools are spoken of, but no mention is made of the number or length of such schools.— (Return.)

*Jacksonville* reported school property worth $160,700; 7 different school buildings, containing 1,530 sittings; 1,000 sittings in private schools; and the schools taught 188 days. Public school enrolment, 1,895; private, 1,200. No special teachers were reported.— (Return.)

*Joliet* had 9 school buildings, valued, with furniture and apparatus, at $62,500; a total of 2,530 sittings, including 600 for private schools; and the usual high, grammar, and primary grades. The schools were taught 198 days.— (Return.)

*Peoria* (township) reports 15 school buildings, divided into primary, grammar, and high grades; 4,306 sittings; 3 evening schools, in which the teachers were paid $40 a month; 1,580 pupils enrolled in private and parochial schools; and school property worth $201,200.— (Return.)

*Quincy* had 3,121 sittings for study, in 9 buildings, which accommodated high, grammar, and primary grades. The estimated value of school property was $210,700; enrolment in private schools, 1,700; schools taught 196 days. A teacher of German was employed, at a salary of $450.— (Return.)

*Rockford* reports school property worth $120,000; 10 school buildings, containing 2,290 sittings for study; a special teacher of music employed; schools taught 194 days; and enrolment in private schools, 460.— (Return.)

*Rock Island* had 7 school buildings, valued, with furniture and apparatus, at $102,600, and containing 1,958 sittings for study. A special drawing teacher was employed in the schools, which were taught 177 days. There were 506 pupils enrolled in private and parochial schools.— (Return.)

*Springfield* reports a gain over last year in the number of pupils attending school. Excluding the pupils in the high school, there were 2,638 children registered in the 6 ward

schools. The percentage of attendance on average number belonging in all the schools was 96.6; number of cases of tardiness, 1,173. The amount expended for the schools was $36,181; receipts, $37,242. School property was valued at $197,500 (grounds, apparatus, and furnishings included); it consisted of 6 buildings with 2,300 sittings for study. The schools were taught 198 days.— (Report and return.)

## TRAINING OF TEACHERS.

### STATE AND COUNTY NORMAL SCHOOLS.

The *Southern Illinois Normal University*, Carbondale, and the *Illinois State Normal University*, Normal, both State institutions, report as follows: The former had 170 students in the normal department, where the courses were of 3 and 4 years, respectively, and 224 in the 2 years' preparatory course. The latter had 438 normal and 264 preparatory students, a 3 years' normal course, and about two hundred in attendance at the special term for teachers in August. A very large attendance was also reported at the summer term of the Southern Illinois Normal, and the success in the higher branches of natural history was particularly noticeable.

The *Cook County Normal and Training School*,[1] Normalville, reports a regular 3 years' course, while high school graduates who pass the required examination stay one year and one term. In January, 1881, a Kindergarten was added to the training department. There were 223 normal students, 11 pupils in the normal class of the Kindergarten department and 22 in the practice class, 127 in the training department and 108 in the preparatory course.— (Catalogues and returns.)

### OTHER NORMAL SCHOOLS.

These are the *Evangelical Lutheran Normal School*, Addison, which had 8 teachers and 125 students; the *Aurora Normal School*, Aurora, a department of Jennings Seminary, with a 2 years' course; the *Northern Illinois College and Normal School*, Fulton, 105 normal students and a 2 years' course; the *Northwestern German-English Normal School*, Galena, 51 normal students and a 3 years' normal course; *Morris Normal and Scientific School*, Morris, a normal course of 3 years, attended by 246 students; and the *Teachers' Training School and School of Individual Instruction*, Oregon, which reports the studies and time optional, and 77 normal students to December, 1881. Normal courses or departments are also found at the following colleges and universities: Hedding, Eureka, Irvington, McKendree, Chaddock, Westfield, and Wheaton Colleges, and at Lake Forest and Northwestern Universities.— (Catalogues and returns.)

### TEACHERS' INSTITUTES.

Owing to the lack of a State report the number of institutes held in 1881 is unknown. There were, however, 7,291 teachers in attendance at these meetings. This shows a decrease of 1,133 over the previous year, when 372 institutes, with 8,424 teachers, were reported.

### EDUCATIONAL JOURNALS.

These, for 1881, were the Present Age, of Chicago, a continuation of the former Educational Weekly; the American Educator, Lockport, in its fifth volume in 1881; the Practical Teacher, Chicago, in its fourth; and the Normal Worker, Morris, in its second.

The following additional ones came into existence in 1881: The Schoolmaster, a fortnightly publication, begun in January; the School Herald, also fortnightly, in February, both of Chicago; the Illinois School Journal, a monthly, begun in May at Normal, the seat of the Illinois Normal University, and the Normal Journal, Carmi, begun in August.

Besides these papers, actually of the State, the Iapi Oaye, or Word Carrier, was published at Chicago, to aid in the education of Indian children at the Dakota mission in Nebraska.

Of papers for general news the Inter-Ocean, at Chicago, seems to have devoted most space to education, having a weekly column of educational information.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The number of such schools reported for 1880–'81 was 114, and these, as in 1879–'80, are believed to represent schools with at least a 3 years' course actually pursued by the pupils, as Superintendent Slade had asked in 1880 that only such should be classed in the reports as high schools. Four years' courses existed in 63 of the schools in 1879–'80. An important change was made at Chicago at the close of 1880–'81 in the mode of ad-

[1]As this goes to press, it is learned that Colonel Parker, formerly of Quincy, is to take charge of this school.

mission to the city high schools, the principals of the grammar schools being asked to report the names of pupils of whose ability to reach the required standard and pursue successfully the high school studies there could be no doubt. Pupils thus designated were admitted without examination. For all others that desired to enter, the usual examination was held.

### OTHER SECONDARY SCHOOLS.

For information as to business colleges, private academic schools, schools specially engaged in preparing pupils for college, and preparatory departments of universities or colleges, see Tables IV, VI, VII, and IX of the appendix. For summaries of such statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN AND FOR BOTH SEXES.

The Illinois Industrial University, opened in 1868, is the State University of Illinois. It has received from the State large appropriations for fitting up and stocking farms and for library, apparatus, and buildings, besides the State's share of the congressional land grant for industrial and scientific education, amounting to 480,000 acres. This was supplemented with over $400,000 given by Champaign County to secure the location of the university. The university comprises 4 independent colleges, with 10 distinct schools, including schools of military science and of art and design. The 4 colleges are of agriculture, engineering, natural science, and literature and science. The last includes a school of ancient languages and one of English and modern languages, the course in each school extending over 4 years and that of ancient languages embracing the usual studies of a classical course. The university has permitted from the first as much freedom as possible in the selection of studies. It is required, however, that students be thoroughly prepared for the work they undertake and that candidates for a degree pursue the course prescribed for that degree; also, that each student take at least one study relating to industrial science. To meet an urgent demand, temporary provision is made for one year of preparatory study. Graduates of accredited high schools are admitted without examination.

Of 30 other recognized colleges and universities, 28 send reports for 1880–'81. All but 6 of these admitted both sexes on equal terms. Three of the 6 referred to were Roman Catholic colleges; 1 was non-sectarian; the other 2 were controlled by the Lutheran Church. Of the 30 colleges and universities known to be in operation (not including the State university), 4 at date of their last report were non-sectarian in their influence; the Presbyterian and Methodist churches each claimed 5, the Lutheran 4, the Baptist and Roman Catholic each 3, the Christian and United Brethren each 2, and the Evangelical Association and Universalist Church each 1.

All but 2 report preparatory departments; all, classical courses of 4 years; 23, general scientific courses, which in most cases extended over 4 years; 3 offered separate courses for ladies, 2 philosophical, 3 select, and 5 elective courses. Twelve made some provision for the training of teachers, either in collegiate or preparatory departments; 18 included music, 6 drawing, painting, French, and German in their curriculum; 13 gave business training, 10 presented either biblical or theological courses; 4, law; and 1, medical.

Nine colleges report gifts or bequests received during the year, amounting in all to $89,774. Illinois College, Jacksonville, a non-sectarian institution, was offered the largest amount ($20,000), provided the college should raise $30,000 additional. Illinois Wesleyan University, Bloomington (Methodist), and Westfield College, Westfield (United Brethren), received each $15,000, the former for endowment and building, the latter for general purposes. Lake Forest University, Lake Forest (Presbyterian), was given $10,000 for scholarship and general funds; Augustana College, Rock Island (Evangelical Lutheran), $6,000 unconditionally; Lombard University, Galesburg (Universalist), $6,500 for endowment and other purposes; Wheaton College, Wheaton (non-sectarian), $559.35 for current expenses; Monmouth College, Monmouth (United Presbyterian), $4,000 for endowment; Northwestern University, Evanston (Methodist Episcopal), $2,715 for endowment; and Chaddock College, Quincy, $10,000, purpose not specified.

For full statistics of these institutions, see Table IX of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the opportunities for superior education offered young women in 24 out of 31 colleges and universities (including the State University), further provision is made in 12 or more institutions exclusively for them. Eight of these were authorized by law to confer collegiate degrees, a majority had courses extending over 4 years, and nearly all included among the branches taught music, drawing, painting, and modern languages.

For statistics of these colleges, see Table VIII of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The Illinois Industrial University makes careful provision for scientific training in its colleges of agriculture, engineering, and natural science. The aim has been to give the college of agriculture the largest development possible, and agricultural students are especially invited. The full course in this school extends over 4 years, unites theory and practice as much as possible, and embraces among other branches the elements of husbandry, agricultural engineering and architecture, animal husbandry, veterinary science, rural economy, elements of horticulture, landscape gardening, and floriculture. There is also a special course for farmers, requiring only a year for completion, in which exclusive attention is given to the technical agricultural studies. The college of engineering comprises schools of mechanical engineering, of architecture, and of civil and mining engineering; that of natural science, schools of chemistry and natural history. All require 4 years for completion and lead to the degree of B. S. The master's degrees are given on examination after a year of prescribed graduate study or a term of successful practice. Labor is furnished as far as possible, that which is not educational being paid for at from 8 to 10 cents an hour.

General scientific courses leading to the degree of B. S. are found, as above noted, in 23 of the other universities and colleges. In 18 of these institutions the courses aim to be equal in value and extent to the classical collegiate; in only 4 cases can the degree be gained by 3 years' study, and in one of these the course is soon to be extended to 4 years.

For statistics of the scientific colleges of the State University, see Table X of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding; for statistics of scientific courses in colleges, see Table IX.

### PROFESSIONAL.

Of 12 *theological* seminaries or departments of colleges reporting, 9 present courses extending over 3 years at least and in a majority of cases requiring for admission to the regular course an examination of all not college graduates. Only 9 report the number of students attending, which was 302. Of these 116 had received collegiate degrees. Eight reported 68 graduates in 1881 and 4 had 23 resident graduate students.

The schools requiring three or more years for graduation were Chicago Theological Seminary (Congregational); Presbyterian Theological Seminary, also at Chicago; Blackburn University, Carlinville (Presbyterian); Garrett Biblical Institute, Evanston (Methodist Episcopal); Baptist Union Theological Seminary, Morgan Park; theological department of Lincoln University, Lincoln (Cumberland Presbyterian); and 2 Lutheran institutions: Wartburg Seminary, Mendota, and Concordia College, Springfield. In the theological departments of Shurtleff College, Upper Alton (Baptist), and of Augustana College (Lutheran), the course was limited to 2 years. Another Lutheran school, the Swedish-American Ansgari College, Knoxville, discontinued in 1879 but reorganized in 1880, reports its course of study not yet fixed. Theological or biblical instruction during the college course was given in 4 of the 30 colleges above mentioned, 1 being under the Lutheran, 1 under the Methodist Episcopal, and 2 under the Christian Church.

The 2 seminaries at Chicago received gifts in funds during the year; that of the Congregational Church, $36,886, for endowment and general purposes; that of the Presbyterian, $3,382.50, most of it for founding a scholarship.—(Returns and catalogues.)

For further statistics of theological schools, see Table XI of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

*Legal* training is given chiefly in the Bloomington Law School, a department of Illinois Wesleyan University, and in the Union College of Law, Chicago, the latter being under the joint management of the University of Chicago and Northwestern University. In both schools the course of study extends over 2 years of 36 weeks each; neither requires an examination for admission, but in the Union College of Law a good common school education is expected and a knowledge of Latin advised. The two schools had 137 pupils in 1880–'81 and graduated 53. McKendree College, Lebanon, also has a department of law, with a course of 2 years, in which 11 students were engaged during 1880–'81 and 3 were graduated. For further statistics of law schools reporting, see Table XII of the appendix, and for a summary of it, a corresponding table in the report of the Commissioner preceding.

Of 6 *medical* schools, all at Chicago, 3 were "regular," 1 eclectic, and 2 homœopathic. The regular schools are Chicago Medical College (a department of Northwestern University), the Woman's Medical College of Chicago, and Rush Medical College. The 2 first named require an examination for admission of applicants not graduates of some school whose course affords suitable preparation, and at Rush Medical College such an examination will be required after 1883. All present the usual 3 years' medical course, requiring 3 years of study and attendance on 2 courses of lectures; they also offer and advise

a 3 years' graded course, and in Rush Medical College graduates of that course are awarded a certificate of honor in addition to the diploma. Chemical work is obligatory in all, and in the Chicago Medical College the study of medical botany is essential to a degree. In the 2 of these schools reporting statistics there were 235 students and 62 graduates in 1881.

Bennett College of Eclectic Medicine and Surgery, reporting 123 pupils and 52 graduates, and Hahnemann Medical College and Hospital (homœopathic), with 262 pupils and 101 graduates, present a 3 years' course of study; in the former an examination for admission is required, chemical work is obligatory, and a knowledge of medical botany essential to a diploma; in the latter there is no examination for admission; chemical work is obligatory, but the study of medical botany is not. The Chicago Homœopathic College presents a 2 years' graded course of study, but makes no report of students attending in 1880–'81. Women are admitted to both homœopathic colleges and to Rush Medical College, separate provision being made for them in the latter.

The *Chicago College of Pharmacy* had 116 students attending and graduated 21. Four years' experience in apothecary work is required for graduation here, as well as attendance on 2 lecture courses of 5 months each.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *Illinois Institution for the Education of the Deaf and Dumb*, Jacksonville, admits youth 10 to 21 who are proper subjects for its care, and furnishes without charge board, tuition, books, and all other necessaries except clothing and travelling expenses, and since 1875 even these have been supplied to indigent pupils by the counties to which they belong. Pupils are taught the rudiments of an English education, together with such employments as printing, shoemaking, wood turning, painting, glazing, cabinet work, baking, confectionery, and gardening. The institution owns 46 acres of land; it received $85,000 from the State in 1880–'81, and gave instruction to 578 pupils.

The *Chicago School for Deaf-Mutes*, opened by the city board of education in 1875, had in 1881 expanded into 5 schools, situated in various portions of the city, in which 55 pupils were enrolled. Four of them were of elementary grade, and embraced only the names of objects, spelling, sentence building, counting, addition, reading, and drawing; an advanced grade, in which were 13 pupils, added grammar, history, and geography. The general assembly in 1881 appropriated $5,000 for the support of these schools, which it is said will insure their continuance 2 years longer.

For further statistics, see Table XVIII of the appendix; and for a summary of it, see a corresponding table in the report of the Commissioner preceding.

### EDUCATION OF THE BLIND.

In the Illinois Institution for the Blind, Jacksonville, blind youths, residents of the State, are provided with board, tuition, washing, &c., without cost. The age for admission to the school is, as a rule, 10 to 21, but trustees have discretion in all cases, and the shop is open to all who can learn a trade. Brush and broom making and the caning of chairs are taught in the mechanical department; in the literary the course of study begins with the alphabet and reaches the higher mathematics. All who show musical taste are instructed in vocal and instrumental music.

### EDUCATION OF THE FEEBLE-MINDED.

The Illinois Asylum for Feeble-Minded Children, Lincoln, organized in 1865, had 374 children under instruction and training during 1881. Its object as expressed by law is to promote the intellectual, moral, and physical culture of this class of children, and to fit them, as far as possible, for earning their own livelihood. Pupils from Illinois are supported free of charge, the age for admission being 8–18. They are taught reading, writing, drawing, object lessons, calisthenics, domestic labor, and painting.—(Catalogue, 1880, and return, 1881.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The *Illinois State Reform School*, Pontiac, is for the education and reformation of boys committed to it by the courts for some offence against the law. They are taught in school 4 hours of the day and kept at work 6. The chief employments are shoemaking and cane seating of chairs, but they also do the household, farm, garden, and laundry work of the establishment. On the expiration of their sentence the State gives them $5 and transportation home. No statistics are available for 1881.

The *Illinois Industrial School for Girls*, South Evanston, first opened in 1877, receives dependent and neglected girls who are committed to it by the State, and trains them in household and other industries and in the common school branches. No report for 1881.

The *Girls' Industrial School*, Peoria, opened in 1875, a non-sectarian institution sustained by voluntary contributions, trains about 300 children each year, the age of admission being 6 to 15.

## EDUCATIONAL CONVENTIONS.

### ILLINOIS STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual session of the State Teachers' Association was held at Springfield December 27–29, 1881, the president, E. A. Gastman, of Decatur, in the chair. No full report of proceedings has been received, but the published programme embraced subjects of practical interest to teachers. Some of them were to be treated by eminent men and experienced educators, such as His Excellency S. M. Cullom, governor of the State; Benjamin F. Taylor, author and lecturer; Hon. Newton Bateman, president of Knox College, and others.

Governor Cullom's address of welcome showed that he had given careful attention to the educational condition of the State. He expressed his belief in compulsory education, saying that when schools are supported by taxation the State has the right and it is its duty to enforce the attendance of its children, and that Illinois is behind the most advanced States on this question. State Superintendent Slade presented some facts in regard to the schools of the State, indicating progress made and work still to be done.

The weather was favorable for a large gathering, and about four hundred teachers were present. A large proportion of the papers were interesting.

During the session of the association the county superintendents' section of it held three meetings, which were presided over by State Superintendent Slade. Only 20 superintendents out of 102 in the State answered to their names at the first meeting, but the attendance was somewhat greater at a subsequent meeting. Among the subjects under discussion were teachers' institutes; educational columns in county newspapers; county normal schools, their organization, financial support, and course of study; and What can county superintendents do to improve the taste for good literature? A resolution was passed expressing the sense of the meeting that no certificates should be issued to persons under legal age.—(Present Age.)

## OBITUARY RECORD.

### GEORGE A. WILD, B. S.

Mr. Wild, a graduate of the Illinois Industrial University and afterwards curator of the natural history museum, died at Las Animas, Colo., November 12, 1881. Straitened in his early circumstances he maintained himself while at college largely by teaching and practising taxidermy. Subsequently he assisted Professor Ward in Rochester and then returned to the University, where, as curator of the museum and lecturer, his exertions led to the formation of a very complete collection of North American birds. Going to Europe to study under Professor Balfour, of Cambridge, and Professor Huxley, the latter extended to him an invitation to return as a private student, which his failing health prevented him from accepting. On his return from England he went to Colorado in the hope of restoring his health, which had become impaired through overwork, but in this he was unsuccessful, and he died at the age of 27. Throughout his brief but useful life he labored assiduously for the improvement of his pupils and won the respect and esteem of all with whom he associated.—(From a sketch by James E. Armstrong.)

## CHIEF STATE SCHOOL OFFICER.

**Hon. JAMES P. SLADE, *State superintendent of public instruction, Springfield.***

**[Term, 1879 to 1883.]**

**Mr. Henry Raab has been chosen to succeed Mr. Slade at the expiration of his term.**

## INDIANA.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth of school age (6–21) | 689,010 | 699,745 | 10,735 | |
| Colored youth of school age (6–21) | 14,548 | 14,598 | 50 | |
| Whole number of school age | 703,558 | 714,343 | 10,785 | |
| White youth in public schools | 503,267 | 495,540 | | 7,727 |
| Colored youth in public schools | 8,016 | 8,315 | 299 | |
| Whole enrolment, white and colored. | 511,283 | 503,855 | | 7,428 |
| Average daily attendance | 321,659 | 306,301 | | 15,358 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| School districts reported | 9,425 | 9,640 | 215 | |
| Districts in which schools were taught. | 9,383 | 9,600 | 217 | |
| Districts in which no schools were taught. | 42 | 40 | | 2 |
| Districts with schools for colored youth. | 104 | 124 | 20 | |
| District graded schools | 339 | 317 | | 22 |
| Township graded schools | 153 | 278 | 125 | |
| Average time of schools in days | 136 | 135 | | 1 |
| Public school-houses reported | 9,647 | 9,496 | | 151 |
| School-houses built within the year | 359 | 415 | 56 | |
| Valuation of all public school property. | $11,817,955 | $12,024,180 | $206,225 | |
| Private schools in public buildings | 509 | 610 | 101 | |
| Male teachers in such schools | 200 | 231 | 31 | |
| Female teachers in them | 392 | 441 | 49 | |
| Pupils enrolled in these schools | 12,112 | 13,814 | 1,702 | |
| Average daily attendance in them | 8,218 | 8,221 | 3 | |
| TEACHERS AND THEIR PAY. | | | | |
| White male teachers in public schools. | 7,731 | | | |
| White female teachers in same | 5,732 | | | |
| Colored male teachers in public schools. | 71 | | | |
| Colored female teachers in same | 44 | | | |
| Whole number, white and colored | 13,578 | 13,418 | | 160 |
| Average monthly pay of men | $37 20 | $38 40 | $1 20 | |
| Average monthly pay of women | 35 20 | 33 20 | | $2 00 |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for public schools | $4,402,850 | $4,480,306 | $77,456 | |
| Whole expenditure for them | 4,491,850 | 4,528,754 | 36,904 | |
| STATE COMMON SCHOOL FUND. | | | | |
| Amount of such fund available | $9,065,255 | $9,133,606 | $68,351 | |

(Report of Hon. James H. Smart, State superintendent of public instruction, for 1879–'80, and special statistics from Hon. John M. Bloss, State superintendent of public instruction, for 1880–'81.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

For the general administration of public school affairs there is a State superintendent of public instruction, elected biennially by the people. To aid and counsel him in case of need there is a State board of education, of which he is president, the other members being the governor, the presidents of the three chief educational institutions of the State, and the school superintendents of the three chief cities.

For local administration each county has a superintendent, chosen biennially by the assembled township trustees. To consult with him as to text books, courses of study, and other needs of schools there meets semiannually a county board of education, composed of the township trustees and the chairmen of town and city school boards in his county. In each township into which the county is divided there is a township school trustee, chosen biennially by the voters of the township, to locate schools, erect and repair school buildings, supply them with furniture and apparatus, and engage for them duly licensed teachers. In each incorporated town or city which may form another subdivision of a county there is a board of school trustees or school commissioners for essentially the same duties, with reference to whose election, see City School Systems, further on. For each public school not in such towns or cities the taxpayers who have associated themselves to sustain and carry on the school elect annually a school director.[1]

Unmarried women assessed for school taxes may vote for school officers at school meetings.

### OTHER FEATURES OF THE SYSTEM.

The age for free instruction in the State schools is 6 to 21. The number of unmarried youth of such age is annually ascertained through a census taken by the school officers, and none but those listed in this census as resident or domiciled in a city, town, or township are entitled to free school privileges within it for the year, unless by official transfer to it afterwards. Gradation of the schools to any required extent is provided for. Separate schools for colored youth have been the rule, but where these are not established colored children must be allowed to attend the public schools for whites; and where they do exist a colored child that can prove a preparation for higher studies than those taught in the colored schools must be admitted to such higher grade among the whites. The teaching in all public schools must be by persons duly examined and licensed. Teachers are expected to improve their qualifications by attending the institutes for this purpose held monthly in each township and annually in each county. They must also, at the expiration of each school term, make to the proper officer a full report of the attendance, studies, text books, &c., verifying this by affidavit, or forfeit one-fourth of their pay. The studies prescribed include, besides the ordinary English branches, "physiology, history of the United States, and good behavior, and such other branches of learning and other languages as the advancement of pupils may require and the trustee from time to time direct." German is specifically required to be taught when the parents or guardians of 25 or more children in a public school require it. Provision is made for libraries to aid the influences of the schools. Means for maintaining schools come from the interest on a large common school fund, a State tax of 16 cents on each $100 of taxable property, real and personal, and 50 cents on each taxable poll, with the receipts from liquor licenses and unclaimed fees (all distributed according to school population), and from local taxes, which must not exceed 50 cents on $100 and $1 on each poll, for building, furniture, &c., with 25 cents on $100 and $1 on each poll for tuition in townships, or 30 cents on $100 in incorporated towns.

### GENERAL CONDITION.

For the school year 1880–'81 there is no State report, which in Indiana is made biennially in the years of even number. School offices also were in many instances filled by new incumbents. As has often previously been the case under such circumstances, the showing is less favorable than that for the preceding year. Statistics kindly furnished by Superintendent Bloss present, indeed, 215 more reporting districts and 217 more in which public schools were taught; yet, with 56 more school-houses built, there were on the whole 151 fewer reported, but with a higher valuation, amounting to $206,225. Reports as to public school attendance, too, are not encouraging. Although a decrease in 1879–'80 of 4,543 in youth of school age had been more than doubly made up by an increase reaching 10,785 in 1880–'81, there was not only no proportionate increase of enrolment in the public schools, but a falling off of 7,428, to about the enrolment of two years before; while average daily attendance, which had advanced 9,516 the

[1] This voluntary association of persons for the support and patronage of an individual school is the only approach to a country school district in this State.

previous year, ran down 15,358 in this one, reaching a point below that of three preceding years. The only offset against this diminution in attendance was an increase of 1,702 pupils in the private schools held in public buildings during the recess of the other schools, the daily average attendance in those recess schools about holding its own. Income for schools increased considerably; expenditure as reported seemed to fall off, but in reality was $36,904 greater, reckoned on the same basis as in the report of the preceding years made to this Bureau for its report of 1880.

KINDERGÄRTEN.

The three schools of this class reported at Indianapolis in 1880, with one at Marion, are supposed to be in existence in 1881, though not heard from at the date at which this goes to press. The one at Franklin was closed in 1880. For such as report for 1881, see Table V of the appendix to this report.

## CITY SCHOOL SYSTEMS.

OFFICERS.

By a general law the common council of each city must, at its first regular meeting, elect three school trustees for terms of 1, 2, and 3 years, and annually thereafter one for a 3 years' term, in place of the outgoing one. But when a city has 30,000 or more inhabitants the qualified electors of each ward must elect a school commissioner, and the commissioners thus elected, after organizing by the election of a president, secretary, and treasurer from their own number, must determine by lot which three of their number shall hold office for 3 years and which for 2 years, the remainder holding for 1 year. Thereafter persons elected as school commissioners at the annual elections hold for three years each. In either of these cases a superintendent may be employed.

STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Evansville | 29,280 | ..... | 4,968 | 4,476 | 127 | $97,705 |
| Fort Wayne | 26,880 | 13,897 | 3,472 | 2,762 | 95 | 63,516 |
| Indianapolis | 75,056 | 28,959 | 12,815 | 9,065 | 233 | 231,458 |
| Jeffersonville *a* | 9,357 | 3,448 | 1,624 | 1,164 | 28 | 18,977 |
| La Fayette | 14,860 | 6,474 | 2,986 | 1,610 | 49 | 46,818 |
| Logansport | 11,198 | 3,858 | 1,887 | 1,271 | 33 | 29,058 |
| Madison | 8,945 | 5,283 | 1,501 | 1,284 | 41 | 28,754 |
| New Albany | 16,423 | ..... | ..... | ..... | ..... | ..... |
| Richmond | 12,742 | ..... | ..... | ..... | ..... | ..... |
| South Bend | 13,280 | 4,705 | 1,924 | 1,259 | 36 | 25,037 |
| Terre Haute | 26,042 | 8,846 | 4,310 | 3,147 | 81 | 55,726 |
| Vincennes | 7,680 | 3,807 | 1,102 | 812 | 18 | 15,000 |

*a* In 1880.

ADDITIONAL PARTICULARS.

*Evansville* in 1880–'81 had 13 school buildings, with 57 rooms for primary grades, 38 for grammar, and 10 for high, the sittings in these sufficing for 5,000 children, a little more than the enrolment for the year. The schools were taught for 198 of the 200 school days in the year, music and German entering into the instruction given and special teachers being employed for these. The valuation of public school property is not given, nor is the enrolment in other than public schools.—(Return.)

*Fort Wayne* had 9 buildings, 8 of them for primary, intermediate, and grammar schools, and 1 for high, all affording seats for 3,788 pupils and valued at $225,150, with their sites, furniture, apparatus, and library. A city normal school, with 9 pupils, under 3 instructors, was apparently housed also in one of these buildings, while in 14 other buildings, with 45 rooms, were seats for 3,100 pupils in private or parochial schools, making a total of 6,888 seats for 6,472 enrolled pupils, of whom 4,962 were reported in average daily attendance. Music, drawing, and penmanship, under special teachers, continued to be taught in the public schools; but, from some cause unexplained, the enrolment in these schools was 69 less and the average daily attendance 55 less than in 1879–'80, though the youth of school age were 358 more.—(Return.)

*Indianapolis*, with an increase of 2,930 in youth of school age, added in 1880–'81 only 309 to its public school enrolment and 218 to the enrolment in other schools, while in its public school buildings (1 less than in 1879–'80 and rated at $72,044 less) there was accommodation for 915 more. Average daily attendance in these schools was, however,

better by 140. Increased continuance of attendance, too, was noticeable, observations carried through three years showing in that time a growth of 23 per cent. in the number 13 years of age continuing to attend, of 38 per cent. among those 14 years of age, and of 50 per cent. among those 15 years of age. In the high school the number over 16 had risen from 292 in 1879 to 444 in 1881. In this school the plan of dividing the daily sessions has been tried with good results, one-half the pupils coming in the morning to recite and going home for further study, and the other half coming in the afternoon. A half day session in all the schools during the last two weeks of the school year was also tried with manifest advantage. The public library under the care of the school board continued to be a great aid to the educational work in the schools, containing for the year 31,627 volumes and 3,268 pamphlets of well selected reading matter, and affording to 20,338 registered borrowers a total of 206,112 books drawn, besides a large use of papers and periodicals by an average of 330 daily visitors of the reading room. Instruction in music, drawing, and German, under special teachers, was continued in the schools, as was instruction in scientific methods of teaching, in a city normal school; but no evening schools appear.—(Report for 1880–'81.)

*Jeffersonville.*—No information for 1881 has been obtainable from this city up to the time at which this matter goes to press.

*La Fayette*, in 6 school buildings valued at $168,000, with 44 rooms for study and recitation and 6 for recitation only, reports for 1881 an enrolment of 2,986 pupils and 1,610 in average daily attendance. The evening schools occupied 3 rooms. In other than public schools there were about 1,200 pupils. In the public schools drawing and penmanship were under the charge of special teachers.—(Return.)

The schools of *Logansport* were housed in 7 buildings (1 more than in 1880 and seating 115 more pupils), having 30 rooms for study and recitation in primary, grammar, and high school grades, and 3 for recitation only, the pupils being 1,198 in the first, 613 in the next, and 76 in the high, with an average attendance respectively of 792, 422, and 57. Pupils in other schools, 790. In the city schools music was taught by a special teacher.—(Return.)

*Madison* reports 7 school buildings, rated at $80,500, giving ample accommodation for the 1,501 pupils enrolled and 1,284 in average attendance. The reported enrolment in private and church schools was less by 250 than in 1879.—(Return.)

*New Albany.*—Nothing from this city has come to hand in time for this report.

*Richmond.*—This city has also failed to present any report of school statistics for 1881.

*South Bend* began 1880–'81 with its 7 school buildings put in good condition, the sittings in them more than doubled since the previous report, and the valuation of them raised from $107,000 to $131,350. The high school appears to have been especially benefited by the alterations made, having had an additional story of its fine building fitted up. In all the buildings there were 30 rooms for study and recitation, with 2 for recitation only, affording in their 2,050 sittings ample room for the 1,924 pupils enrolled and more than enough for the 1,259 in average attendance. The schools were classed as primary, intermediate, grammar, and high. The course, in which drawing was optional, covered 12 years, 4 of them in the high school, where German, taught by a special teacher, might be substituted for Latin, no Greek entering into the studies. A good reference library for this school was among the improvements of the year. In other than public schools 570 pupils were reported.—(Report and return.)

*Terre Haute* made some additions to its rooms and teaching force, having 73 more sittings and 3 more teachers than in 1879–'80, and in its 11 school buildings 69 rooms for both study and recitation, with 12 for recitation only. The sittings numbered 3,754, somewhat more than sufficing for the average enrolment. There was an average of nearly 45 pupils to a teacher. The course covered 12 years or grades, and promotions were made from grade to grade whenever the monthly examinations showed ability to take advanced work, though ordinarily these were made at the close of the year on the results of all the examinations. Of the former class there were 164; of the latter, 2,856, of which 181 were conditional, and 2,675 on an average of 80 per cent. or more of success in examination. Classes in German enrolled 772 pupils during the year, of whom 419 were of German parentage, while 202 of such parentage did not study it in school. Five teachers of German were employed, including the principal of the high school, and 1 teacher of vocal music for all grades. Of the 81 teachers employed 42 had been educated in the city high school. The teachers met once a month to compare amounts of work accomplished and to consider methods of teaching; the principals, twice a month to discuss questions of school management and to compare results of plans adopted from time to time.—(Report and return.)

*Vincennes*, in 4 school buildings, valued at $47,000, with 20 rooms for both study and recitation and 2 for recitation only, had 990 sittings for the 1,102 pupils enrolled during the year and the 812 in average attendance. The usual division into 12 grades appears, with music and German taught by special teachers. In 11 schools other than public 550 pupils were reported.—(Return.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL.

The Indiana State Normal School, Terre Haute, opened for instruction in 1870, endeavors to prepare teachers for their work by a thorough review of the branches taught in common schools, and careful training in the science and art of teaching. Its courses can be completed in from 3 to 9 terms, according to the preparation and capacity of the student and the grade for which he wishes to prepare. A revised course is presented in the register of 1880–'81, giving greater prominence to strictly professional lines of training and to the study of the natural sciences, and making some acquaintance with music an essential to graduation. The average enrolment was 336 in 1881, against 53 in 1870. The number of normal students, exclusive of duplicate enrolments, was for the year 588, under whom were 197 pupils in a model training school. Graduates in 1881, 24.

### OTHER NORMAL SCHOOLS.

Three private schools undertake to prepare persons acquainted with elementary English studies for teachers' work in the ordinary schools, granting a teacher's diploma in 1 year; for instruction in the higher mathematics, the natural sciences, &c., with the degree of bachelor of science, in another year; and for instruction in psychology, logic, and such classics as Horace, Livy, Tacitus, Æschylus, and Sophocles, with the degree of bachelor of arts, in a third year. These are the *Northern Indiana Normal School and Business Institute*, Valparaiso; *Central Normal College and Commercial Institute*, Danville; and *Central Indiana Normal College and Business Institute*, Ladoga; the first named opened for instruction in 1873, the other two in 1876. Two others, the *Southern Indiana Normal School*, Paoli, and the *Southern Indiana Normal College*, Danville—the former opened in 1875, the latter in 1880—show in their latest circulars and returns substantially the same courses as the three preceding and a disposition to follow the same plan. The Northern Indiana reported for 1880–'81 no less than 2,100 normal pupils; the whole 5 schools enrolled 3,006, of whom 235 were graduated, 139 received degrees, and 149 engaged in teaching. For separate statistics, see Table III of the appendix.

Only 2 city normal schools appear, that of the city of Indianapolis, opened in 1866, and the training department of the Fort Wayne public schools, opened in 1867. Both take applicants for the position of teacher that have received a high school education or its equivalent, and give them instruction in the science of teaching and in methods, with practice in a model school under critic teachers; the course at Indianapolis covers one year and a half; at Fort Wayne, one year. The former school had 20 pupils in 1880–'81; the latter, 9, a principal having charge in each case, with critic assistants.

In several counties summer normal schools were held for several weeks under two or more instructors and enrolling fifty to one hundred and fifty pupils; but no full list of these schools appears. In Indianapolis a summer school of elocution for training teachers in reading and expression was held, and in the same city Dr. William T. Harris, late superintendent of schools at St. Louis, delivered a series of lectures on pedagogics, repeating these at the State Normal School, Terre Haute, in its spring session and at the State University in the autumn.

Normal courses, sometimes separate from the regular course, sometimes connected with it in the spring, appear in the latest catalogues of Bedford College, Bedford; Wabash College, Crawfordsville; Fort Wayne College, Fort Wayne; Union Christian College, Merom; Moore's Hill College, Moore's Hill; Earlham College, Richmond; Ridgeville College, Ridgeville; and Hartsville University, Hartsville. Only 4 of these—Wabash, Union Christian, Earlham, and Moore's Hill—report the students in normal courses in 1880–'81, the total in the 4 being 81.

### TEACHERS' INSTITUTES.

These brief normal schools are required by State law to be held at least once a year in each county by the county superintendent, and during the sessions of the public schools at least one Saturday of each month in every township, under an instructor designated by the township trustee. During the sessions of the former, the county schools are closed to enable the teachers to attend the institute; during those of the latter, the teachers of the township must attend or lose a day's pay for each day's absence, unless prevented from attending by sickness. The State superintendent visited within the year 1880–'81 the institutes in about 40 counties.

### EDUCATIONAL JOURNALS.

Further aid in the full training of teachers for their work has been given for many years by the Indiana School Journal, Indianapolis, which entered on its twenty-sixth volume, January, 1881; and more recently by the Normal Teacher, Danville, and School Education, Terre Haute, the former of which was in its third volume, the latter

in its second in that year. All contain many articles on methods of teaching and on the means of reaching the highest success in government, discipline, and good feeling in the schools.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Although in this State the gradation of schools is abundantly provided for, no express authority is given for the establishment of high schools. They exist, however, because of a popular demand for them, as higher departments of graded schools in the chief towns and cities, about 40 appearing in some years in the news notices of the Indiana School Journal. Inquiries instituted in 1878 by State Superintendent Smart brought out reports from 32, with 78 teachers and 2,784 pupils. Where established the current testimony respecting them is that they serve important purposes by preparing the children even of the poorest for the higher grades of work and pay, by training teachers for the schools, and by exerting a healthful, stimulating influence on the children in the lower classes. All the cities reporting for 1880–'81 indicate the possession of high schools, but only 5 give the statistics of teachers, enrolment, and average attendance in them, as follows: Fort Wayne, 6, 171, 160; Indianapolis, 14, 640, 512; Logansport, 3, 76, 57; South Bend, 5, 137, 107; Terre Haute, 6, 248, 198; in all, 34 teachers, 1,272 enrolled pupils, and 1,034 in average attendance daily.

### OTHER SECONDARY SCHOOLS.

For detailed statistics of business colleges, private academic schools, and preparatory schools of universities and colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of the statistics of these several kinds of schools, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Indiana University, Bloomington, admits without examination the graduates of approved high schools in the State, women as well as men, on certification by the superintendent of such schools that the candidates have satisfactorily completed the prescribed preparatory course of study. This preparatory course does not include Greek. Once entered, the student has his choice between three collegiate courses, one in ancient classics, leading to A. B.; one in modern classics, leading to LIT. B.; and one in science, leading to S. B.; each course covers 4 years.

The other collegiate institutions having full courses of 4 years in 1880–'81 were Butler, Hartsville, Indiana Asbury, and Notre Dame Universities and Franklin, Earlham, Hanover, Moore's Hill, Ridgeville, Union Christian, and Wabash Colleges. Statistics of all these may be found in Table IX. Bedford College, Bedford, long struggling with pecuniary difficulties, is understood to have been closed in 1881 for want of funds. Fort Wayne College was, at the latest advices, only in the beginning of its full collegiate work. St. Meinrad's College presented for 1880–'81 a course that was only up to the standard of a fair preparatory school. All save these showed 4 years' scientific or philosophical courses, as well as classical; 3 had English courses, 1 of them of 3 years, the other 2 of 4 years; all but 1 had means of instruction in music or elocution, 4 in drawing, 3 of these in painting also, 5 in studies preparatory to business, and 6 in those preparatory to teaching, while all taught modern languages and 2 included Hebrew. Notre Dame University had also a preparatory medical course, and Butler University continued to have as one of its departments the Medical College of Indiana. Law was taught at Indiana Asbury and at Notre Dame. For detailed statistics of these colleges, see Table IX of appendix; for a summary of these statistics, the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The schools especially for this work were, in 1881, the Female College of Indiana, Greencastle (Presbyterian); Moravian Seminary for Young Ladies, Hope; De Pauw College for Young Women, New Albany (Methodist Episcopal); and St. Mary's Academic Institute, St. Mary's (Roman Catholic); the first and third with well defined classical courses of 4 years, the third having also a scientific course of 3 years; the courses of the others less definite, but apparently of fair grade. For statistics, see Table VIII of the appendix; for a summary of these, a corresponding table in the report of the Commissioner preceding. Of the 15 colleges for young men before mentioned, 11 admit women to their advantages, so that 15 in all are open to the sex in this State, besides the State scientific school, now to be noticed.—(Catalogues and returns.)

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

While Indiana University and 11 of the other colleges afford scientific instruction, Purdue University, La Fayette, continued in 1881 the one school especially devoted to scientific instruction for this State. This instruction it gave (1) in a college of general science, which had scientific, agricultural, and mechanical courses, each of 4 years; (2) in five special schools, of agriculture and horticulture, of mechanics, of industrial art, of chemistry, and of natural history, each of 2 or 3 years. Preparation for these courses was made in a university academy, with a course of 2 years. A school of mechanical and civil engineering was to be organized in 1882. As far as can be judged from the details given, the instruction seems to be eminently practical. Modifications looking to greater effectiveness were made within the year.—(Seventh annual register.)

### PROFESSIONAL.

*Theology* in 1881, as previously in this State, continued to be taught mainly as an auxiliary accompaniment of collegiate courses. The exceptions were at Union Christian College, Merom (Christian), and St. Meinrad's College, St. Meinrad's (Roman Catholic). In these there were special separate departments for theological study, each with a course of 3 years; that in the former uniting some higher school studies with Scripture reading and interpretation, rational and systematic theology, church history, &c.; that in the latter following a comparatively low collegiate course and embracing essentially the same subjects, with canon law. The other schools with some instruction designed to prepare partially for ministerial work were the biblical department of Butler University, Irvington (Christian), the ministerial department of Indiana Asbury University, Greencastle (Methodist Episcopal), and probably the Hebrew departments of Moore's Hill College, Moore's Hill (Methodist Episcopal), and of Notre Dame University, Notre Dame (Roman Catholic). The theological training for which Concordia College, Fort Wayne (Evangelical Lutheran), is meant to prepare is not given in Indiana, but in a Practical Preachers' Seminary, Springfield, Illinois, or at the Evangelical Lutheran Preachers' Seminary, St. Louis, Missouri. The 4 years' ministerial course at Bedford College, Bedford (Christian), is believed to have been suspended in 1881 with the other work of the college.—(Catalogues and returns.)

For any reported statistics of theological schools, see Table XI of the appendix.

*Law* was still taught by 6 professors in a 2 years' course at Notre Dame University, Notre Dame, a good English education being required for admission and classical training earnestly recommended, the opportunity for it being offered in the university during the law course. There were 60 students in 1880–'81. Indiana Asbury University, Greencastle, in the autumn of 1881 organized a department of law with 5 professors and a course of 2 years, enrolling 12 students for the first year. A law course of 2 years also existed at the Northern Indiana Normal School, Valparaiso. See also Table XII of the appendix.

*Medicine*, after the "regular" form and according to the standard of the American Medical College Association,[1] was taught by the Medical College of Evansville, the Medical College of Fort Wayne,[2] the Medical College of Indiana, Indianapolis (a department of Butler University, Irvington), and the Central College of Physicians and Surgeons, also at Indianapolis. The Medical College of Fort Wayne and the Central College went a little beyond the requirement of the American Association, each offering and recommending a 3 years' graded course, in place of the regular one of 2 years. Courses preparatory to regular medical study were advertised for 1880–'81 in the Central Normal College, Danville; Northern Indiana Normal School, Valparaiso, and Notre Dame University, Notre Dame.

Besides the above, there was at Indianapolis instruction after the eclectic form in the Indiana Eclectic Medical College, the full course in which is not distinctly shown in any report or return to this Bureau, and the status of which is in some doubt from the fact that a committee of the National Eclectic Medical Association in the summer of 1881 recommended that its recognition be deferred, and that this recognition was at last given against at least one strong protest.

*Dentistry* received attention in the Indiana Dental College, Indianapolis, which required a preceding pupilage of 2 years under a competent practitioner, evidence of a good common school education, an attendance on 2 lecture courses of 5 months each, and the passing of a satisfactory final examination. Women are admitted.

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[1] This requires three years of study under a regular preceptor, attendance on two full lecture courses of not less than twenty weeks each in the seven principal branches of medicine and surgery, and the passage of a personal examination on all these before the faculty, with evidence of good moral character and full age.

[2] Not to be confounded with the Fort Wayne College of Medicine, another institution in the same place which was refused admission to the American Medical College Association in 1880 on moral grounds.

For statistics of medical and dental schools, separately given, see Table XIII of the appendix; for a summary of them, a corresponding table in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Indiana Institution for the Education of the Deaf and Dumb, Indianapolis, reports for the year ending October 31, 1881, instruction in the manual alphabet and signs, as well as in the printed and written alphabets, with a fair course in common school branches, in scriptural studies, and in such industries as cabinet and shoe making and chair caning. Articulation was taught. For the benefit of pupils wishing to qualify themselves for teaching, a high class, with 3 years' study in the sciences following the 7 primary years, had been organized. The number of teachers for the year was 18, of whom were 6 semimutes; number of pupils 405, of whom 61 were either graduated, dismissed, or otherwise disposed of, leaving 344; total number since the foundation of the school, 1,395.—(Report and return.)

### EDUCATION OF THE BLIND.

In the Indiana Institution for the Education of the Blind, Indianapolis, were 10 instructors, 4 other officers, and 15 employés for 1880–'81, with 127 pupils during the year, of whom 119 were present at the close. The usual occupations to fit the blind for self support were taught, as well as the elementary common school studies and some of high grade, to prepare for teaching. Pupils trained since the foundation of the school, 672.—(Return.)

### EDUCATION OF THE FEEBLE-MINDED.

The Asylum for Feeble-Minded Children, under the direction of the State, at Knightstown, had for 1880–'81 a total of 89 such children on its roll at the opening of the spring term, of whom 1 was transferred to the adjoining home for soldiers' orphans and 6 returned to friends before the conclusion of the year, leaving 82 under 8 teachers. Of the whole number, 50 boys and 27 girls were engaged during the year in three grades of school studies under 4 teachers, the studies ranging from articulation, colors, form drawing, and counting, up to reading, writing, arithmetic, geography, &c. When not in school the children were under the constant care of other attendants, by some of whom, under the supervision of a matron, they were instructed in useful industries. Moral training was also provided for.—(Report and return.)

### EDUCATION OF ORPHANS.

The *Soldiers' Orphans' Home*, Knightstown, connected with the asylum just mentioned, enrolled for the same year 170 children, of whom 13 were taken by friends, 17 provided with homes, and 8 failed to report, leaving 132. These were instructed in the ordinary English branches of study, beginning with Kindergarten work and reaching to United States history, with such industries as were appropriate to their sex and age.—(Report and return.)

The only other home or school for orphans reported was one at Jeffersonville called the *Orphans' Home*, which appears to have had a new building erected for it in 1880–'81 and to have enrolled 34 children, 4 of whom were provided with homes during the year and 1 sent to the State Reformatory, leaving 29. Some "training" is referred to in the report received, but whether in school studies or industries is not indicated.

### REFORMATORY TRAINING.

The reformatory department of the *Indiana Reformatory Institution for Women and Girls*, Indianapolis, which in 1879–'80 reported 140 pupils in its school under training in useful industries and in common school studies, makes return for 1880–'81 of 115 under training in general household duties, sewing, knitting, laundry work, and cane seating.

The *Indiana House of Refuge for Juvenile Offenders*, Plainfield, which cares for boys, as the other does for girls, had, according to a return, 356 inmates in 1880–'81, of whom 157 were received during the year and 167 discharged. The training while in the institution was in common school studies, farming, gardening, baking, tailoring, shoemaking, and chair making. A large number of the boys have not been committed to the house because of crime or fault, but simply from lack of guardianship.

### HOMES FOR TRAINING PAUPER CHILDREN.

With a view to protect from evil association the children often consigned to the poorhouses in the several counties, a number of benevolent ladies have secured from the civil authorities permission to gather such children into county homes in order more effectively to train them in useful industries, in connection with school studies, and to bring them

under good matronly and family influences. Three such homes had been put in operation up to November, 1881, with fair prospects of successful working, and more were contemplated.

## EDUCATIONAL CONVENTIONS.

### STATE CONVENTION OF COUNTY SUPERINTENDENTS.

The session of this body for 1881 was held June 28 in the hall of the high school, Indianapolis, 54 superintendents being present. The first thing considered, after a brief inaugural address, was a proposition from the trustees of the State University that an effort be set on foot to unify more fully the school system (1) by grading the district and town elementary schools and graduating pupils from them into the high schools of each county; (2) by arranging, for high schools not at present commissioned to send their pupils to the university, such a system of examinations as might secure a home determination of their qualifications for admission to the freshman class. It was thought by the trustees and urged on the association that such a system of gradation and promotion wisely conducted would give an additional and important link of connection between the State schools and the university, and would encourage a more extensive preparation for the higher forms of education. The suggestions made are said to have met with cordial welcome, but it was thought wisest to postpone till the next meeting any decisive action on the plan, except as respected a uniform course of study consisting of 5 grades, for county common schools, which was arranged for.

The subject of school visitation was next presented and discussed, all agreeing as to its importance as a means of stimulating and improving teachers and raising the standard of the schools, but many differing widely as to the length of an effective visitation, the frequency with which it should be repeated, and the question whether preliminary notice of it should or should not be given.

As to the time of holding township institutes there appears to have been a difference also, but a plan and manual for county institute work, presented by State Superintendent Bloss and recommended by Ex-Superintendent Smart and others, was heartily welcomed and resolutions advocating its use were passed.—(Indiana School Journal, July, 1881.)

### STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual convention of the teachers of the State was held in the hall of the board of trade, Indianapolis, December 27–29, 1881, Mr. H. B. Jacobs, superintendent of schools of New Albany, presiding. Governor Porter delivered an impressive address of welcome, fully acknowledging the influence that trained teachers have come to exercise and suggesting means by which that influence may be increased. The president dwelt on the progress made in school systems, schools, and teaching within 20 years, but said that, while Gail Hamiltons and Grant Whites could still find so much to criticise, it must not be supposed that perfection had been reached or that reforms at some points were not needed. Superintendent T. J. Charlton, of the State Reform School, Plainfield, read an interesting paper on the "Management of bad boys," in which he dwelt on the need of judicious compulsion to secure education for all children as one great preventive of wrong doing, and on the further need of a reformatory training, firm, mild, and kind, to bring back to right paths youth who have gone astray. J. Warren McBrown, superintendent of the schools of Covington, admitting all this, said that one thing more must be added, that is, such a power of personality as would not only win children to the school, but also command them and control them there. Subsequently the teaching of temperance was urged by Mrs. Mary H. Hunt, of Boston, and to some extent seconded by Mr. L. H. Jones, of the Indianapolis Normal School, on the ground that as a question of morals and of health it merited specific introduction as much as physiology and as far as there might be time for it. The qualifications of teachers next came up for review, and here the need not only of a thorough training, but of a practical one, including the science and art of teaching, with practice in a model school, was discussed by State Commissioner De Wolf, of Ohio, Professor Mickleborough, of the Cincinnati High School, and others. Professor W. R. Houghton, of the State University, then read a paper on "The unification of the public school system," containing substantially the ideas presented at the superintendents' convention. A minute of respect for the late Dr. William D. Henkle, of Ohio, and of high estimate of his educational services in Indiana was then read and adopted, after which Miss A. K. Huron presented a paper on "The relation of school and home," in which were these pregnant sentences: "He serves the future best who best cares for the present of the children. The lives of the children of to-day will be what the homes and the schools of to-day make them. The authority of the home and the school disregarded, the rights of society and the laws of the country are defied. Homes teeming with ignorance and vice are the origin of most of the great crimes that crowd the columns of the daily papers. The relation of the school to such homes must be that of reformer. Not less of books, but more of ques-

tions of every day living, of general culture, of right motives for action, should be taught. Only truly happy homes can result in good citizens."

Resolutions against political and sectarian influences in the common schools and in favor of making merit only the test of fitness for position in these schools were then passed, with others calling for the fullest training possible for every teacher, and for instruction of the pupils in the bad effects of opium, alcohol, and tobacco on the system. The session then closed.

### SOUTHERN INDIANA TEACHERS' ASSOCIATION.

This offshoot from the State Teachers' Association, at its fourth meeting, March 16–18, at Lawrenceburg, discussed such topics as "The defects of our common schools and the necessary remedies;" "Improvement in the course of studies in the public schools," a plea for unifying the classification, grading, courses, text books, and aims of all throughout the State; "Authors" as a side study, especially on the birthdays of those most worthy of attention; "Nearsightedness," and "Tact." Space for full report is wanting.

### INDIANA COLLEGE ASSOCIATION.

At the fourth annual meeting, held in Indianapolis December 26 and 27, 1881, the first business presented was a question whether the State College Oratorical Association could not be induced to hold its annual exercises at a time that would not break in on the regular work of the colleges. Referred to a committee, a report was made in favor of a change which would bring the annual meeting and contest into the Christmas holidays and make it coincident with the meetings of the College Association and State Teachers' Association. The meeting, proceeding with its general programme, took up and discussed "Methods of science," in respect to which inductive methods, with careful observation of natural objects, and microscopical and laboratory work, with but slight use of text books, were generally urged. The means of improving the colleges of Indiana as to their moral atmosphere, their curricula of study, their modes of teaching, and the subsequent relation of graduates to their alma mater next came up, and then "Coördination of college studies." As to this last, it was urged that high schools should not ape collegiate aims, that colleges should not try to be universities, that studies should be selected which combine information and mental drill and tend to cultivate all the faculties, that for students looking to professions there should be studies looking towards these, and that the number of studies should not be too great. An excellent tentative programme of a combined classical, scientific, and philosophical course was presented. Then came "College ethics," which was largely and practically discussed; then "The college and the commonwealth;" and then election of officers and adjournment.

## CHIEF STATE SCHOOL OFFICER.

Hon. JOHN M. BLOSS, *State superintendent of public instruction, Indianapolis.*

[Term, March 15, 1881, to March 15, 1883.]

## IOWA.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–21) | 586,556 | 594,730 | 8,174 | |
| Enrolled in public schools | 426,057 | 431,513 | 5,456 | |
| Per cent. enrolled on school population. | 72.6 | 72.4 | | 0.2 |
| Average attendance | 259,836 | 254,088 | | 5,748 |
| Per cent. of attendance on enrolment. | 60.9 | 58.8 | | 2.1 |
| Number attending private schools | 12,724 | 15,098 | 2,374 | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| District townships | 1,162 | 1,161 | | 1 |
| Independent districts | 3,192 | 3,178 | | 14 |
| Subdistricts | 7,668 | 7,808 | 140 | |
| Public graded schools | 498 | 503 | 5 | |
| Ungraded schools | 10,590 | 10,741 | 151 | |
| School-houses of brick or stone | 927 | 938 | 11 | |
| Whole number of school-houses | 11,037 | 11,221 | 184 | |
| Average time of schools in days | 148 | 148 | | |
| Value of school-houses | $9,243,243 | $9,533,493 | $290,250 | |
| Number of private schools | 129 | 137 | 8 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 7,254 | 6,546 | | 708 |
| Women teaching in public schools | 14,344 | 15,230 | 886 | |
| Whole number of teachers | 21,598 | 21,776 | 178 | |
| Average monthly pay of men | $31 16 | $32 50 | $1 34 | |
| Average monthly pay of women | 26 28 | 27 25 | 97 | |
| Teachers in private schools | 474 | 522 | 48 | |
| Teachers' institutes held | 99 | 98 | | 1 |
| INCOME AND EXPENDITURE. | | | | |
| Total receipts for public schools | | $5,006,024 | | |
| Total expenditures | | 5,129,819 | | |
| STATE SCHOOL FUND. | | | | |
| Permanent school fund | $3,484,411 | $3,547,124 | $62,713 | |

(From reports and returns of Hon. C. W. von Coelln, State superintendent of public instruction, for the two years indicated.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

The general supervision of public schools is intrusted to a State superintendent, elected by the people in each odd-numbered year.[1]

[1] For the State University there is a board of 15 regents; for the State Normal School, a board of 6 directors. Both boards are chosen by the legislature, except 3 ex officio members of the board of regents. There are also boards of trustees of a State college for the blind, a State institution for deaf-mutes, a State reform school, and one for the feeble-minded.

Local supervision is carried on by a county superintendent of schools for each county, a board of directors for each township and each independent district into which a township may be divided, and a subdirector for each subdistrict into which a township may be cut up, these subdirectors together forming a township board for the management of school funds.

By a law of 1876 women are eligible to any school office, and from 1882 one woman is to be a member of a State board of examiners, which begins its work in that year.

### OTHER FEATURES OF THE SYSTEM.

District, subdistrict, graded, and high schools, a State normal school, normal institutes, a State university, reform schools, institutions for the blind, the deaf and dumb, and the feeble-minded, are included in the State school system. The ordinary schools are free to all of school age resident in the district in which they are held.[1] Schools must be taught in each subdistrict for at least 120 days in each year. During the sessions of the normal institutes held annually in each county the schools are generally closed. All who design to teach are expected but are not required to attend these institutes, and, to be legally employed, must receive certificates of qualification. They must keep a daily register and report at the close of the school year to the secretary of the local board, he to the county superintendent, and he to the State superintendent. The Bible must not be excluded from any school, nor must any pupil be required to read it if forbidden by parents or guardians. Pauper children in almshouses receive a special appropriation for their instruction in the adjacent schools.

Public schools are sustained from the income of a State school fund; by county taxes of 1 to 3 mills on $1; and by district taxes, which may not in ordinary districts exceed 10 mills on $1 for a school-house fund and $5 a pupil for a contingent fund; the amount raised for the teachers' fund, including the semiannual apportionment, shall not exceed $15 a pupil.[2]

### GENERAL CONDITION.

An increase of 8,174 in youth of school age was more than met by an increased enrolment of 5,456 in public schools and of 2,374 in private schools, yet in average attendance on the public schools there was a falling off of 5,748, being a decrease of 2.1 per cent. Of district townships there was 1 less than in 1879–'80, with 14 fewer independent districts, while in subdistricts there was a gain of 140, in public graded schools of 5, and in ungraded schools of 151. School-houses were 184 more in number, with an increase in value of school property of $290,250. While there were 708 fewer male teachers there were 886 more female, being in all a gain of 178, the monthly pay of men increasing $1.34 and that of women 97 cents. Private schools numbered 8 more, the teachers in them 48 more, and the pupils 2,374 more. The State school fund gained $62,713. The superintendent reported an encouraging improvement in the school work. Some greater permanency in engagements with teachers is perceived, and the suggestion is made that practical industrial education be connected with drawing in the schools and be aided by summer schools for specific industrial instruction. The problem of compulsory education was mentioned, and the conviction expressed that in some of the larger cities separate schools for truants and vagrants should be established, to combine educational and reformatory training.—(State report.)

### KINDERGÄRTEN.

Of 3 Kindergärten reported in 1879–'80 at Boone, Cedar Rapids, and Des Moines, only the last has reported for 1880–'81 at the time at which this goes to press. In this there were 2 assistants, the conductor, and 30 children from 4 to 7 years of age, attending 3 hours daily. The training was in elementary studies, sewing, drawing, slat work, and modelling, with the folding, cutting, pasting, weaving, and interweaving of paper strips, &c.

In the State school report 3 other Kindergärten are noticed: 1 at Council Bluffs, with a principal, statistics of attendance not given; 1 at Dubuque, with 2 teachers and 20 pupils; and 1 at Manchester, with a single teacher and 60 pupils.—(Report.)

For statistics of any reporting to this Bureau, see Table V of the appendix.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

By a general law these, except in specially chartered cities, consist of boards of directors of 6 members, elected by the people for terms of 3 years, 2 to be changed each year. The directors elect a president from their own number, but the secretary and treasurer must be chosen from outside. Superintendents are appointed by the city board.

[1] Children residing in one district may attend school in another on such terms as may be agreed on by the respective boards of said districts.

[2] Independent districts may levy a tax not to exceed 10 mills on $1 for grounds and buildings for their schools, for the payment of debts contracted in erecting such buildings, and for procuring a library and apparatus for the schools.

STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Burlington | 19,450 | ..... | ..... | ..... | 59 | ..... |
| Cedar Rapids | 10,104 | 3,366 | 2,146 | 1,797 | 38 | $39,271 |
| Clinton | 9,052 | 3,292 | 1,780 | 1,183 | 31 | 16,803 |
| Council Bluffs | 18,063 | 5,501 | 2,007 | 1,376 | 41 | 61,628 |
| Davenport | 21,831 | 9,309 | 4,558 | 3,179 | 79 | 66,195 |
| Dubuque | 22,254 | 10,074 | 3,720 | 2,565 | 71 | 60,405 |
| East Des Moines | 8,403 | ..... | ..... | ..... | 24 | ..... |
| Keokuk | 12,117 | 4,585 | 2,400 | 1,892 | 52 | ..... |
| Muscatine | 8,295 | 2,800 | 1,500 | 1,400 | 34 | 21,197 |
| Ottumwa | 9,004 | 2,700 | 1,730 | 1,135 | 27 | 21,905 |
| West Des Moines | 14,005 | ..... | ..... | ..... | 42 | ..... |

ADDITIONAL PARTICULARS.

Schools of all the following cities were classed in 1880–'81 as primary, grammar, and high, except those of Muscatine, which had in addition an intermediate division between the primary and grammar. Davenport had a normal department connected with its high school.

*Burlington* had 12 public schools in session 10 months; employed 3 male teachers, at an average monthly salary of $100, and 56 female teachers, at an average of $40.09.

*Cedar Rapids*, for its school population of 3,366, had 8 school buildings, with 2 rooms for recitation, 25 for its primary schools, 10 for its grammar, and 1 for its high school; these afforded 1,869 sittings for study; value of school property, $98,000. The 38 teachers employed were all females. On an enrolment of 2,146 there was an average daily attendance of 84 per cent. during a session of 179 days. No special instruction appears to have been given. A private school enrolled 150 pupils.—(Return.)

*Clinton* employed for its public schools 30 female teachers, at an average monthly salary of $45, and 1 male teacher, at $50. Schools were in session 9½ months and enrolled 54 per cent. of the school population; 66 per cent. of those enrolled were in average daily attendance. One special teacher in penmanship was employed. The attendance suffered from the prevalence of epidemics. Of the 40 pupils who usually enter the high school each year nearly one-third finished the full course of 4 years.—(Tenth annual report.)

*Council Bluffs.*—The 10 school buildings reported in 1878–'79 appear to have given place to 3 larger ones reported in 1880–'81 (among them one erected during the year, at a cost of $35,000). The school property was valued at $141,300, an increase of $21,300. These 3 buildings furnished 29 rooms for the primary schools, 9 for the grammar, and 1 for the high school, having 1,535 sittings, besides 2 rooms for recitation. There were 6 different schools in session for 195 days, taught by 2 male and 39 female teachers. A Kindergarten, with 70 pupils under 6 years of age, was opened during the year and added to the public schools. The principal was paid $600 a year and her assistant $250. Enrolment in private and parochial schools, 301.—(State report and return.)

*Davenport* had for its 11 different schools 13 buildings, containing 83 rooms, of which 45 were for the primary, 21 for the grammar, 3 for the high, and 1 for the normal school, while 13 were for recitation only. Of the 76 teachers 69 were females. There were also 10 special teachers of German employed, at salaries of from $400 to $650 a year. Special teachers in drawing and penmanship were also employed, at salaries of $800 each. Two evening schools, with an enrolment of 222, had 106 in average daily attendance. The day schools were in session 188 days. School property was valued at $291,200. No private schools reported.—(State report and return.)

*Dubuque*, for its school population of 10,074, had 8 public schools and 9 buildings, with 74 rooms, and school property valued at $165,000. The schools enrolled 3,720, 68.95 per cent. of them being in average daily attendance. Of the 71 teachers employed 61 were females and were paid annual salaries of from $250 to $500, while those of men were from $600 to $1,800. Special teachers of German (which was an optional study in certain grades) were employed. Schools were taught 198 days. No private schools reported.—(State report and return.)

*East Des Moines* reported to the State superintendent 7 public schools, with 24 female teachers, whose average monthly pay was $47.45. Length of session, 9 months. Latin and German were taught in the high school.—(State report.)

*Keokuk*, for its school population of 4,585, had 8 different public schools, with 2,200 sittings, and school property valued at $150,000. The schools enrolled 2,400, and had 78.9 per cent. of these in average daily attendance. There were 45 female teachers,

whose monthly salaries averaged $37.39. Schools were taught 190 days. There was 1 evening school, but no statistics of teachers or attendance in it are given. Special instruction was given in music and penmanship. In private and parochial schools 400 were enrolled.—(State report and return.)

*Muscatine* had 7 school buildings, affording 23 rooms, with 1,550 sittings, and school property valued at $80,800. Schools were taught 210 days, with an average daily attendance of 93.3 per cent. on enrolment. Of the 34 teachers 30 were females and were paid an average monthly salary of $35, while the male teachers in the higher grades were paid $60. The high school had convenient rooms and apparatus for instruction in physics, chemistry, astronomy, botany, and natural history, with 2 courses of 3 and 4 years each. Estimated enrolment in private and parochial schools, 400.—(Return.)

*Ottumwa* had for its public schools 3 buildings, with 24 rooms and 1,490 sittings, 960 of which were for the primary grades, 440 for the grammar, and 90 for the high school; value of school property, $52,200. Besides a principal, the schools were taught by 26 female teachers, at an average monthly salary of $44; there was an average daily attendance of 65.6 per cent. on the enrolment. The schools were in session 189 days. A special teacher of music was employed, at a yearly salary of $600. Private schools enrolled 120.—(Return.)

*West Des Moines* reported to the State superintendent 6 school buildings, with 42 female teachers, whose monthly salaries were $74 in the high school and $60 in the other schools. All were in session for 190 days. Latin and German were taught in the high school.—(State report.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL AND STATE UNIVERSITY NORMAL DEPARTMENT.

The *Iowa State Normal School*, Cedar Falls, though overflowing with students, was in 1880–'81 still deficient in conveniences for boarding, in number of instructors, and amount and quality of apparatus. It had 3 courses of study, arranged with special reference to fitting teachers for their work. The elementary course of 2 years was meant to qualify teachers for work in all grades up to the high schools; the didactic, of 3 years, for high school work; the scientific, of 4 years, to train superintendents, principals of high schools, academies, &c. Students completing the elementary or didactic course, and passing a satisfactory examination, received certificates as to the amount of study they had done and proficiency attained, while those graduating in the scientific course received diplomas with the degree of bachelor of didactics. Examinations for graduation required a thesis on some educational subject. Boys on admission must be at least 17 and girls at least 16 years old, must sign a statement of their intention to teach in the public schools of the State, and, if applicants for the lower course, must produce a teachers' certificate of the lower grade, signed in each case by the superintendent of the county where the applicant resides. There were 344 in attendance during the year, representing 71 counties. Of the 36 graduates 33 engaged in teaching.—(State report, catalogue, and return.)

The *chair of didactics in the State university*, Iowa City, is designed to prepare for advanced school work those students who intend to become teachers. The fall term of the senior year is devoted to instruction in school management and the government and organization of ungraded schools; the winter term, to methods of organizing, supervising, and conducting graded schools; the spring term, to principles and methods of instruction. A brief course of lectures is also given, and the class is drilled in careful reading one or two days a week. Only those who complete the full course can receive certificates of qualification. After 2 years of successful teaching graduates may receive the degree of bachelor of didactics.—(Catalogue.)

### OTHER NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Eastern Iowa Normal School*, formerly at Grandview, now at Columbus Junction, has 2 normal courses: first, an elementary one of 2 years, to fit for ordinary teaching in public or other schools; second, an advanced normal one of 4 years, to prepare for higher grades of school work. A model school reported last year seems to have been abandoned or withdrawn. There were enrolled in 1880–'81 as normal students 48 males and 45 females, 11 of whom graduated and engaged in teaching. A normal institute, lasting 4 weeks, affords those who wish to review the common branches an opportunity to prepare for the spring examinations by the county superintendent.—(Catalogue and return.)

*Southern Iowa Normal School and Commercial Institute*, Bloomington, has a normal course of 1 year to review the branches taught in the common schools and to acquaint students with the latest and most approved methods of teaching and school organization. For those who desire more thorough training this course is supplemented by a scientific one of

2 years and a classical of 1 year. The State report for 1880–'81 gives 4 teachers and 125 students.—(State report.)

Amity College, College Springs; Tabor College, Tabor; Iowa Wesleyan University, Mount Pleasant, all had in 1880–'81 normal courses of 2 years. Whittier College, Salem; Iowa College, Grinnell; and Teachers' Seminary, Waverly, had such courses of 3 years; while Cornell College and Mount Vernon had 2 years' preparatory and 2 years' collegiate normal courses; Penn College, Oskaloosa, also had a 4 years' normal course; Parsons College, Fairfield, gives didactic instruction throughout a course of 4 years; Central University, Pella, did the same through its preparatory course; while at the High School, Davenport, normal instruction was given throughout its entire course. Iowa City Academy, reported in 1879–'80 with a normal course of 4 years, sends no return for 1880–'81, nor is there any information from the Moulton Normal School, mentioned in the same report.—(Catalogues and returns.)

There appear in the State report for 1881 the following also: Peck's Normal School, Ottumwa; Western Normal and Business Institute, Malvern; Hull's Preparatory and Normal School, Iowa City; Kossuth Normal Academy, Kossuth; Garden Grove Normal School, Garden Grove; Dexter Normal School, Dexter. Statistics indicate that there were 18 teachers and 399 pupils in these schools, but the strictly normal pupils are not distinguished from the others.—(State report.)

#### TEACHERS' INSTITUTES.

The normal institutes required by law to be held in each county afford the majority of country teachers the only professional training within their reach. They were sustained with enthusiasm in 1880–'81 in all the 99 counties in the State, except Buena Vista. The average session was about 3 weeks, with a total attendance of 11,381 teachers (of whom 2,389 were males and 8,992 females), and they cost $50,957.

Since 1874 there has been a regular course held at these institutes, covering not merely the principal studies, but also modes of instruction in such studies, with school discipline and organization.—(State report.)

#### EDUCATIONAL JOURNALS.

The educational journals in the State were in 1881, as before, the Iowa Normal Monthly, published at Dubuque as the official organ of the State superintendent, and the Central School Journal, published monthly at Keokuk, under the auspices of the county superintendents of Southeastern Iowa. Both have done good service.

## SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The following cities report high schools in 1880–'81: Burlington, Cedar Rapids, Council Bluffs, Davenport, Dubuque, East Des Moines, West Des Moines, Keokuk, Muscatine, and Ottumwa. The existence of public high schools in at least 29 other cities or towns is noted from time to time in the "State news and notes" of the Iowa Normal Monthly of 1880 and 1881.

Guthrie County High School, Panora (among those referred to above), is the only county high school yet established in the State in accordance with the law of 1870, which provides that any county having 2,000 population or over may establish a high school and vote taxes not exceeding 5 mills on $1 of taxable property for all purposes or 2 mills for teachers' wages and contingencies. It had in 1880–'81 3 teachers and 75 students.—(State report and return.)

For an account of the high school oratorical contest of 1881, see Educational Conventions and Associations following.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries of them in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The State University of Iowa had in 1880–'81, as in 1879–'80, a collegiate course, embracing classical, philosophical, scientific, and engineering courses of 4 years each; also, a law department and 2 medical departments, regular and homœopathic; a school of dentistry was to be organized in 1882. The university does no preparatory work, but looks to the high and other preparatory schools to do this, and admits the graduates of approved schools without examination. The whole enrolment in 1880–'81 was 242 in

the collegiate department, 158 in the law, and 197 in the 2 medical departments.—(Catalogue.)

There were 18 other colleges and universities reported in 1880–'81, one (Humboldt) having suspended during the year. Of these, Parsons College had a preparatory course of 3 years, and Griswold College one of 4 years. Amity, Norwegian Luther, Iowa, German, Penn, Whittier, Cornell, Tabor, and Western Colleges, University of Des Moines, Iowa Wesleyan University, Upper Iowa University, and State University of Iowa had preparatory courses of 2 years, while all had classical courses of 4 years and scientific of the same length, with the exception of Amity, which had 2 years' scientific, and Griswold College, Whittier College, and Central University, which each had one of 3 years. Iowa, Oskaloosa, and the University of Des Moines had special ladies' courses of 3 and 4 years, with commercial training; while Penn College and Iowa Wesleyan and Central Universities offered special English courses of 2 and 3 years, and Tabor a literary course of 4 years. All but 4 of the above mentioned institutions had normal courses of 1 to 4 years, while 13 had courses of music and 4 taught painting and drawing. Iowa Wesleyan offered theological, law, and medical courses, adding one of pharmacy, but not clearly indicating the length or amount of study of any of them. St. Joseph College presented a preparatory course covering only elementary studies, while the first 3 years of its classical course were only fairly preparatory with 1 really collegiate beyond, adding a commercial one of 2 years. Burlington College makes no showing since 1878–'79, when it reported only a preparatory course. Negotiations were in progress for removing Oskaloosa College to Des Moines, to be called Drake University. Cornell, with its 4 full classical, philosophical, scientific, and civil engineering courses, offered also a wide range of elective studies and special advantages in its normal, musical, and commercial departments. A new Presbyterian college formed from the Coe Collegiate Institute was about to be opened.—(Catalogues.)

For statistics of all these, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

All the colleges and universities above mentioned, including the State University, admit young women to the same privileges offered young men, except Griswold, Norwegian Luther, and St. Joseph Colleges, the principal object of at least the last two seeming to be to train young men for the ministry. For statistics of the institutions designed specially for the education of young women, see Table VIII of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

For scientific instruction for industrial pursuits the *Iowa Agricultural College*, Ames, is the chief institution. The courses of study are general and technical. Under the first is a course in sciences related to industries, which aims to give a liberal culture in these without special reference to any pursuit or profession; while the technical courses, giving also a liberal culture, aim to direct it so as to meet the requirements of some special pursuit. These latter are in agriculture and in mechanical and civil engineering, each requiring 4 years, and a course in veterinary science of 2 years. The courses are arranged in schools having special instructors. By certain additional studies to the course in sciences related to industries it is adapted to the wants of both sexes, giving to young women work and instruction in domestic economy and to young men practical lessons in agriculture and horticulture. Military instruction and drill enter into the arrangements for young men. There were 211 collegiate students in 1880–'81, 3 of them resident graduates, 3 special students, and 4 in the veterinary school. The graduates from 1872 to 1881 numbered 182.—(Catalogue.)

The school of science in the *State University* offered a general scientific course and one in civil engineering, each of 4 years; the latter includes drawing, surveying, and mechanics (pure and applied), using the metric system throughout; also, a course in military science and tactics. *Cornell College*, too, had a general course in science and one in civil engineering, each of 4 years. Thirteen other colleges presented general scientific courses of 2 to 4 years.—(Catalogues.)

For statistics, see Table X of the appendix, and summary of this in the report of the Commissioner preceding.

### PROFESSIONAL.

*Theology* in full 3 years' courses is presented in the theological departments of Griswold College, Davenport (Protestant Episcopal), and of the German College, at Mt. Pleasant (Methodist Episcopal); less fully and systematically in the 2 and 3 years' courses of Oskaloosa College (Christian), and to some extent, as an adjunct to the collegiate train-

ing, in the Iowa Wesleyan University, Mt. Pleasant (Methodist Episcopal), and the Central University of Iowa, Pella (Baptist). The first and second have preliminary examination of students entering who are not either graduates of colleges or from their preparatory training schools.

*Law* is taught in the law department of the Iowa State University, Iowa City, and in the Iowa Wesleyan University, Mt. Pleasant, though in the latter its course is entirely unspecified. In the State University (which alone requires preliminary evidence of even an English education), while only 1 year is demanded for graduation, an advanced course of another year is offered. The final examination is conducted by a board of examiners appointed by the supreme court of the State. The Iowa College of Law, connected with the Simpson Centenary College, Indianola, reported in 1878–'79, seems to have been dropped, as no notice of it appears in 1879–'80 and 1880–'81.

*Medicine*, according to the "regular" practice, was taught in the College of Physicians and Surgeons of Keokuk and the medical department of the Iowa State University, Iowa City, and according to the homœopathic form in the homœopathic branch of the same medical department. In each the requirement was 3 years of study under a preceptor and attendance on 2 full courses of lectures of 20 weeks each, with passage of the closing examinations; but all offered and urged a full 3 years' graded course.

A *dental college* was to be established in 1882 at the State University.

For statistics of the above schools, see Tables XI, XII, and XIII of the appendix; for summaries of the same, the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Iowa Institution for the Deaf and Dumb, Council Bluffs, offers a free education to all of this class in the State between the ages of 10 and 25; and yet in 1879–'80 it was estimated that less than half the deaf-mutes in the State had at any time received the benefits of this training. The number of inmates in 1880–'81 was 228, with 15 teachers, and it was believed that a compulsory law would more than double this number.

### EDUCATION OF THE BLIND.

The Iowa College for the Blind, Vinton, reporting biennially, in 1880–'81 had 12 instructors and 90 pupils, making 448 pupils since its opening in 1853. In the school department the common English branches were taught, including raised print, penmanship, algebra, and other studies of this grade. Instruction in vocal and instrumental music was given, especially in the use of the organ, piano, violin, and brass instruments. In the industrial department the boys were taught cane seating, mattress and broom making; the girls, sewing by hand and machine, knitting, crocheting, and bead work. School property was valued at $300,000. The library contained 1,000 volumes, 400 of which were in embossed type.—(Report and return.)

### TRAINING OF THE FEEBLE-MINDED.

The Iowa State Asylum for Feeble-Minded Children had 4 teachers and 203 pupils in 1880–'81. Kindergarten methods were used, with special attention to the health and physical development of the inmates. The results were encouraging.—(State report.)

### REFORM SCHOOLS.

The Iowa Reform School, in its boys' department, El Dorado, has had the training of 801 boys since its opening in 1868, and had 201 inmates in September, 1881. During the two years covered by the report 115 had been committed, making the number in school during this time 295. Four hours a day were devoted to training in school, and four to work on the farm, in the garden, and in the shops, where they were taught shoemaking, tailoring, and during the winter the making of straw hats. A large per cent. of the boys trained here are known to have become good citizens. The main building, unfinished at last report, was completed September, 1881. The profits from the farm and shops made an important item in the income of the institution. Looking upon the school as a home, few attempt to escape.

The girls' department, Mitchellville, reported in 1880–'81 that it had received 144 girls since its opening and had 63 in school October, 1881. Every girl attended school four hours each day and received four hours' instruction in some branch of household work. No one was permitted to leave till she could cook a dinner without help, wash and iron well, and do fine needlework, specimens of which had taken premiums at county fairs. The superintendent reaffirms that more than 70 per cent. committed have become permanently reformed.—(Report, 1881.)

### ART INSTRUCTION.

No information for 1880–'81 appears in regard to a conservatory of art reported to have been established at Burlington in 1879; it was designed to offer instruction to all in the highest and simplest branches of art.

## EDUCATIONAL CONVENTIONS AND ASSOCIATIONS.

### STATE TEACHERS' ASSOCIATION.

The twenty-sixth annual meeting of the State Teachers' Association was held in the Opera House, Oskaloosa, December 27–29, 1881, President S. Calvin, of Iowa City, in the chair.

After the usual preliminary exercises and appointment of committees, President Calvin delivered the inaugural address. Not agreeing with all laudations of American schools, he yet claimed for them great praise, for he said: "Take a map of the country and mark in bright colors the regions where wealth, happiness, intelligence, culture, comfort, and prosperity abound, and you will mark the regions in which the public schools have been most cordially sustained. Call the roll of our illustrious men and women, and nearly every one will answer as from some of the public schools. But greatness is not owing to any system of education. The schools assist, not create talent and force of character. A diploma is no guarantee of fitness for any position. The schools can only so train a child as to make it possible for him to turn his native talent to the very best account, make him a fairly intelligent citizen, and confer the ability to speak and read his native language with ease, expression, and understanding. In doing this the danger is not in limitation, but in inflation and overloading our courses of study." The industrial education now often loudly called for, he said, is the proper work of great technologic schools with large endowments and equipments. It could not be added to the already numerous studies taught by one teacher in our ordinary common schools; nor could the sciences for which some call. To make instruction in these effective, there must be thoroughly trained teachers, considerable apparatus and means for experimental work. And these belong, in general, to higher institutions than the common school. This, for some time to come, must confine itself to elementary instruction, only trying to make this good.

The second day was devoted to the reading and discussion of papers on "The proper type of professional training;" "The effects of methods on the result of school work;" "The teacher's responsibility as a citizen;" "The moral element in education;" "The psychology of crime." The last paper was discussed at length by several prominent teachers and college professors, all disapproving its propositions, viz: "That crime is only disease; punishment a retaliation; virtue and vice not different in kind, but only in degree."

The third day was opened by report of a committee on the inaugural address, fully indorsing it, followed by papers on "How can we better supply our colleges with properly prepared students of collegiate grade?" "The best education; how far disciplinary? how far practical?" and "The use of the imagination in teaching."

After the election of officers for the ensuing year and adoption of resolutions the association adjourned, having had present 206 from nearly every part of the State, making the session one of great interest.—(Iowa Normal Monthly, January and February, 1882.)

### COUNTY SUPERINTENDENTS' ASSOCIATION.

This body held its session in connection with that of the State Teachers' Association, meeting in the mornings of Wednesday and Thursday, and in addition to the usual preliminary business adopted a programme for next year, chose committees to prepare lists of examinations for the spring and fall months, and then discussed the topics "Are our certificates properly graded?" and "Salary of county superintendents and their duties."—(Iowa Normal Monthly, February, 1882.)

### SOUTHWESTERN EDUCATIONAL ASSOCIATION.

This association comprises 25 counties in the southwestern corner of the State, and in no sense is in opposition to the State Teachers' Association, having for its object the fostering of fraternal feeling and the promotion of the best interests of the schools in its field. It was organized in January, 1880, and held its first annual meeting at Red Oak in July following, at which Miss Ray, president of the association, presided. Of the second annual meeting no information has been received.—(Iowa Normal Monthly, August, 1880.)

### ORATORICAL ASSOCIATION.

The Eastern Iowa Inter High School contest was held at Monticello on Friday evening, April 29, 1881, in the presence of a large assemblage. In the oratorical class there were 4 contestants from the high schools of West Waterloo, Tama City, Laporte City, and

Maquoketa. Harry Allen, of West Waterloo, received the prize, marking 91⅓ per cent. In the dramatic class there were 9 contestants, all but 1 girls, from the high schools at Iowa City, Hampton, Manchester, Waverly, Independence, Marengo, Marshalltown, East Waterloo, and Monticello. The prize was awarded to Miss Hattie Coon, marking 93½ per cent.—(Iowa Normal Monthly, May, 1881.)

STATE ORATORICAL CONTEST.

The Iowa collegiate oratorial contest, to select a candidate to represent the State in the Inter State Oratorical Association of the Northwestern States, was held at Fayette, April 14, 1881, in the presence of a crowded house. There were 10 contestants, representing Oskaloosa, State Agricultural, Iowa, Simpson, Tabor, and Cornell Colleges, the Iowa Wesleyan, Iowa State, Upper Iowa, and Central Universities.

The first prize was awarded to Miss Minnie Brunson, of Upper Iowa University, and the second to James A. Curr, of the State University.—(Iowa Normal Monthly, May, 1881.)

## CHIEF STATE SCHOOL OFFICER.

Hon. C. W. von Coelln, *State superintendent of public instruction, Des Moines.*

[Third term, January 5, 1880, to January 4, 1882.]

Mr. John W. Akers, for 6 years superintendent of schools at Cedar Rapids, was elected in 1881 to succeed Mr. von Coelln on the expiration of his term.

# KANSAS.

## STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–21) | 340,647 | 348,179 | 7,532 | |
| Public school enrolment | 231,434 | 249,034 | 17,600 | |
| Average daily attendance | 137,667 | 139,776 | 2,109 | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| School districts | 6,134 | 6,322 | 188 | |
| School districts reporting | 5,927 | 6,131 | 204 | |
| Districts with graded courses | 1,866 | | | |
| Districts with uniform text books | 4,794 | 6,322 | 1,528 | |
| Districts owning text books | 505 | | | |
| With 3 months' school or more | 5,233 | 5,729 | 496 | |
| Average term of schools in days | 107 | 117 | 10 | |
| Number of school-houses | 5,242 | 5,671 | 429 | |
| Number of school rooms | 5,981 | 6,518 | 537 | |
| Value of school property | $4,633,044 | $4,884,386 | $251,342 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 3,506 | 3,533 | 27 | |
| Women teaching in public schools | 4,274 | 4,675 | 401 | |
| Whole number of teachers | 7,780 | 8,208 | 428 | |
| Average monthly pay of men | $32 47 | $30 21 | | $2 26 |
| Average monthly pay of women | 25 98 | 23 77 | | 2 21 |
| INCOME AND EXPENDITURE. | | | | |
| Receipts for public schools | $2,160,507 | $1,740,593 | | $419,914 |
| Expenditure for public schools | 1,818,387 | 1,976,397 | $158,010 | |

(From second biennial report of Hon. Allen B. Lemmon, State superintendent of public instruction, for 1879–'80, and from figures specially furnished by his successor, Hon. H. C. Speer, for 1880–'81.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

The educational interests of the State are under the supervision of a State superintendent of public instruction, elected every 2 years, who has power to appoint an assistant and a clerk. A State board of education examines teachers for State diplomas and a State board of commissioners has the management of the school funds. County school officers are superintendents, elected biennially by the people, and boards of examiners for the examination of teachers, such boards being composed of the county superintendent, who is chairman, and two competent persons, holders of first grade certificates, who are appointed for one year by the county commissioners on the nomination of the county superintendent. There are also district boards, composed of 3 members, elected by the people for 3 years, 1 going out each year.

Women may vote in school meetings and hold school offices. By a provision of the State constitution no distinction may be made between the rights of males and females in the formation and regulation of schools.

### OTHER FEATURES OF THE SYSTEM.

The system comprises public graded and ungraded, high, and normal schools, teachers' institutes, a State university, and State Agricultural College, as well as schools for the deaf and dumb and the blind. There are State normal school, State university, agricultural college, and public school funds to aid in sustaining these institutions. The income of the public school funds and such other means as the legislature may provide by taxation or otherwise are appropriated to the support of public schools. School income is distributed to the counties in proportion to the number of youth therein 5–21; but no district in which a common school is not taught at least 3 months in each year can receive any share of such funds. Districts may vote for school-house purposes an annual tax not to exceed 1 per cent. on taxable property, an equal tax for teachers' wages, and for a public library a tax not to exceed 2 mills on the dollar. County teachers' institutes of not less than 4 weeks in duration must be held annually by county superintendents; they are sustained by a State appropriation, a registration fee of $1 from each member, and an equal sum collected from candidates for county teachers' certificates. Provision is also made for union institutes. Teachers' certificates are of first, second, and third grades, and continue in force 2 years, 1 year, and 6 months, respectively. Teachers must report to county superintendents every term or forfeit their last month's pay; county superintendents are required to report to the State superintendent once every term, giving an account of their own special work, and also to make an annual statistical report; the State superintendent's report, since 1879, is biennial. No sectarian or religious doctrine can be taught in the schools, but the reading of the Bible is not prohibited. Since 1874, children between 8 and 14 have been required to attend school at least 12 weeks (6 of which must be consecutive) in each year, unless otherwise taught or unless excused from such attendance by the school board.—(School laws, 1881.)

### GENERAL CONDITION.

The reports from this State being biennial, and none being due for 1880–'81, the statistics kindly furnished by Hon. H. C. Speer, State superintendent, supply the only official information available as to general educational affairs. These show progress in every respect except teachers' pay and receipts for schools. The increase of pupils enrolled in the free schools was 17,600, more than twice the increase (7,532) in youth of school age. The gain in average attendance, however, was much smaller (2,109). School districts increased by 188; the number reporting, by 204; those having uniform text books, by 1,528; and those having 3 months' school or more, by 496. The average term of school was 10 days longer than in 1879–'80. There were 429 more school-houses, with 537 more rooms, the estimated value of school property having been increased by $251,342. Twenty-seven more men and 401 more women were employed, men, however, being paid $2.26 less and women $2.21 less a month. Although receipts for school purposes were $419,914 less than in the previous year, $158,010 more were spent on the schools.

### KINDERGÄRTEN.

Three Kindergärten have been reported from Kansas at the date at which this goes to press: 1 at Lawrence, with 20 children, under 1 instructor, and 2 at Topeka. One of the latter, with 36 children and 2 instructors, formed the lowest preparatory section of the College of the Sisters of Bethany; the other, with 20 children and 1 instructor, was connected with a private school.

For full particulars of these and of any others that may report for 1880–'81, see Table V of the appendix.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

The public schools of cities are in charge of city boards of education elected by the qualified voters and comprising 3 members for each ward in cities of over 15,000 inhabitants; 2 members in other cities. The boards elect superintendents to assist them in the management of the schools and committees for the examination of teachers.—(School laws.)

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Atchison | 15,105 | 5,203 | 2,310 | 1,943 | 27 | $23,636 |
| Lawrence | 8,510 | 2,768 | 1,879 | 1,279 | 23 | 23,075 |
| Leavenworth | 16,541 | 6,796 | 3,158 | 2,290 | 39 | 21,893 |
| Topeka | 15,452 | 5,270 | 3,111 | ..... | 31 | ..... |

ADDITIONAL PARTICULARS.

*Atchison* makes return for 1880–'81 of 5 school buildings, with 30 rooms and 1,580 sittings, all valued, with sites, furniture, and apparatus, at $145,000. There was an average attendance of 72 pupils to a teacher. There were 19 rooms for primary, 8 for grammar, and 1 for high school classes, which last had both male and female teachers.

The *Lawrence* public school system comprises primary, grammar, and high schools, taught in 10 buildings, having 24 rooms. During 1880–'81 there was an increase in enrolment of 50 pupils, or nearly 3 per cent., and in average daily attendance a gain of 57, or nearly 5 per cent. In the high school there were enrolled 121 pupils, 88 being in average daily attendance. A class of 20 was graduated, making 68 since the organization of the school in 1874, of whom 15 were boys and 53 girls. The number of cases of tardiness in the public schools decreased very largely during the year. Teachers' meetings were well attended and much interest was manifested in them.—(City school report.)

*Leavenworth* reports an increase of 539 in the number of youth of school age, of 98 in the public school enrolment, and of 36 in average attendance. Besides the public school enrolment, about 856 pupils attended private and parochial schools, making 4,014, or 65 per cent., of the school population in school some portion of the year. The schools are classed as primary, grammar, and high. Recently the number of grades (covering 7 years) to reach the high school was increased from 13 to 28, affording more frequent opportunities for promotion, and pupils have since been admitted to the high school twice a year. About 200 were enrolled during the year, and 13 graduated. It is estimated that 15 per cent. of all the public school pupils enter the high school, and that 5 per cent. graduate from it. Preparation is given here for colleges of the highest rank. The regular courses (covering 4 years) are classical, Latin-scientific, and English-scientific. A new course has recently been arranged for students not wishing to graduate. Another change is the charging of a tuition fee in this school, $10 to residents and $40 to non-residents, a plan which is said to work well, the amount being cheerfully paid and the attendance remaining as large as before.—(City report, 1881.)

The *Topeka* public schools, classed as primary, grammar, and high, were taught in 49 rooms, with 2,394 sittings for study. There was an increase during the year of 174 in public school enrolment and of 542 in the number of youth of school age. It was estimated that 200 pupils attended private schools, making 3,311 in all.—(Return.)

## TRAINING OF TEACHERS.

KANSAS STATE NORMAL SCHOOL, EMPORIA.

The school at Emporia, now the only one left of the 4 State normals which were in operation during the earlier years of the decade, reported for 1880–'81, besides 217 others, 149 normal students and 21 normal graduates, of whom 18 were from the elementary or 3 years' course; of the others, 2 were from the advanced English course and 1 from the advanced English and Latin, the last two extending over 4 years. The professional work (most of it done in the training department) is grouped in a single year, and cannot be commenced until the academic work is completed. Tuition is free during the professional year. Graduates receive diplomas which authorize them to teach in the common schools of the State without further examination.—(Report and return.)

OTHER NORMAL TRAINING.

The *Kansas Normal College and Business Institute*, Fort Scott, organized in 1878, presents preparatory, normal, scientific, classical, and business courses of study, confers the degrees of B. S. and B. A., and devotes special attention to the preparation of teachers. The teachers' course, in which were enrolled 29 pupils in 1881, is completed in from 2 to 5 terms, according to the degree of advancement on entering.—(Report and return.)

The *Kansas Normal School and Business Institute*, Paola (also organized in 1878), prepares for teaching, for college, or for business. It reported 289 normal students and 13 graduates in 1881, its normal course covering 3 years. The training school here comprises 470 children, in 8 grades, besides a model district school numbering 56 pupils.—(Catalogue and return.)

The *Chetopa Normal High School* is a 3 months' summer normal held in public school buildings during vacation and sustained by subscriptions. About 200 pupils attended in 1881, of whom 70 were men.—(Return).

There were courses of study for teachers in Baker, Highland, Lane, and Ottawa Universities and in the State University, which last provides training in its preparatory department for those not fully prepared for strictly normal studies, and then carries them, with others, through a 3 years' normal course. In this there were 38 students, 16 of them young men and 22 young women, in 1880–'81, of whom 8 were graduated.—(Catalogue of university.)

### TEACHERS' INSTITUTES.

County normal institutes for teachers were advertised to be held in 53 counties, most of them during July and August, 1881. No statistics of attendance on them are available, and it does not appear whether institutes were held in the remaining 30 counties of the State or not. The law permits the union of two or more counties for this purpose in cases where the population of each county is less than 3,000.

A writer in The Educationist gives an account of the work in 25 of these institutes visited by him during July and August. He says that the work in the main was good, often reaching a high degree of excellence both in matter and method. Where there was failure it was chiefly in lack of attention to method, and in making the work almost wholly scholastic. Several institutes had critics who reported each morning on the work of the preceding day, and some had reporters for the daily papers. There was, however, a conspicuous and hurtful absence of reference books in the teaching, also a lack of illustrative apparatus. As a rule the teachers of the larger towns and cities were not present; but on the part of all who did attend marked earnestness and industry were shown.— (The Educationist, September, 1881.)

### EDUCATIONAL JOURNALS.

The Educationist, a monthly published and edited by the former State superintendent of public instruction in Indiana, Hon. George W. Hoss, Emporia, is the official organ of the department of public instruction and of the State Teachers' Association, and the chief medium for the diffusion of educational information in the State. The Industrialist, a weekly published at Manhattan, is the organ of the Kansas Agricultural and Mechanical College, and is devoted specially to industrial education. The former was in its third volume in 1881 and the latter in its seventh.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

These are substantially provided for in union and graded school districts and explicitly in all cities of the first class, namely, those with more than 15,000 inhabitants. The number in operation during 1880–'81 cannot be given, nor can the statistics of attendance. There were, however, in 1878 about 60. Six had in 1881 adopted the course of study prescribed by the State university as preparatory to it.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academic schools, see Tables IV and VI of the appendix following, and for summaries of them, corresponding tables in the report of the Commissioner preceding. For preparatory departments of colleges and scientific schools, see Tables IX and X of the appendix.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Kansas*, Lawrence, opened as a denominational institution in 1859 and chartered as a State university in 1863, had in 1881 organized 3 of the departments contemplated in the act of incorporation, viz: a department of science, literature, and the arts, and normal and law departments. The first comprises a classical and a modern literature course, each leading to the degree of bachelor of arts, and a general scientific course and 3 special scientific courses, leading to the degree of bachelor of science. Tuition is free. Young men and women are admitted on equal terms and study in the same classes. Since the opening of the university there have been 2,166 students (nearly equally divided between the sexes) and since 1873 58 have been graduated from the collegiate department. The whole number attending in 1880–'81 was 466, about the same as that of the previous year, 156 belonging to the collegiate classes, 277 to the preparatory department, and the remainder to the normal, law, and musical departments. Out of a class of 10 young men and 9 young women graduated from the collegiate department, all received the degree of bachelor of arts except 6 young men, who became bachelors of science.— (Catalogue and return.)

Seven other collegiate institutions report, viz: St. Benedict's College, Atchison; Baker University, Baldwin; Highland University, Highland; Lane University, Lecompton; Ottawa University, Ottawa; St. Mary's College, St. Mary's, and Washburn College, Topeka. Two of these are Roman Catholic; the other 5 are under the influence, respectively, of the Methodist Episcopal, Presbyterian, United Brethren, Baptist, and Congregational Churches. All but the two Roman Catholic colleges admit both sexes. All report preparatory departments, with courses of from 2 to 3 years, and classical courses of 4 years;

5 had scientific courses, 1 a literary and 1 a ladies' course (all of 4 years); 3 had normal courses; 4, commercial; 3, departments of music, and 1, a department of art.

For statistics, see Table IX of the appendix, and a summary of it in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides opportunities for the superior instruction of women afforded in all but 2 of the colleges and universities above noted, further provision is made for them in the College of the Sisters of Bethany, a Protestant Episcopal institution at Topeka, which presents primary, preparatory, and collegiate courses of study, the last extending over 3 years. For statistics of the college, see Table VIII of the appendix.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The Kansas State Agricultural College, Manhattan, one of the first established under the congressional grant of 1862, gives practical instruction in the various industries of farm, shop, and home; also in literary and scientific branches, including civil engineering. The course extends over 4 years. Tuition is free and provision is made for training women as well as men in the industries suited to them, printing, telegraphy, sewing, and cookery being among the branches taught. Of 259 pupils in the regular courses, 84 were women; and the 12 graduates who received the degree of B. S. were equally divided between the sexes. For further statistics, see Table X of the appendix, and a corresponding table in the report of the Commissioner preceding. Of the 4 scientific courses in the State university, each covering 4 years and leading to the degree of B. S., 1 is in general science, the others in chemistry, natural history, and civil and topographical engineering. Five of the other colleges and universities report courses in general science extending over 4 years. For statistics of students in scientific courses of colleges, see Table IX of the appendix.

### PROFESSIONAL.

The *Kansas Theological School*, Topeka (Protestant Episcopal), organized in 1873, has a 3 years' course of study and requires an examination for admission. Except in special cases a collegiate training or its equivalent is insisted on as a preparation. The bishop of the diocese is ex officio president. Candidates for orders in 1881 reported, 4; instructors, 2.

The *law department of the University of Kansas*, organized in 1878, is intended to prepare students for practice at the bar in any State of the Union. The course extends over 2 years of 7 months each. All intending to enter are advised to first take a course of liberal studies. Graduates of literary colleges are admitted without examination; all others must satisfy the faculty that they possess the educational and other qualifications necessary to pursue the study with profit. Students in 1880–'81 reported, 15; instructors, 2; graduates for the year, 8.—(University catalogue.)

A preparatory *medical* course has been established at the State university, which is meant to be the first year of a 3 years' course. A collegiate training is recommended as a preparation for it, and a knowledge of English branches such as is required for admission to college is demanded. No note of students in it appears in 1880–'81.—(Catalogue of university.)

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Kansas Institution for the Education of the Deaf and Dumb, Olathe, offers to the deaf and dumb of Kansas, 10 to 21 years of age, free tuition, board, books, and other necessaries, leaving only clothing and travelling expenses to be provided by them. The length of the course permitted is in ordinary cases 6 years, but the average time really spent by each pupil is only $3\frac{1}{2}$ years. During 1880–'81 there were 171 pupils under instruction, the course comprising the common school branches and articulation, besides such employments as printing, cabinet making, shoemaking, sewing, and housework.—(Report and return.)

### EDUCATION OF THE BLIND.

In the Kansas Institution for the Education of the Blind, Wyandotte, pupils are taught the English branches, with reading in Boston elevated type, and both reading and writing in New York point. They are also trained in certain employments, the boys in broom and brush making, the girls in hat weaving. Four hours a day are given to labor, for which wages are paid, thus securing ambition and cheerfulness in the work and enabling pupils to earn most of their clothing.—(Report.)

### REFORMATORY AND INDUSTRIAL TRAINING.

A State reform school for boys was established by legislative act in 1879 and opened for the admission of pupils June, 1881. It is under the control and management of the board of State charitable institutions, and is open to boys 8 to 14 years of age who are either neglected and exposed to temptation, incorrigible, truants, vagrants, or offenders against the laws. The plan of management is educational and reformatory rather than penal. Results will be sought through intelligent and well directed appeals to the manliness of pupils. The site of the school is a farm of 160 acres about three miles from Topeka. It is intended, with the aid of the boys, to cultivate small fruit and vegetables, and, in time, to teach them such useful trades as may be found practicable.— (Report, 1881.)

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

The Kansas State Teachers' Association met in Manhattan, June 21, 1882, remaining in session three days. After the appointment of committees, President William Wheeler, of Ottawa, read his inaugural address on "Books and reading," making a strong argument for good books for children and reprobating parents, teachers, and book makers who furnish or permit the reading of the popular but pernicious cheap novel and sensational story. The first paper of the following day, "The Émile of Rousseau," by Miss Grace Bibb, of the University of Missouri, stated fully and clearly the cardinal points in Rousseau's theory of education. A paper was then read by S. M. Greenwood, superintendent of the Kansas City schools, which contained a vigorous arraignment of the educational theories of Charles Francis Adams, Richard Grant White, and others. Hon. O. S. Munsell, of Council Grove, gave an address entitled "Mosaic compared with modern biology;" Prof. D. E. Sanders, principal of the normal school at Fort Scott, read a paper on "Educational shams," and Prof. R. C. Meade, of Atchison, one on "The training of children." At the evening session, Miss Ida Ahlburn, principal of the Jewell City schools, read a paper on "Our work," and one on "Literature in the public schools" was presented by a writer in The Educationist, presumably the editor, Hon. George W. Hoss. On the following day a paper entitled "Practical suggestions" was read by Prof. D. H. Robinson, of the State university, and another on "Educational forces," by Prof. J. R. Campbell, of Newton. Officers were then elected for the ensuing year, and after the adoption of a number of resolutions the association adjourned.

Among the resolutions was one agreeing to make all reasonable efforts to have trees planted in school yards and to encourage improvements tending to render attractive or comfortable school grounds or buildings, and another by which members pledged their united efforts in aid of the enforcement of the prohibition law, considering that education, as well as other interests, required such a law.—(The Educationist, July, 1881.)

### SUPERINTENDENTS' CONVENTION.

A convention of the county superintendents of Kansas met June 21–23, at Manhattan, State Superintendent H. C. Speer presiding. After the appointment of committees the relation of the county superintendent to normal institute work was discussed by H. D. McCarty and Superintendents Lee, Bishop, Chidister, and others. On the second day Superintendent Bogle, of Marion County, spoke at length against the advisability of requiring teachers to send monthly reports to superintendents. The subject was discussed by a large number of superintendents, most of whom thought that term reports were sufficient. The question "What shall be done to enforce the compulsory school law?" was presented by Superintendent Bishop, of Saline County; a paper was read by Miss Eva A. Hobart, of Anderson County, on "The management of teachers' associations," and one by Superintendent Oliver, of Jefferson County, on "Teachers' certificates; how to grade them." The only paper of the third day was by Superintendent L. T. Gage, of Shawnee County, on "How to make official school visitation valuable." He thought county superintendents should have the right to give commands rather than suggestions to teachers. In the spirited discussion which followed members were about equally divided between "suggestion," "authority," and "advice."—(The Educationist.)

### ASSOCIATION OF CITY SUPERINTENDENTS AND HIGH SCHOOL PRINCIPALS.

The city superintendents and high school principals met at Manhattan, June 23. Among other work done, there was referred to a committee for consideration "A course of study for towns and smaller cities;" and to another committee, "A course of study for unorganized high schools."— (The Educationist, July, 1881.)

## CHIEF STATE SCHOOL OFFICER.

Hon. H. C. SPEER, *State superintendent of public instruction, Topeka.*

[First term, January 10, 1881, to January 9, 1883.]

# KENTUCKY.

## STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth of school age (6–20) | 478,597 | 483,404 | 4,807 | |
| Colored youth of school age (6–16) | 66,564 | 70,234 | 3,670 | |
| Whole number of school age | 545,161 | 553,638 | 8,477 | |
| White youth in free schools | 245,358 | 238,440 | | 6,918 |
| Colored in free schools | 20,223 | | | |
| Whole enrolment in free schools | 265,581 | | | |
| Average attendance of whites | 158,218 | 149,226 | | 8,992 |
| Average attendance of colored | | | | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| School districts for white youth | 6,177 | 6,244 | 67 | |
| School districts for colored youth | 773 | 804 | 31 | |
| Whole number of school districts | 6,950 | 7,048 | 98 | |
| Districts that had schools for whites | 6,136 | 6,189 | 53 | |
| Districts that had schools for colored | 718 | 739 | 21 | |
| School-houses for white youth | 5,649 | 5,678 | 29 | |
| Valuation of same, with sites, &c. | $2,119,407 | $2,286,104 | $166,697 | |
| School-houses for colored youth | | 429 | | |
| Valuation of same, with sites, &c. | | $109,648 | | |
| Average time of schools in days | 102 | | | |
| Private schools of all grades reported | 1,044 | 1,148 | 104 | |
| TEACHERS IN WHITE SCHOOLS AND THEIR PAY. | | | | |
| Men teaching in schools for whites | 4,418 | 4,195 | | 223 |
| Women teaching in the same | 2,346 | 2,715 | 369 | |
| Average monthly pay of teachers in counties. | $21 75 | | | |
| Average monthly pay of men in cities. | 98 00 | | | |
| Average monthly pay of women in cities. | 43 00 | | | |
| INCOME AND EXPENDITURE. | | | | |
| Receipts for public free schools for whites. | $1,031,565 | | | |
| Expenditure for them | 803,203 | $1,184,327 | $381,124 | |

(From report of Hon. Jos. Desha Pickett, State superintendent of public instruction, for the two years above indicated, with return from the same for the year 1879–'80.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

The State school officers are a superintendent of public instruction, elected by the people for 4 years; a State board of education, comprising the superintendent, the secretary of state, the attorney general, and 2 professional teachers chosen by them; also a State board of examiners for the examination of teachers, composed of the superintendent and 2 professional educators chosen by him.

Local officers are county common school commissioners, elected by the county court of claims for 2 years; county boards of examiners, composed of the commissioner and 2 persons appointed by him; and district boards of trustees (separate ones for white and colored schools) of 3 members, who hold office 3 years.

### OTHER FEATURES OF THE SYSTEM.

The common school system established in accordance with the State constitution requires that the schools be equally accessible to the poor and to the rich and open to all white youth 6 to 20; that they be taught by a qualified teacher for 5 months (or for 3 months if in a district containing less than 40 children); and that no books, tracts, or papers of a sectarian or infidel character be used or distributed in them.

The schools for white children are supported from the income of a State fund, all fines and forfeitures set apart by law, a State tax of 20 cents on the $100 of taxable property, and an optional district tax of 25 cents on the $100, which last may be made 30 cents in graded school districts. A capitation tax of 50 cents on persons sending children to school may be assessed by trustees to provide fuel and for other contingent expenses. The schools for colored children are supported from taxes on property owned or held by colored persons, a capitation tax of $1 on each colored man over 21, taxes on dogs kept by colored persons, and on deeds, suits, and licenses, and by fines and penalties collected from them. The legal school age for colored children is 6 to 16. Except that separate district boards of trustees are provided for colored schools, the same officers have charge of those for both races. In 1882 colored children are to have an equal share of the State funds.

Provision is made for county teachers' institutes, a State teachers' association, public school libraries, a university, an agricultural and mechanical college, and institutions for the deaf and dumb, the blind, and the feeble-minded. Any non-sectarian college, academy, or high school may be accepted by the county commissioner as a State school, and as such share in the school funds, if all the white children of the district 6 to 20 be admitted without charge for 5 months of the year. Trustees must report annually to the county commissioners, and they to the State superintendent.

### GENERAL CONDITION.

The statistics show an increase during the year of more than 8,000 in the number of youth of legal school age, a little over half of this being among the whites. The school age for whites is 6 to 20; for colored, 6 to 16. The attendance on colored schools in 1880–'81 is not given in the report, but it appears that the number enrolled in schools for whites (238,440) is less than that of the previous year by 6,918, while the number requiring education was greater by 4,807. Still there seems to be considerable increase in the expenditure for white schools; more school districts, both for white and colored, were reported, and more schools for both races were taught; there was an increase in the number of school-houses for whites, and a corresponding one in the value of public school property for their use; but the difference between the $2,286,104, at which such property for whites is rated, and the $109,648, at which that for colored youth is put, clearly shows how much this latter class needs fuller provision for school buildings.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

The city public schools are usually under the control of boards of trustees, which appoint city superintendents. In some cities, under special charters, boards of examiners are appointed for the examination of teachers. This board in Louisville comprises the city superintendent and 6 professional teachers.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Covington | 29,720 | 9,631 | 2,518 | 2,370 | 57 | ..... |
| Lexington | 16,656 | 4,961 | 2,182 | ..... | ..... | ..... |
| Louisville | 123,758 | a48,837 | 19,189 | 13,270 | 327 | $218,694 |
| Newport | 20,433 | 6,722 | 2,147 | 2,030 | 42 | ..... |
| Paducah | 8,036 | 1,980 | 840 | 690 | 15 | 8,336 |

a In the State report this number appears as 40,396.

### ADDITIONAL PARTICULARS.

*Covington* reports a smaller school population than the previous year by 463, fewer pupils by 1,000 enrolled in public schools, and 115 fewer in average attendance under 3 fewer teachers. Schools were taught 10 months of the year in 6 buildings.

*Lexington*, besides 4,961 pupils in public schools, reports 640 attending private or parochial schools. Property used for public school purposes was valued at about $41,000. The schools were in session 238 days.

*Louisville*, with an increase of 2,250 in school population, had 801 fewer pupils in public schools and 228 fewer in average attendance. The schools were taught 204 days by 327 teachers, including special teachers, all but 35 of them women. There were 32 special teachers of German, in which language a graded course is presented extending over 7 years. Five of the public schools were for colored children, but the number in attendance is not reported. In the two high schools there were 582 pupils enrolled and 518 in average attendance.—(Return and public school manual.)

The *Newport* public schools were taught 10 months by 42 instructors (of whom 3 were men) in 7 school buildings valued at $84,000. The high school had 48 pupils, with 44 in average attendance.

*Paducah* reports a decrease in school population of 2, an increase in enrolment of 18 pupils, with 8 fewer in average attendance; schools taught 10 months during the year; 3 men and 12 women teaching in 4 brick school-houses, with 14 rooms and 950 sittings; 59 pupils enrolled in public high schools, with 54 in average attendance, and an estimated enrolment in private and parochial schools of 225.—(Return.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The State superintendent reports 16 normal schools, having 575 students attending for an average term of 6 months. One of these, however, he subsequently writes, was mistakenly reported by a county commissioner; another was a temporary normal of 3 weeks in Trimble County; a third, the annual county institute of Hopkins County; a fourth was closed. The remaining 12 were Alexander College, Burksville; East Kentucky Normal School, Catlettsburg; Clinton College, Clinton; Kentucky State Normal School, Farmdale; Glasgow Normal School, Glasgow; Hartford Academy, Hartford; Agricultural and Mechanical College, Lexington; Mountain Normal School, Martinsburg; Mayfield Seminary, Mayfield; Normal School, Morgantown; Murray Institute, Murray; and Kentucky Classical and Business College, North Middletown.

Besides these, the names of some of which are on the academic and collegiate lists of this Bureau, while the status of some others as normal schools is at least doubtful for 1881, there are on the normal list of the Bureau for 1881 the Kentucky Presbyterian Normal School, Anchorage (a department of Bellewood Female Seminary), the normal department of Berea College, Berea, with the like department of Columbus College, Columbus, and that of South Kentucky College, Hopkinsville, besides the semi-normal Kentucky Female Orphan School, Midway.

### TEACHERS' INSTITUTES.

A county teachers' institute is required by law to be held in each county, the sessions to be not more than 6 days, during which there is a vacation of the schools, and all teachers of the county are required to attend on penalty of forfeiting their certificates, unless there be a satisfactory excuse given to the county commissioner. There were 93 institutes held during 1880–'81, having a total attendance of 3,265. Only 805 teachers in all the counties were absent.

### EDUCATIONAL JOURNALS.

The Eclectic Teacher, the most important of the educational journals published in this State, and the only one that contained much general information as to the State school system, was discontinued in 1881.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Seven cities and towns report to the State superintendent statistics of 9 public high schools, in which 936 pupils were enrolled and 869 were in average attendance. No information is given as to the courses of study in these schools or the branches taught, further than that the classes are superior to those of the graded common schools. Louisville, included in the above, sustains 2 such schools for whites, 1 for each sex, and during the year had 562 pupils enrolled in the 2, with 539 in average daily attendance. Some higher instruction is believed to be also given in one of the schools for colored youth.

### OTHER SECONDARY SCHOOLS.

The State superintendent reports 201 private academic schools, with an average session of 9 months during 1880–'81; public schools were taught in connection with 26 of these schools. For full statistics of all such schools reporting to this Office, see Table VI of the appendix; for statistics of business colleges and of schools preparatory to college, see Tables IV and VII.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Six of the 16 colleges and universities in this State in 1881 admitted both sexes, an increase in this class of 1 since 1880. All but 2 of the 16 were denominational, the Christian Church controlling 4; the Baptist and Roman Catholic, each, 3; the Presbyterian, 2, and the Congregational and Methodist, each, 1. All report classical courses of 4 years and preparatory departments, a number also giving instruction in primary branches; 8 had scientific courses, and 1 of these also a course in engineering; 4 gave normal training; 4, theological or biblical; 1, medical; 9, business or commercial, and 2, legal; 2 offered separate courses for ladies; in 4 there were departments of music and art, and in 6 French and German were taught. For statistics, see Table IX.

One of the above, South Kentucky College, Hopkinsville, was exclusively for the higher education of women until 1881, when the charter was amended, the college reorganized and opened to both sexes. The curriculum, too, was made to include preparatory, classical, normal, commercial, music, art, and law departments; also, French and German.

Central University, Richmond, received during the year, from various friends, gifts amounting to $50,000, and Berea College, Berea, $54,048 for endowment and current expenses.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Nearly all of the twenty or more colleges and seminaries for women reporting from this State are authorized by law to confer collegiate degrees. They present collegiate courses of 4 years, which include Latin, Greek, modern languages, music, drawing, and painting. At least 4 make also some provision for the instruction of those who intend to teach.

For statistics of these colleges, see Table VIII of the appendix, and for a summary of them, the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

As was stated in the report from this Office for 1880, the Agricultural and Mechanical College of Kentucky has been permanently established at Lexington, the city and county having contributed $50,000 for buildings. A State tax for its support, of 5 mills on each $100 of taxable property, with other funds, provides an annual income of about $27,000.

No information later than the above has been received, the process of reorganization being probably incomplete.

Courses in general science, usually extending over 4 years, are reported by 8 other institutions for superior instruction, one of them, Kentucky Military Institute, also presenting a course in civil engineering.

For statistics of scientific schools reporting, see Table X of the appendix, and for a summary of these, a corresponding table in the report of the Commissioner preceding. For statistics of scientific departments in colleges, see Table IX.

### PROFESSIONAL.

The *theological* schools are Danville Theological Seminary (Presbyterian), with a 3 years' course of study and 8 students in it in 1881, of whom 4 had received collegiate degrees; the Southern Baptist Theological Seminary, Louisville, organized on the plan of independent schools, of which there are 8, and reporting 94 students; and the College of the Bible, Lexington, which presents an English course of 4 years and a classical one of 2, had 67 students and 7 graduates, all but 1 from the English course. The first named is the only one of the three which requires an examination for admission of applicants not college graduates; the last does not profess to be a strictly professional school, but to give instruction in the Bible and in some higher branches of English literature and philosophy. Biblical instruction in connection with college studies is given in Berea College, Berea (Congregational), Eminence College, Eminence (Christian), and Kentucky Wesleyan College, Millersburgh (Methodist).

For further statistics of theological schools reporting, see Table XI of the appendix, and for a summary of this, a corresponding table in the report of the Commissioner preceding.

*Legal* instruction continued to be given in 1880–'81 in the law department of the University of Louisville, the course of study extending over 2 years of 5 months each. The diploma (a license to practise in any court in the State) is bestowed only after a satisfactory examination. Kentucky University, Lexington, still retained in its catalogue the advertisement of its school of law, with 4 professors and a 2 years' course; but there was no note of any students. That of Central University, Richmond, seemingly dropped

in 1879–'80, does not reappear in subsequent catalogues. South Kentucky College, Hopkinsville, in connection with the college course, gives instruction in constitutional, international, and commercial law.

The 4 *medical* schools reporting (all in Louisville), namely, the Kentucky School of Medicine, Hospital College of Medicine (a department of Central College, Richmond), Louisville Medical College, and the medical department of the University of Louisville, give a total attendance of 529 students in 1881 and 275 graduates. All require for graduation the ordinary 3 years of medical study, including 2 terms of lectures, the minimum term required by the American Medical Association. The two schools first named offer an optional graded course of 3 years, which, at the Hospital College of Medicine, students are urged and after 1882–'83 will be required to take. No examination is required for admission in any of the above, but the Hospital College encourages thorough study by offering a special honorary mention in its catalogue of such graduating students as reach 90 per cent. in a final written examination.

The *Louisville College of Pharmacy*, requiring for graduation an apprenticeship of 4 years and attendance on 2 courses of lectures, reports 45 students and 8 graduates during 1881.

For statistics, see Table XIII of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The State sustains an institution for the training of the deaf and dumb, at Danville, in which are taught the usual branches of a common school education, also printing, book binding, carpentry, broom and mattress making, gardening, sewing, fancy work, and housework. Articulation is taught to a few semi-mutes. There were 139 pupils under instruction during 1881.

### EDUCATION OF THE BLIND.

The Kentucky Institution for the Education of the Blind, Louisville, had 81 pupils, who were all instructed in the ordinary English branches, those whose abilities promised success receiving also special training in vocal and instrumental music. Physical exercise holds an important place in the plan of instruction, an hour and a half daily being devoted to calisthenics. The boys are taught to make brooms, to cane chairs, and to do simple upholstery work, such as the making and repairing of mattresses and lounges; the girls are taught hand and machine sewing, the cutting of garments, and knitting.

### EDUCATION OF THE FEEBLE-MINDED.

The Kentucky Institution for the Education and Training of Feeble-Minded Children, Frankfort, gives instruction in the common school branches and in such employments as carpentry, shoemaking, mattress and broom making, gardening, housework, and sewing. The most capable boys are put to the carpenter's trade; those of the next grade, it is found, can be taught to be good shoemakers; and the others are trained in simpler industries. Once a week a company of boys are instructed in military tactics. The girls take turns in the laundry, kitchen, and sewing departments; they learn to cut, fit, and make their own and the boys' clothing. There were 132 under the care of the institution during the year, 71 boys and 61 girls.—(Catalogue and return.)

### REFORMATORY TRAINING.

The Louisville House of Refuge, intended for the training of neglected youth, receives boys and girls, white and colored, giving them instruction in the common school branches and in the employments of shoemaking, gardening, cane seating, housework, and sewing. The attendance for 1881 was 178 white boys and girls and 89 colored boys, with 209 inmates remaining December 31, 1881. There were 137 under school instruction during the year.—(Catalogue and return.)

## EDUCATIONAL CONVENTION.

### KENTUCKY STATE TEACHERS' ASSOCIATION.

The State Teachers' Association was advertised to meet at Elizabethtown July 12–15, 1881, but no account of the proceedings has been received. Among the subjects on the programme for addresses and papers were coeducation, denominational colleges, moral training by the teacher, methods of teaching reading, use and abuse of text books, compulsory education, and the training for women demanded by American life.—(Eclectic Teacher.)

## CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH DESHA PICKETT, *State superintendent of public instruction, Frankfort.*

[Term, September 9, 1879, to September 15, 1883.]

## LOUISIANA.

STATISTICAL SUMMARY.

| | 1880. | 1881. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (6–18) | 273,845 | 290,036 | 16,191 | |
| Enrolled in public schools | 68,440 | 62,370 | | 6,070 |
| Average daily attendance | 45,626 | | | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of public schools reported | 874 | 1,069 | 195 | |
| Average time of schools in days | 118 | 100 | | 18 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | | 773 | | |
| Women teaching in public schools | | 811 | | |
| Whole number in public schools | | 1,584 | | |
| Average monthly pay of teachers | $27 50 | $31 50 | $4 00 | |
| INCOME AND EXPENDITURE. | | | | |
| Receipts for public schools | $480,320 | $486,790 | $6,470 | |
| Expenditure for public schools | 411,858 | 441,484 | 29,626 | |
| STATE SCHOOL FUND. | | | | |
| Amount of available permanent fund | $1,130,867 | $1,130,867 | | |

(From returns furnished by Hon. Edwin H. Fay, State superintendent of public education, and biennial report of the same for the two years indicated.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

The chief executive school officer under the constitution of 1879 is a State superintendent of public instruction, chosen by the people for a term of 4 years. The superintendent, governor, other State officers, and 2 citizens appointed by the governor for 4 years constitute a State board of education. The duties of the State board are to make all needful rules and regulations for the government of the free public schools and for the examination and employment of teachers, to select text books and apparatus, and to appoint and remove directors of parish boards, except in New Orleans. The parish boards have charge of school interests in their respective parishes, dividing them into as many wards and districts as may be deemed necessary, appointing auxiliary visiting trustees for each district, and appointing also from their own number special committees to examine teachers. They may appoint a parish superintendent, who shall be ex officio secretary of the parish board, receiving for such double service not more than $200 a year, except in the parish of Orleans, where the salary is fixed by the general assembly. Women over 21 years of age are eligible to any educational office created by the laws of the State.—(Digest, 1877, and constitution, 1879.)

#### OTHER FEATURES OF THE SYSTEM.

The constitution provides for free public schools for all the children in the State between the ages of 6 and 18. The schools are to be supported (1) from the proceeds of a State fund of $1,130,868, bearing 4 per cent. interest, to be paid annually to the townships in proportion to the number of youth of school age in each; (2) from a poll tax of $1 to $1.50

on each male over 21 years of age, to be applied to the support of public schools in the parish where it is collected; (3) from a State tax not to exceed 1 mill on $1; (4) from a local levy of 2 mills on $1, which any parish board may order. No teacher can be legally employed without passing an examination and receiving a certificate of competency from the parish board. This is valid for 2 years, but is liable to forfeiture for cause. While parish boards are required to establish a free school in every district or ward, no school of less than 10 pupils may be opened nor more than 60 be allowed to 1 teacher.

The schools in each parish must be visited each month by a committee of the parish board, and any director failing for two consecutive months to do his duty forfeits his membership in the board.

The general exercises and elementary instruction in the public schools must be in English, except in parishes where the French predominate, in which case the elementary branches may be taught in French if it can be done without additional expense.

Public school funds must not be used in support of sectarian schools.—(Constitution of 1879 and digest of 1877.)

### GENERAL CONDITION.

The unsatisfactory condition of the public schools existing in 1880 was not improved in 1881. The exceedingly small aid provided by the State remained the same. Extensive suffering from floods prevented in many parishes the collection of additional local school taxes, as well as kept many schools from being opened and many children from attending school, while from the want of a school law corresponding with the new constitution there was sometimes embarrassment in determining what was permitted or required. Hence the school machinery worked at a disadvantage, and the results were far less than could be desired. Although $6,470 more were, with great effort, raised for public schools, and, according to the State report, $29,626 more spent for them, the school enrolment not only failed to keep pace with the 16,191 increase of school youth, but fell 6,070 below that of the year before; so that the per cent. of enrolment on youth to be instructed fell from about 25 to 21.5. School sessions, too, were about 18 days shorter on an average; school teachers, however, apparently getting an average of $4 a month more pay.

### AID FROM THE PEABODY FUND.

The arrangements entered into by the late Dr. Sears, establishing in New Orleans 2 Peabody normal seminaries for the free education of white and colored teachers, seem to have been continued, although only the one for white pupils reported for 1880–'81. The Peabody fund distribution to both schools is given in the report of the trustees and agent as $1,500 for both schools from February 1, 1881, with $200 for the Louisiana Educational Journal.

### KINDERGARTEN.

The Kindergarten Institute of New Orleans, organized October 4, 1881, admits pupils between 4 and 11 years of age. At date of report it had, besides the conductor, 4 assistants and 63 pupils.—(Return.)

For further information of this and others heretofore reported, see Table V of the appendix.

## CITY SCHOOL SYSTEM.

### NEW ORLEANS.

*Officers.*—For the control of the public schools this city has a board of 20 directors, 8 appointed by the State board of education and 12 by the board of administrators of New Orleans, with a superintendent appointed by the directors.

*Statistics.*—Population in 1880, 216,090; youth of school age, 61,456; enrolled in public schools, 24,401; average daily attendance, 14,566; teachers, 402; expenditures, $274,844.—(City report and return.)

*Additional particulars.*—There were 55 schools under the care of the city board, occupying 402 rooms for recitation and study; they were classed as high, grammar, primary, and a special primary with Kindergarten features. The school course below the high school covers 8 years, giving to the primary and grammar 4 each. Of the 52 grammar and primary schools 13 were for colored children. There were 12 large modern school buildings erected from the proceeds of the McDonough school fund, while the others belonging to the city were old frame houses, lacking modern improvements. The remaining 13 were rented buildings, poorly adapted to school purposes, and yet they contained 18 per cent. of the children in school. There were, however, encouraging indications of more attention to the sanitary condition and surroundings of the school-houses. School property was valued at $637,500.[1]—(City report and return.)

[1] In connection with this sketch of the city schools of 1881 comes information that in 1882 a former citizen, Mr. Paul Tulane, of New Jersey, has given to the city a large amount of property within it for the furtherance of higher education. Estimates place it at from $400,000 to $2,000,000.

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS AND DEPARTMENTS.

The *Peabody Normal Seminary*, New Orleans, continued to offer free normal training to white graduates of high schools or colleges and other advanced students over 16 years of age from any portion of the State. In its normal department it had junior and senior classes, with a 3 years' course, in which previous studies were reviewed according to the best known methods. In a model school connected with it classes of children were assigned for an hour each day to members of the senior class to enable them to acquire aptitude and experience in teaching and managing schools. The normal pupils for 1880–'81 numbered 70; other pupils, 20; all under 5 instructors. The graduates for the year were 10, of whom 5 were, at date of the return, engaged in teaching. Vocal music entered into the instruction given; there was a respectable library of books on the science and art of teaching, while several educational journals were recived. Graduates of distinction are encouraged to return to pursue advanced optional studies, and to such as prove their capacity to teach schools of academic grade are awarded diplomas with the degree of D. P. (doctrina perita.) — (Report and return.)

The *Peabody Normal School for Colored Students*, established at New Orleans in 1877, with a 2 years' course, gratuitously fits graduates and advanced scholars of the higher grades of schools over 17 years of age for the work of teaching. No report for 1881 has reached this Bureau.

The *normal department of Straight University*, New Orleans (colored), aims in a 3 years' course to train both sexes for teaching; it reported 81 normal students in 1880–'81, with 61 entered for the following year, of which latter number 29 were women and 32 men, under 4 teachers.— (Catalogues.)

The *New Orleans University* (colored) had in 1880–'81 a normal course of 2 years, but did not indicate the number of normal students.— (Annual report of Freedmen's Aid Society of Methodist Episcopal Church, 1881.)

*Leland University*, New Orleans, forms annual normal classes for such students as desire to prepare for teaching, but does not report how many normal pupils were under training in 1880–'81 out of its 144 students.

### TEACHERS' INSTITUTES.

It is not known that any teachers' institutes were held in 1880–'81. Through the aid of the Peabody fund arrangements were made to hold a few in some of the larger towns in 1882.— (State report.)

### EDUCATIONAL JOURNAL.

The Louisiana Journal of Education, published monthly in New Orleans, maintained in its second year the high standard of usefulness it had reached in its first year. One of the editors was formerly State superintendent and the other is city superintendent of New Orleans.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Of the three high schools in New Orleans reported in 1879 the one for colored pupils seems to have been suspended, as no report of it appears in 1880–'81. The others, 1 for boys and 1 for girls, were reorganized so as to extend the course of study for each from 2 to 3 years. There were 9 teachers and a total enrolment of 267, of whom 88 were in the boys' and 179 in the girls' school, the total average daily attendance being 81 per cent. of the total enrolment. No other high schools in the State are reported.— (City report.)

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, and IX of the appendix, and summaries of these in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Louisiana State University and Agricultural and Mechanical College*, Baton Rouge, the university part of which was organized in 1860, the agricultural and mechanical in 1874, appears, as reported for 1880–'81, to have gained from the consolidation which has been effected. Its yearly income is now $24,556, from 5 per cent. on $182,313, the fund of the Agricultural and Mechanical College; from 4 per cent. on $136,000, seminary fund; and from an annual State appropriation of $10,000. At the opening of the session of 1880–'81, the new institution was reorganized. The general management was placed under the control of a board of supervisors, 12 appointed by the governor, with annual change of 3, the governor, superintendent of public education, and president of the

faculty being ex officio members. Discipline was intrusted to the president of the faculty, and is strictly military. The optional system under which the institution had been conducted, and which had led to no degrees, was changed for stated courses, with absolute requirements and a fixed standard for degrees.

In place of former schools of literature, science, useful and fine arts, of military science and art, of medicine and law, the university courses were made a classical and scientific of 4 years each, and agricultural and mechanical courses of 2 years, leading to corresponding degrees of bachelor of arts, bachelor of science, graduate in agriculture, and graduate in mechanics. A preparatory department fits for the university courses or for those of agriculture and mechanics. During the year, a workshop was erected and furnished with carpenters' tools. The faculty numbered 10 and the cadets 69. No tuition fees are charged and no female students are admitted. The institution had a library of 17,000 volumes.—(Catalogue.)

The *University of Louisiana*, at New Orleans (non-sectarian), is a separate institution from the State University at Baton Rouge, having existed since 1847 and having been recognized and provided for by the constitution of 1879. It has law, medical, and academic departments, the last including, in 1881, schools of Latin, Greek, English, mathematics, physics and mechanics, chemistry, French, and German. This university is to receive annually from the State a sum not exceeding $10,000. The degrees to be conferred are B. A., M. A., B. S., and B. LIT. There were 17 members of the faculty, besides lecturers and other instructors, in 1880–'81, and 506 students, including 180 high school and 87 academic. French is taught throughout, and is used in the recitations of the senior classes. Instruction is in schools. There is no curriculum or prescribed course for the college as a whole.—(Catalogue.)

A university for the education of persons of color was authorized by article 231 of the constitution of 1879, and under act 87 of the general assembly of 1880 it was organized as the *Southern University for Colored Students*, with a grant from the State purporting to be of $10,000 annually. The institution was opened to students in January, 1881, and enrolled a considerable number of students; but, from the fact that it was without funds and that its trustees were unwilling to sacrifice at a ruinous discount the warrants of the State which constituted its only assets, its sessions were closed in June of that year, and even the property purchased for its use was in danger of being sacrificed.—(State school report.)

*Leland University* celebrated its eighth anniversary May 25, 1881, conferring the degree of A. B. on two young men who had completed the regular collegiate course and graduating 6 others from its higher English course, one of whom was a young lady.—(Watchman, July 14, 1881.)

Other institutions of this class reported in some form for 1880–'81 were Jefferson College, College Point, Convent P. O. (Roman Catholic); St. Charles College, Grand Coteau (Roman Catholic); Centenary College, Jackson (Methodist Episcopal South), and the following 4, all in New Orleans: College of the Immaculate Conception, also called The Jesuits' College (Roman Catholic); Leland University (Baptist); New Orleans University (Methodist Episcopal); and Straight University (Congregational). The reports of some are not as definite as could be desired, but apparently all had arrangements for preparatory study in 1, 2, or more years' courses, Jefferson not seeming to go beyond this in the year under review. The others all appear to have had substantially the usual classical collegiate courses, with a fair proportion of scientific studies, though these were not generally arranged in separate courses. Jefferson, St. Charles, and the Immaculate Conception College had also commercial courses; Leland, New Orleans, and Straight, normal instruction, Straight having this arranged in a 3 years' course, with a higher English course of the same length. Leland also had a similar course.

For statistics of all these, see Table IX of the appendix; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding; for professional courses, Professional Instruction, further on.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The 3 Protestant collegiate institutions in New Orleans—Leland, New Orleans, and Straight Universities—admit young women to equal privileges with young men. For information as to at least 4 other schools designed to afford to young women like advantages, see Table VIII of the appendix.

State Superintendent Fay, in his report for 1880–'81, urged on the legislature the establishment of a first class college for young women, to correspond with the State university for young men in the educational advantages offered; but his recommendation does not appear to have met with favor.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

A scientific course of 4 years and a 2 years' agricultural and mechanical course following preparatory studies appear in the State University and Agricultural and Mechanical

College at Baton Rouge, a full description of which is given under Superior Instruction. St. Charles College and the University of Louisiana have scientific courses, and other colleges, as before stated, give some scientific instruction in connection with the classical, but not generally in defined and separate courses.

PROFESSIONAL.

*Theological.*—Straight University (Congregational), for the education of the colored people, opened 1870, reported for 1880–'81 a theological course of 3 years for college graduates, on completion of which they receive the degree of B. D. Students that have not had a college education on leaving receive a certificate of the amount of their theological studies and the character and degree of scholarship attained. This department had 35 students and 1 graduate. There is no report from others heretofore reporting, except Leland University, New Orleans, which had, according to the report of the Baptist Home Mission Society, 27 students for the ministry in 1881; while, according to the report of the Methodist Freedmen's Aid Society, New Orleans University still gave theological instruction. For full statistics of schools of this class, see Table XI of the appendix.

*Legal.*—The University of Louisiana and Straight University, both at New Orleans, give legal training in courses of 2 years of five months each, having each a faculty of 4 instructors. The former in 1880–'81 had 35 students, the latter 20 and graduated 9.—(Return and catalogues.)

For statistics of these and others reporting, see Table XII of the appendix.

*Medical.*—The medical department of the University of Louisiana (originally the Medical College of Louisiana) required in 1881, as previously, 3 years of study with a regular practitioner, with attendance on two full courses of lectures of 20 weeks each year, and thorough hospital instruction, under 9 professors and instructors. During the session of 1880–'81 there were 204 students, 59 of whom graduated.—(Return and catalogue.) For statistics, see Table XIII of the appendix.

Whether New Orleans University continued in 1881 the 3 years' course of medical lectures advertised by it in 1878 has not been ascertained at the date at which this goes to press.

## SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Louisiana Institute for the Education of the Deaf and Dumb, Baton Rouge, for 1880–'81, reported 38 inmates, 22 being males and 16 females, under the care of a superintendent, 2 teachers, and a matron and assistant matron. In school the pupils are trained in the branches usually taught in such institutions. The boys work 1 hour a day in cultivating the garden and chopping wood, while the girls are taught to sew and do general housework. System, order, and economy prevailed in every department. During the last 2 years the State had paid its usual appropriation of $10,000 in depreciated warrants, leaving the institution at the close of 1880–'81 with a debt of $3,000, which the general assembly would be called on to make good.—(Catalogue.)

No statistics for 1880–'81 of institutions for the training of the blind are at hand.

EDUCATION OF ORPHANS.

The German Protestant Orphan Asylum, New Orleans, in 1880–'81 had 104 children, of whom 58 were boys and 46 girls, with 2 principal teachers, one for instruction in German, the other in English. In the morning the larger pupils are taught in English, the smaller in German, reversing this order in the afternoon; thus all are taught the elementary branches in both languages. The girls are taught common sewing and knitting, and twice a week fine needlework by the English teacher, while in the afternoon the boys are taught drawing. Twice a week the older children meet in the evening and are taught vocal and instrumental music. The children are said to be remarkably healthy and are trained for usefulness in household work.—(Louisiana Journal of Education, January, 1881.)

## EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

A State educational convention was held at New Orleans May 23–26, 1872, the governor of the State presiding. The meeting was regarded as the initiative of similar ones in the future, but up to 1880–'81 no further mention of them appears, nor of the local teachers' associations recommended by general assembly of 1870, and they seem to have been abandoned.

## CHIEF STATE SCHOOL OFFICER.

Hon. EDWIN H. FAY, *State superintendent of public education, New Orleans.*

[Term, January, 1880, to January, 1884.]

## MAINE.

### STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (4–21) | 214,656 | 213,927 | | 729 |
| Enrolled in public schools | 149,827 | 150,067 | 240 | |
| Average daily attendance | 103,115 | 99,500 | | 3,615 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Towns not divided into school districts. | 36 | 39 | 3 | |
| School districts reported | 3,930 | 3,966 | 36 | |
| Parts of districts reported | 353 | 353 | | |
| Public school-houses | 4,309 | 4,308 | | 1 |
| School-houses in good condition | 2,859 | 3,039 | 180 | |
| Number built within the year | 67 | 57 | | 10 |
| Cost of those thus built | $74,801 | $95,347 | $20,546 | |
| Estimated value of all school property. | 3,003,461 | 3,026,395 | 22,934 | |
| Average time of schools in days | 120 | 118 | | 2 |
| TEACHERS AND THEIR PAY. | | | | |
| Male teachers in the free schools | 2,325 | 2,257 | | 68 |
| Female teachers in the same | 4,609 | 4,683 | 74 | |
| Whole number employed | 6,934 | 6,940 | 6 | |
| Number that had previous experience. | | 4,713 | | |
| Number that were graduates of normal schools. | 415 | 457 | 42 | |
| Average monthly pay of men | $32 97 | $35 99 | $3 02 | |
| Average monthly pay of women | 21 68 | 22 28 | 60 | |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for public schools | $1,047,715 | $1,089,414 | $41,699 | |
| Whole expenditure for them | 1,047,681 | 1,089,414 | 41,733 | |
| STATE SCHOOL FUND. | | | | |
| Amount of permanent fund available. | $438,287 | | | |

(From reports of Hon. N. A. Luce, State superintendent of common schools, for the two years indicated, with written returns from the same for both years.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

For the State there is a superintendent of common schools, appointed by the governor and council for 3 years, who acts also as superintendent of State normal schools.

For each town (i. e., township) there is a superintending school committee of 3 members, or in its stead a supervisor of schools, elected by ballot at the annual meeting, to which offices no person is ineligible on account of sex. A school agent is annually elected by each town or district, to call school meetings, take the census of school children, provide fuel, repair school-houses, &c.—(School law, 1881.)

### OTHER FEATURES OF THE SYSTEM.

The State offers free instruction in common English studies to all youth 4 to 21 years of age residing in school districts, and requires the attendance of all capable children between 9 and 15 for at least 12 weeks in each year, unless instructed elsewhere. Parents and guardians of delinquent children are liable to a fine of $5 for each violation of this rule [and manufacturers have not been allowed to employ children without a teacher's certificate that they have attended school 3 or 4 months the previous year; the penalty of $50 for such employment was made $100 in 1880].[1] A scheme for systematic graded instruction in primary and grammar schools was published for the use of the rural schools in 1881. Instruction in mechanical or industrial drawing, as well as in studies beyond the grammar grade, has been for some years optional. Normal schools for training teachers enter into the State system. Teachers must present a certificate as to moral character and fitness for the position from the officer who has examined them, and no teacher may receive his pay until the register of his school, properly filled up and signed, is deposited with the school committee or its agent. Each teacher must include the Constitution of the United States and that of the State of Maine in his instruction, with training also in the principles of morality. The schools are supported from the interest of a permanent school fund, from taxes of 1 mill on $1 on ordinary property, of 2½ mills[2] on $1 on deposits in savings banks, and from a tax of not less than 80 cents for each inhabitant, to be annually voted by the school meeting. Failure to raise this last brings a penalty of twice to four times the amount of deficiency on the delinquent city, town, or plantation, with a forfeiture for the year of its portion of the State school money. Besides these required taxes, there may be others for free high schools, for the purchase of text books, and for building or repairing school-houses.— (School law, 1881.)

### GENERAL CONDITION.

The statistics given in the school report for 1881 show an increase of 240 in pupils enrolled in public schools, notwithstanding a decrease in youth of school age, but a very marked and large decrease in the average attendance on both winter and summer schools; this, too, though 36 more districts than in 1880 made reports, and though there was a fair increase in school revenue, in the number of school-houses reported in good condition, in the number of teachers employed, in the number of such who were graduates of normal schools, and although the teachers received higher pay. The average length of school term was 2 days shorter.

Superintendent Luce considers that there has been some gain in the quality of the schools, but deems it impossible to secure great improvement while the district system prevails. He holds this system responsible for the short school term, small schools, poor teachers, lack of order, system, and school appliances, and large waste of public moneys, and consequently wishes to see it superseded by a good town system.— (School report, 1881.)

### KINDERGÄRTEN.

There has been decided growth in the Kindergärten at Lewiston. For statistics of schools of this class, see Table V of the appendix, and a corresponding table in the report of the Commissioner preceding.— (Returns.)

## CITY SCHOOL SYSTEMS.

### OFFICERS.

These are school supervisors, superintending school committees, school agents, and in some cities school superintendents.— (School laws.)

### STATISTICS.[3]

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Auburn | 9,555 | 3,018 | 1,962 | 1,360 | 51 | $15,921 |
| Augusta | 8,665 | 2,342 | 1,220 | 975 | 48 | 19,796 |
| Bangor | 16,856 | 5,479 | 3,120 | 2,478 | 79 | 30,563 |
| Bath | 7,874 | 2,836 | 1,836 | 1,536 | 38 | 17,112 |
| Biddeford | 12,651 | 3,911 | 1,891 | 1,335 | 42 | 22,674 |
| Lewiston | 19,083 | 6,274 | 2,919 | 2,062 | 69 | 33,232 |
| Portland | 33,810 | 10,904 | 6,608 | 4,503 | 132 | 80,712 |
| Rockland | 7,599 | 2,186 | 1,448 | 1,130 | 30 | 10,856 |

[1] The provision in brackets seems to have been dropped in the revised school law of 1881.
[2] Erroneously reported as 5 mills in the report for 1880.
[3] The statistics given are from written returns, except as respects Auburn and Portland. As no returns have come from these cities, the figures presented are from the State report for 1881.

ADDITIONAL PARTICULARS.

*Auburn* reports 31 of its 32 school-houses in good condition; 1 erected during the year, at a cost of $900; school property valued at $89,000; and school terms averaging 1 day over 10 weeks of 5½ days each. A decrease is noted in enrolment and rate of average attendance.—(State report, 1881.)

*Augusta* reports 30 of its 33 school buildings in good condition, 1 having been built during the year at a cost of $22,000; a school term of somewhat more than 11 weeks in summer and 14 weeks in winter; 43 of the 48 teachers females, and 2 of the teachers graduates of normal schools. The return shows that a special teacher of music was employed, but does not designate what grades received instruction.—(State report and city return, 1881.)

*Bangor* had for the public schools 36 buildings, all in good condition, with 72 rooms and 3,500 sittings, valued at $75,000. Special instruction was given in vocal music and penmanship in all intermediate and grammar schools. Noteworthy changes were the extension of the school year from 32 to 34 weeks, the union of the grammar and high schools under one principal, the introduction of a uniform system of studies, and the establishment of a monthly teachers' meeting, presided over by the committee. The school committee desires to establish an ungraded school for the benefit of working boys, who are employed in large numbers in shops and mills part of the year and are unable to keep up with any specified grade.—(City report and return, 1881.)

*Bath* reports 16 school-houses, 14 in good condition, with 37 rooms and 3,300 sittings, valued at $59,300. Schools were taught 190 days by 38 teachers, 2 of them graduates of normal schools. The classification is high, grammar, and primary, with ungraded rural schools. Drawing is taught in the primary schools; penmanship, in all schools, by a special instructor. The high school offers 3 parallel courses of study: an English course, with French and German; a classical course, including Latin, French, German, and the more important English studies; and a college preparatory course. In a class of 39 graduates, which was by far the largest number in any one year. 28 were girls.—(City report and return, 1881.)

*Biddeford* reported 23 school-houses, 2 erected during the year, with sittings for 1,835 pupils, valued, with sites and furniture, at $95,000. Schools were taught 184 days by 10 male and 32 female teachers. An estimated enrolment of 269 in private schools was given for 1881.—(Return, 1881.)

*Lewiston*, with a decrease in enrolment, reports an increase in daily attendance, the average per cent. being 94; 29 school-houses in good condition, with sites, furniture, &c., valued at $193,050 (1 built during the year at a cost of $4,278). The length of the school year was 37½ weeks for city and 34½ for rural schools, an injustice to the latter which the superintendent desires to see righted. The ungraded city school has been abandoned, an evening school meeting much better the wants of the class of pupils for whom it was intended. The normal practice school, which has been well conducted for several years, was very successful in 1881, a class of 8 young ladies, with nearly two hundred children, being in attendance.

A teachers' library of professional books has been established from a donation of $50 and 50 volumes. The teachers' reports to the superintendent show the year to have been one of generally fair success.—(State and city reports and return, 1881.)

*Portland* reported to the State superintendent 16 school buildings in good condition, 1 erected during the year at a cost of $20,000; entire school property valued at $350,000; and a school year of 36½ weeks.—(State report, 1881.)

*Rockland* reports but 4 out of 11 school-houses in good condition, all valued at $50,000; 1 high school, 4 grammar, and 19 primary schools, with about seventeen hundred sittings, in charge of 30 teachers, 2 of them graduates of normal schools.—(State report and city return, 1881.)

## TRAINING OF TEACHERS.

STATE NORMAL AND TRAINING SCHOOLS.

The 3 State normal schools, at Castine, Farmington, and Gorham, reported for 1880–'81 an attendance of 151 male and 261 female students, of whom 97 graduated and 83 engaged in teaching. They have all adopted a 2 years' course of study, and Farmington has added a graduate course of 1 year, from which a class of 5 graduated at the close of the spring term.

The Madawaska Training School, in its two sessions of 20 weeks each at Fort Kent and Van Buren, had an attendance of 113, an increase of 17. A regular course of study was established, and 6 students were prepared to graduate in June, 1881. Of this class 4 were French, who learned to speak English fluently while in the school.

The normal departments at Vassalboro' and Pittsfield have been in successful operation during the year, with an attendance of 92 in the former and 46 in the latter. At Pittsfield 4 were graduated. Of the 92 at Vassalboro' 33 were teaching at the close of 1881.

### OTHER NORMAL TRAINING.

The normal training and practice class at Portland had 8 graduates, all of whom engaged in teaching. A similar school at Lewiston graduated 8, of whom 4 became teachers.

### TEACHERS' INSTITUTES.

By a resolution of the legislature the sum of $800 was appropriated for 1881 and a like sum for 1882 to enable the State superintendent to hold teachers' meetings, one or more in each county, during the year. They were to differ from former institutes in that they were to be conducted wholly by resident educators, to continue but 2 days each, and nothing was to be paid for the services of those conducting them—a provision likely to be fatal.

The first meeting, which was successful in both attendance and interest, was at West Waterville in April, and an association was there formed under the new plan. In October and November, 21 meetings were held, bringing into the work over 1,100 actual teachers and a considerable number of prospective ones. The work, while varied in form, was made practically uniform in substance, and has been satisfactory in its results. Twelve new teachers' associations, in addition to 6 previously organized, owe their origin to these meetings.

## SECONDARY INSTRUCTION.

### FREE HIGH SCHOOLS.

Free high schools have been supported in 101 towns, an increase of 15 over the previous year, at a total expense of $69,469, the State paying only $16,910. There were registered 7,792 pupils, with an average daily attendance of 5,592. The enrolment included 595 persons engaged in teaching, being an increase of 210 such over the preceding year, which seems to indicate both a disposition on the part of teachers to improve their qualifications and a demand for better qualified teachers in the common schools.—(State report, 1881.)

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools devoted to preparing students for college, see Tables IV, VI, and VII of the appendix, and for summaries of these statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The institutions of this class in the State, excluding the State Agricultural College, continued to be 3 in number in 1880–'81.

*Bowdoin College*, Brunswick (Trinity Congregational), chartered in 1794, reports 14 professors and instructors and 146 students; one regular course, which gives liberal place to scientific studies and after the second year affords a wide range of electives, among which modern languages hold a prominent place. It has special departments of medicine, engineering, and military science. Facilities are also afforded students who desire to pursue graduate study. During the year ending July 1, 1881, gifts and bequests to the amount of $100,500 were received; also numerous additions to the library and art gallery.

*Colby University*, Waterville (Baptist), reports a faculty of 9 members, with 149 students, a small number being young women. A slight change in the regular course of study was made by the establishment of a department of history. Three preparatory schools are controlled by the college.

*Bates College*, Lewiston (Free Will Baptist), organized in 1857, reports a faculty of 7 resident and 2 non-resident professors; 112 male and 15 female students; a library of 5,771 volumes, which is increased yearly by a fund devoted to the purpose; and a gift of $1,000. A theological school and preparatory school of Latin are under the control of the college.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of this class of institutions, see Table VIII of the appendix, and for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The Maine State College of Agriculture and the Mechanic Arts, Orono, organized in 1868 and open to students of both sexes, offers 5 courses of instruction of 4 years each. They are essentially the same for the first 2 years, thus furnishing a necessary basis for the more technical studies and practical instruction of the ensuing years. The return gives 3 students in a graduate course, 4 in a partial course, and 95 males and 8 females in the regular courses. Heretofore tuition has been free. Since August, 1881, a charge of $30 a year is made.—(Return and catalogue, 1881.)

### PROFESSIONAL.

*Theology.*—The Bangor Theological Seminary (Congregational), established in 1816, has sent out 600 graduates and instructed, without graduation, 160 more. A 3 years' course of study, 5 professors, 25 students, and 10 graduates are reported for 1880–'81. A theological school connected with Bates College, Lewiston (Baptist), reports a 3 years' course, 6 professors, 17 students, and 6 graduates. Theological students are admitted free to all scientific and other public lectures of the college. Both schools require a preliminary examination of candidates for admission who are not college graduates.—(Catalogue and return, 1881.)

No *law* school reports for 1881.

*Medicine.*—The Medical School of Maine, under control of Bowdoin College, Brunswick, reports a medical faculty of 14 members and a corps of 103 students in 1880–'81. The requirements, as before, are 3 years of study, attendance on 2 lecture courses of only 16 weeks each, a thesis, and the passage of an examination on all the studies of the course. This examination may be either full and final at the close or may be made at the conclusion of each lecture course on the subjects of that course.

The Portland School for Medical Instruction, Portland, which is a high grade preparatory, not a graduating, school, reports 9 professors and 18 students. The physicians and surgeons of the Maine General Hospital at Portland, being members of the faculty, offer ample opportunity for clinical study of medical and surgical cases, allowing students to accompany them in their daily visits to the hospital.

## SPECIAL INSTRUCTION.

### EDUCATION OF DEAF-MUTES, BLIND, AND FEEBLE-MINDED.

The Portland School for the Deaf, under control of the city school board, reports 4 teachers and 26 pupils. The articulation method is successfully used in teaching the ordinary branches of a public school. The State permits parents to send their deaf children either to this school or to the American Asylum at Hartford, at the expense of the State.—(Return and city report, 1879.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The *Maine State Reform School*, Cape Elizabeth, sends no information for 1881.

The *Maine Industrial School for Girls*, Hallowell, reports the last year as one of prosperity. The girls have attended faithfully to their duties in school and work rooms, and the numbers have been equal to the capacity of the building. Clothing has been made for 60 girls and 150 pairs of stockings have been knit, the yarn being prepared by the girls.—(Annual report, 1881.)

## EDUCATIONAL CONVENTIONS.

### MAINE PEDAGOGICAL SOCIETY.

The Maine Pedagogical Society held its first annual meeting at Augusta, October 13–15, and was considered the most notable educational meeting ever held in the State. Representatives of all ranks of educational workers were in attendance. Among the topics discussed were "The nature and limits of government in colleges, seminaries, and public schools," "Value of honors and prizes," "Courses of study and daily programmes of work in rural schools," "Moral education," "Minimum length of schools," "Text books," &c. Important work was planned for the future: committees were appointed to investigate the whole subject of instruction in its several departments and instructed to report on the amount of work to be done in each in schools of different grades, on the character of text books, on methods to be pursued, &c. This society proposes to publish annually a volume containing the most valuable papers and reports presented during the year and a digest of the discussions thereon.—(State school report, 1881.)

### STATE EDUCATIONAL ASSOCIATION.

The Maine State Educational Association held its fifteenth annual session at Biddeford December 29–31. The State superintendent of public instruction made a report on the progress in educational matters during the year. The teaching of temperance in the schools was discussed, and a resolution was adopted favoring the use of free text books. Lewiston, Portland, and some other cities were said to have already introduced the "Temperance Book." The frequent change of teachers as a hindrance to progress was referred to. An excellent paper entitled "Style in teaching" was read by Superintendent Thomas Tash, of Portland, and discussed by Mr. W. E. Sheldon, editor of the Primary Teacher, Boston. "Is there work for two educational associations in Maine?" was ably discussed; and it having been decided that one vigorous association could best secure the highest good, it was resolved that the records, funds, &c., of the State associ-

ation be passed over to the Maine Pedagogical Society and no further meeting of this society be hereafter called. A paper "What is practical education?" prepared by Mr. F. E. C. Robbins, of Deering, and in his absence read by his wife, was discussed by C. C. Rounds and others. The question "What sciences shall we teach in high schools, and how shall we teach them?" was presented by Mr. C. W. Fenn, of Gorham, and enthusiastically discussed by Superintendent Thomas Tash, of Portland, Miss Estelle Morris, of Farmington, and others. After the reading and discussion of some appropriate resolutions the association adjourned sine die.—(Journal of Education.)

## CHIEF STATE SCHOOL OFFICER.

Hon. N. A. Luce, *State superintendent of common schools, Augusta.*

[Term, February 6, 1880, to January, 1883.]

# MARYLAND.

## STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–20) *a* | ---------- | *b*330,590 | ---------- | ---------- |
| Attending public schools | 162,431 | 158,909 | ---------- | 3,522 |
| Number of these colored | 28,221 | 24,928 | ---------- | 3,293 |
| Highest attendance in one term | 132,672 | 126,907 | ---------- | 5,765 |
| Average daily attendance | 85,778 | 79,739 | ---------- | 6,039 |
| Average daily attendance of colored | 12,828 | 11,661 | ---------- | 1,167 |
| SCHOOLS. | | | | |
| Public schools reported | 2,044 | 2,039 | ---------- | 5 |
| Number of these for colored youth | 399 | 394 | ---------- | 5 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 1,330 | 1,319 | ---------- | 11 |
| Women teaching in these schools | 1,795 | 1,861 | 66 | ---------- |
| Whole number employed | 3,125 | 3,180 | 55 | ---------- |
| Number in schools for colored youth | 508 | 494 | ---------- | 14 |
| Average monthly pay of teachers | $41 06 | ---------- | ---------- | ---------- |
| RECEIPTS AND EXPENDITURES. | | | | |
| Whole receipts for public schools | $1,483,862 | $1,608,274 | $124,412 | ---------- |
| Whole expenditure for them | 1,544,367 | 1,604,581 | 60,214 | ---------- |
| STATE SCHOOL FUND. | | | | |
| Amount of permanent fund reported | $906,229 | ---------- | ---------- | ---------- |

*a* This is the age for distribution of school funds; for free attendance, it is 6–21 for whites and 6–20 for colored.
*b* Estimated by the Bureau.

(From reports of Hon. M. A. Newell, State superintendent of public instruction, for the two years indicated, with return from him for 1879–'80.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

Educational matters affecting the whole State are intrusted to a State board of education composed of the governor, 4 persons selected by him from the presidents and examiners of the county boards, and the principal of the State Normal School (for whites), who is ex officio secretary of the board and superintendent of public instruction. Educational matters affecting counties are under the charge of county school commissioners (3 for ordinary counties, 5 for such as have more than 100 schools); these commissioners are appointed for 2 years' terms by the judges of the circuit courts, and themselves appoint a person not of their number to serve as their secretary, treasurer, and examiner. Educational matters affecting districts into which counties may be divided are given into the hands of 3 persons in each district, selected by the county school commissioners annually. Baltimore City has a special board, for which see City School System, further on.

### OTHER FEATURES OF THE SYSTEM.

The moneys apportioned to the State free schools for whites come from the interest on a school fund of over $900,000, from a State tax of 1 mill on $1 annually levied, and from

the product of certain fines, licenses, and intestate estates. The apportionment is based on the number of white youth in each county and in the city of Baltimore from 5 to 20 years of age, as determined by the last United States census. If this prove insufficient to sustain the schools for the legal period, an additional county tax not to exceed 1 mill on $1 may be levied. The schools for colored youth get the product of the State school tax on colored people, and since 1874 have received $100,000 annually additional from State funds. The income is distributed on the same basis as the above. Schools for colored children 6–20 years of age are by law to be opened by the county commissioners in each election district under the direction of a special board of school trustees appointed by the commissioners; and if they have an average attendance of not less than 15 scholars they are to be taught as long as the other public schools of the county, subject to the same rules as those for whites, and with instruction in the same branches. These branches include all ordinary school studies, classified under the rules of the State board in 6 grades, and may reach up into high school or academic grades. Teachers' institutes and a State normal school afford to the candidates for positions as instructors in the schools for whites the means of scientific preparation for such work; and, where still higher preparation has been called for, the State, up to 1881 at least, has provided for it by allowances to certain colleges. To insure fair preparation in teachers for colored schools, a normal school for colored persons has been long aided by the State, and no teacher, white or colored, may be employed in the free schools without a certificate of qualification from the county examiner, the principal of the State Normal School, or the State board of education, unless a diploma from the Normal School shall be presented showing that the candidate has graduated there. After employment reports must be made quarterly, according to law, before pay can be claimed for services. The boards of county school commissioners determine and may purchase the text books for use in the county schools. These must contain nothing sectarian or partisan.

#### GENERAL CONDITION.

The statistics for 1880–'81, as compared with 1879–'80, show a decrease of 3,522 in enrolment, of 6,039 in average attendance, and of 3,293 in enrolment of colored pupils. There were 5 fewer colored schools. In male teachers there was a loss of 11, while in females there was a gain of 66, a net gain of 55. In the teachers of colored schools there was a falling off of 14. Receipts for public schools were greater by $124,412 and expenditures by $60,214. The main difficulty in the way of improvement is the inadequacy of the school revenues. In 14 counties the schools were taught less than 10 months, and 900 teachers were thrown out of employment, whose services could have been secured for the full school year by a small addition to their salaries. The census of 1880 reveals the presence in the State of 134,488 illiterates over 10 years of age, 90,172 of them being colored. It is only since 1872 that, with an annual appropriation of $50,000, increased in 1874 to $100,000, schools have been opened for colored children where rooms could be obtained, only a few good houses having been built. "Much," says the superintendent, "has yet to be done before this army of illiterates is driven entirely off the field. Nothing can be done without more money, and the people of Maryland, however willing, do not feel able to increase their taxes."—(State report.)

#### KINDERGÄRTEN.

For information in regard to these schools reporting in 1880–'81, see Table V of the appendix.

### CITY SCHOOL SYSTEM OF BALTIMORE.

#### OFFICERS.

The public schools of the city of Baltimore are under the control of a board of school commissioners of 20 members, 1 from each city ward, appointed by the city council for 4 years, 5 going out each year. The board elects annually a secretary, also a superintendent and assistant superintendent of schools, each to serve 4 years.

#### STATISTICS.

The population ascertained by the United States census of 1880 was 332,313; youth of school age reported in 1881, 86,961; number enrolled, 47,048; average daily attendance, 29,424; number of teachers, 824; expenditure for school purposes, $681,921.

#### ADDITIONAL PARTICULARS.

Baltimore reported in 1881, as under the care of the board, the Baltimore City College (which serves partly as a high school for boys), 2 female high schools, 39 grammar, 59 primary, 5 public (formerly English-German), and 14 colored schools, 120 in all; and 824 teachers employed, of whom 84 were men and 740 women: 13 in the Baltimore City

College, 22 in the 2 high schools, 264 in the grammar, 81 in the public, 346 in the primary, and 90 in the colored schools, besides 4 teachers of music and 4 of drawing. There were 543 pupils in the Baltimore City College November 20, and 818 within the year. Of the other white pupils there were 1,215 in the two girls' high schools within the year, 15,479 in the grammar, 4,334 in the public, and 22,979 in the primary schools. Of colored pupils there were 6,303, 618 of these being in the colored grammar and 5,685 in the colored schools of lower grades. The total number of different pupils during the year was 47,048, an increase over the preceding year of 333. The schools occupied 65 buildings, 59 of which were owned by the city; 3 were used by high schools, 14 by grammar, 25 by primary, 4 by public, 6 by grammar and primary schools jointly, 1 by colored grammar, and 6 by colored primary schools. All were valued, with grounds, furniture, and apparatus, at $1,730,000.

On the whole, the work of the schools during 1880–'81 was regarded as satisfactory; the board and superintendent had the coöperation of the city authorities and the public; 2 new buildings were erected and old ones repaired, furnishing facilities where most needed; attendance was increased; teachers worked with zeal and fidelity, and the standard of free education was advanced. The Baltimore City College, in its 5 years' course, continued to prepare its students for Johns Hopkins University. The high schools for girls, under a reduction of their studies, increased in the number, health, and efficiency of their pupils, and continue to enjoy the confidence and support of the people. The addition of a sixth grade to the grammar schools proved highly beneficial. Special attention was given to the grammar and primary schools. In the public schools (German–English), while the teachers of German had acquired greater proficiency in their work, the discipline and scholarship were satisfactory, and the applicants for admission exceeded the accommodations. The colored schools were well sustained, under faithful and competent teachers. Several pupils in the grammar school completed the course and received appointments in the colored schools in the counties. The 5 evening schools reported in 1879–'80 as closed for want of attendance were not reopened at date of last report; nor was the Saturday normal class, which was suspended last year with a view to reorganization on a new basis.—(City report.)

The census of 1880 returns 28,433 persons over 10 years of age unable to write in the city of Baltimore, which is 33 per cent. of its school population and equal to 54 per cent. of its school enrolment.—(State report.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL.

The members of the State board of education are ex officio trustees of the State Normal School at Baltimore. The school, organized in 1866, received $10,000 in 1880–'81 from the State, that being $37.90 per capita of the enrolment. There were for the year 14 instructors, 264 students, and 37 graduates, 25 of whom were teaching. Its course of study covered 3 years, including a model school; drawing and vocal and instrumental music enter into the course. Its certificates admit to teach in the State or city without examination. In its students every county was represented, every seat was filled, and every graduate found immediate employment; of the 824 teachers in the State, 424 were trained in normal schools.—(State report and return.)

### OTHER NORMAL SCHOOLS.

The Baltimore Normal School for the Education of Colored Teachers, organized in 1862, received, in 1880–'81, $2,000 from the State, and had 6 instructors, 145 students (22 of them normal), a 4 years' course of study (including map drawing, vocal music, and primary classes in a model school), and charged a tuition fee of $10 a year. Its library contained 1,010 volumes, increased by 190 during the year. The number of students was larger than in the previous year, and the school enjoyed the confidence of the colored people.—(Return and State report.)

The Normal Kindergarten Training School, under Anna W. Barnard, reported in 1879–'80, does not appear in reports for 1880–'81.

A training class for Kindergartners is reported in connection with the New Education School and Kindergarten in Baltimore, by the Misses French and Randolph, and another in connection with the female department of New Windsor College, New Windsor, under Mrs. J. I. B. Woodruff. The same college announced for 1880–'81 instruction in didactics, with practical training in normal methods.—(Circulars.)

### TEACHERS' INSTITUTES.

The report of the board of education gives little information in regard to institute work for 1880–'81. The law requires one to be held in each county for 5 days every year under the county examiner, but the only reports are from the superintendent of Kent

County, where a teachers' institute was conducted by the principal of the State Normal School and gave much useful information, and from the superintendent of Talbot County, who states that one was held at Oxford, at which every teacher but one was present, and also that one was opened for colored teachers and held 5 days.—(State report.)

The Cumberland Teachers' Institute, a summer normal school for the teachers of Allegany County and the city of Cumberland, appears to have held its usual session, as $100 were paid teachers for it; but no account of its work or attendance is given.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

In the report of the State board of education for 1880–'81 high schools are not mentioned; yet their presence in most of the counties is indicated by the number of public school pupils reported as pursuing studies of a high school grade, as follows: In book-keeping, 1,407; algebra, 2,532; philosophy, 2,361; drawing, 1,707; geometry, 1,152; physiology, 1,928; Latin, 616; Greek, French, German, and music, 199.

In the 3 high schools in Baltimore there was a total attendance of 2,033, an increase of 627 over the previous year, and 35 teachers. A reduction of studies in the girls' high schools was beneficial; and it was hoped the same relief from too many studies would soon be given to the City College.—(City and State reports.)

### OTHER SECONDARY SCHOOLS.

Sixteen academies and academic schools (including the Maryland School for Deaf and Dumb), reported in 11 counties in 1880–'81, received from the State school fund $35,826 and reported 42 teachers and 889 students, of whom 29 were studying Greek; 169, Latin; 29, French; 16, German; 185, algebra; 86, geometry; 16, trigonometry; 122, natural philosophy; 27, chemistry; 77, physiology; 14, botany; 4, logic; 36, rhetoric; and 70, English literature, all pupils in these studies being in the schools outside of that for the deaf and dumb.

For full statistics of these and other academic schools reporting, also business colleges and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of the same, see the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Johns Hopkins University, Baltimore, receives various classes of students and provides courses of study adapted to different vocations and special needs of individuals, classifying them as collegiate and university students. For the collegiate a rigid and high standard of matriculation is maintained, and instead of one curriculum which all are required to follow different combinations are offered; from these the student may choose, each combination being so arranged that at graduation every student will have been trained in advanced mathematics and a branch of science, Latin, German, French, and English, with some branches of historical and philosophical investigation; when he has passed the stated examinations, the degree of A. B. is conferred.

University students are graduates of institutions of acknowledged standing who desire to prosecute advanced courses of literary and scientific work. To these the utmost facilities are accorded. They may be enrolled as candidates for the degree of PH. D.; and for their encouragement 20 competitive fellowships, with a salary of $500 each and free tuition, are annually awarded; and as an additional inducement 10 graduate scholarships were bestowed during the year. Besides these there are 20 "Hopkins scholarships," giving free tuition to young men of promise who need aid. These were distributed among students from Maryland, the District of Columbia, Virginia, and North Carolina.

A course of studies has been arranged preliminary to a medical course; the students are classed as non-matriculates. Certain privileges have been extended to teachers following special courses, to medical students attending demonstrations in physiology, and to others admitted to the lectures in Hopkins Hall, but none of the above are enrolled as students. There were in 1880–'81 176 enrolled students, 102 of whom were graduates or university students, including 20 fellows, 37 matriculates or collegiate students, and 37 non-matriculates, with 39 on the academic staff.

Other institutions of this collegiate class reported for 1881 are St. John's College, Annapolis; Baltimore City College, Baltimore; Washington College, Chestertown; Frederick College, Frederick; and New Windsor College, New Windsor (all non-sectarian); with Loyola College, Baltimore; Rock Hill and St. Charles Colleges, Ellicott City; Mount St. Mary's College, Emmittsburg (Roman Catholic); and Western Maryland College, Westminster (Methodist Protestant). New Windsor comes now for the first time among the colleges, having previously presented itself as academic. All the 10 show arrangements

for instruction in studies preparatory to true collegiate work, and all present courses of classical collegiate study substantially of 3 or 4 years' duration, except Frederick College, which indicates thorough work, but does not state clearly the time given to it. Only Rock Hill College presents a special scientific course, separate from the classical after the sophomore year; but St. John's, Baltimore City College, Frederick, and New Windsor appear also to give a fair proportion of scientific studies. St. John's had a graduate course of 2 years preparatory to the degree of A. M.; Washington, a special or partial course for such as were not able to take a full one; New Windsor, arrangements for moral training; and Loyola, Rock Hill, Mount St. Mary's, and New Windsor, commercial courses, that at Loyola covering 4 years, that at Rock Hill 2 years. New Windsor and Western Maryland Colleges receive young women as well as young men, but train them in separate departments and in shorter courses.—(Catalogues and returns.)

Under a law of 1872 St. John's, Washington, Frederick, and Western Maryland Colleges have received annual donations from the State, which in 1880–'81 amounted to $21,800. In return these colleges issue free scholarships, good for 4 years, to students selected by the county boards after competitive examinations, the holders being pledged to complete the full course of the college which they enter and to teach in the public schools of the State at least 2 years after graduation. In its report for 1880–'81 the State board questions the wisdom of continuing these donations, and proposes the appointment by the legislature of a commission to examine the subject in all its bearings.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For information respecting the 4 or 5 schools for the higher education of women reported for 1881, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

Music, drawing, painting, French, and German studies seem to enter into the courses of all. Baltimore Female College and Lutherville College report apparatus and other means for illustrating study, and the same 2, with Frederick Female Seminary, undertake to instruct in Latin and Greek, of which the others make no mention.—(Catalogues and returns.)

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The 3 schools for higher scientific training in this State are the Maryland Agricultural and Mechanical College, College Hill; Johns Hopkins University, Baltimore; and United States Naval Academy, Annapolis.

The *Maryland Agricultural and Mechanical College* reported for 1880–'81 a faculty of 7 professors and 55 students, and continued to offer instruction in 7 departments of study, each course covering 4 years. The facilities in the agricultural department are a farm of 286 acres, scientifically managed, vegetable, fruit, and flower gardens, with various cabinets, and a well arranged laboratory for chemical analysis. Instruction in military tactics is in the regular course. The degrees conferred are A. B., B. S., A. M., and bachelor of agricultural science, this last conferred on students passing satisfactorily the course in agriculture.

In the *United States Naval Academy* the students are classed as cadet midshipmen and cadet engineers. In 1880–'81 there were 221 of the former and 104 of the latter. The training includes in the range of studies the higher mathematics, physics, astronomy, chemistry, mechanics, navigation, surveying, seamanship, gunnery, ordnance, drawing, modern languages, and such other branches as complete a literary and naval education. This course, which covers 4 years, is followed by 2 years at sea. The number of cadet midshipmen allowed is 1 for every Member and Delegate of the United States House of Representatives, 1 for the District of Columbia, and 10 appointed at large.

*Johns Hopkins University* offers to graduate students large facilities for the most advanced scientific studies, while to undergraduates it affords the scientific studies usual in collegiate courses. Students have the benefit of 3 scientific laboratories fully equipped for work in chemistry, physics, and biology, a branch of the last being worked in summer at the seaside. The university library contains 10,000 volumes, and 6 other libraries in the city, containing 156,000 volumes, are readily accessible to the students. University professors are free to give personal counsel and instruction, books and instruments for advanced work are provided, and instruction is imparted through such methods as will encourage students to become independent and original investigators. By the abandonment of the class system, students who have had early advantages, with uncommon talent and good health, can push forward as rapidly as they please. Four associations, composed of the instructors and advanced students, have met monthly for the presentation of scientific and literary papers. A naturalist field club made weekly excursions during the spring and autumn and held regular meetings for the reading and discussion of papers.—(Register for 1880–'81.)

PROFESSIONAL.

*Theological* instruction continued to be given under Roman Catholic auspices in the following 4 institutions of the archdiocese of Baltimore: Theological Seminary of St. Sulpice and St. Mary's, Baltimore; ecclesiastical department of Mount St. Mary's, Emmittsburg; Scholasticate of the Congregation of the Most Holy Redeemer, Ilchester; Philosophical and Theological House of Studies of Woodstock College, Woodstock; and under Methodist Episcopal auspices in the Centenary Biblical Institute, Baltimore, which is for the training of young colored men. In the former there was instruction in dogmatic and moral theology, canon law, church history, sacred eloquence, liturgic ceremonies, Gregorian chants, &c. In the latter the training was necessarily more rudimentary and less complete. In the first 4 mentioned 304 students were reported, in courses of 4 to 7 years in length, under 27 instructors; in the last, 30 counted as theological, in a course that covered 2 preparatory years, 4 normal, and 3 theological, under 4 instructors.—(Reports and returns.)

*Legal.*—The Law School of the University of Maryland offers a course of 2 years of 34 weeks each, requires an examination for admission, and confers the degree of bachelor of laws on those who attain 75 per cent. in examinations and submit satisfactory theses. Of the 60 students enrolled in 1880–'81, 33 graduated and 30 had received degrees in letters or science.—(Return and catalogue.)

*Medical.*—The School of Medicine of the University of Maryland and the College of Physicians and Surgeons, both at Baltimore, were in 1880–'81 the "regular" medical schools in the State, each presenting the usual 3 years of study and 2 of lectures,[1] each offering and recommending a 3 years' graded course, but not requiring it. The former enrolled 191 students, under 24 instructors, and graduated 73; the latter, organized in 1872, had 12 instructors, 360 students, and graduated 153.[2]—(Returns and catalogues.)

*Dental.*—The Baltimore College of Dental Surgery, organized in 1839, claims to have been the first institution of its kind in the world. During its history of 41 years, up to 1880–'81, 1,817 students had attended its annual sessions, and 1,085 had graduated. It presents a course covering 2 years of 22 weeks each, embracing the principles and practice of dental science and surgery, anatomy, physiology and pathology, therapeutics and materia medica, chemistry, dental mechanism, metallurgy, and infirmary practice. In 1880–'81 there were 11 instructors, 93 students, and 53 graduates. A new college built during the year is said to be the finest and best equipped building in the world devoted exclusively to dental instruction. The college extends relief to more than 2,000 charity patients every year. The session of 1880–'81 is reported as the most prosperous in the history of the college.—(Catalogue and return.)

*Pharmacy.*—The Maryland College of Pharmacy, Baltimore, continued in 1880–'81 to require for graduation a thesis, attendance on 2 courses of lectures of 5 months each, with a course of analytical instruction and an apprenticeship of 4 years in the business.

For full statistics of professional schools reporting, see Tables XI, XII, and XIII of the appendix; for summaries of these statistics, corresponding tables in report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Maryland School for the Deaf and Dumb*, Frederick City, reported for 1881 an attendance of 90 pupils, of whom 52 were males and 38 females, under 10 experienced teachers; four to six years was the average time spent in the institution; and 248 deaf-mutes have been trained during the 14 years of its existence; 3 of its graduates are teaching in similar institutions. Such students as give promise of benefit from training in voice and lip culture are placed under the daily instruction of a special teacher. The common English branches, and in special cases the advanced studies, are taught, including drawing. The girls are instructed in sewing and housework; while the boys are trained in the cabinet, shoeshops, and printing office.—(Catalogue and return.)

The *School for Colored Deaf and Dumb*, Baltimore, was reported for the same year to be well established and thorough. It had 20 pupils under 10 instructors.—(Catalogue.)

*F. Knapp's Institute*, Baltimore, a school for deaf and dumb opened in 1876, sends no report for 1880–'81.

EDUCATION OF THE BLIND.

The *Maryland Institution for the Instruction of the Blind*, Baltimore, reported for 1880–'81 the employment of 10 instructors, with 7 blind employés and workmen, and the attendance of 60 inmates; it has admitted 252 pupils since its foundation in 1853. In the school the primary, intermediate, and higher English branches were taught, and special

[1] These lecture courses are of 5 months each.

[2] As this passes through the press, news comes of another medical college for women, taught by some of the same professors as the other two, which is to begin its sessions in October, 1882.

instruction in vocal and instrumental music and piano tuning was given. In the industries the pupils were taught broom and mattress making, chair caning, sewing, and housework. There were 562 volumes in the library; school property was valued at $339,400. (Return.)

The *Institution for the Colored Blind and Deaf-Mutes*, Baltimore, established in 1872, sends no report for 1880–'81.

### INDUSTRIAL AND REFORMATORY TRAINING.

The *McDonogh Institute*, Owing's Mills, connects farm and garden work with its instruction of poor boys of good character and fair capacity from the city of Baltimore. The school, organized under the will and from a bequest of the late John McDonogh, of New Orleans, a native of Baltimore, was established to educate in a farm school near Baltimore such boys as needed the advantages of education in connection with healthful industries and pure country air. The training given is meant, like that at Girard College, Philadelphia, to fit the subjects of it to fill respectable positions in almost any ordinary business. In 1880–'81 there were 50 boys under a principal, 3 instructors, and a matron.—(Report of trustees.)

*St. Mary's Industrial School for Boys*, Baltimore, established in 1866 as a reformatory institution, had, in 1880–'81, 544 boys, 3 of whom were apprenticed, 88 returned to their parents or guardians, and 7 sent to St. James Home. Since its opening, 1,592 inmates had been taught some useful trade, receiving a sensible education and proper moral instruction. The industries taught were printing, shoemaking, tailoring, carpentry, and blacksmith work, besides gardening, farming, baking, laundry, and general work of the house. Hundreds of the boys were earning a respectable living, filling positions of trust, and by their blameless character were an honor to their alma mater.

The St. James Home, an annex to the above, opened in 1878, receives homeless boys, and during the 3 years of its work had furnished homes for 156. The inmates pay a certain pro rata of their earnings, and the balance is deposited to their credit in a bank. During the year their wages amounted to $3,258.—(Annual report.)

### INSTRUCTION IN ART.

The Schools of Design of the Maryland Institute, Baltimore, are twofold: (1) The classes in mechanical and free hand drawing meet only at night and are open only to males. Since the reorganization of the school, with increased and improved material, the classes have been fully attended and the progress of the pupils marked. The teaching in this school is especially adapted to the needs of workers in the industrial arts. (2) The day schools, open to both sexes, are for the teaching of high art, so called in distinction from work in drawing given in the night schools. For 1880–'81 these schools were reported as having a very large number of students and having done excellent work. A large number of casts had been added to the apparatus, and classes formed in almost every department of art study.—(State report.)

## EDUCATIONAL CONVENTION.

### ASSOCIATION OF PUBLIC SCHOOL COMMISSIONERS.

The public school commissioners held their regular annual meeting November 29 and 30, 1881, representing 19 counties and the city of Baltimore. After a free discussion of the school affairs of the State, resolutions were adopted recommending that the whole proceeds of the public school tax of 10 cents on the $100 be given, as formerly, to the support of the white schools, and that an appropriation from the general treasury of not less than $100,000 be made, as formerly, for the colored schools; and as it had been found impracticable to establish a high school in every county, as contemplated in the State school system, the county boards should arrange with the academies and private schools endowed by the State to receive such youth as desire a higher grade of instruction than can be had in the existing public schools.—(State report.)

## CHIEF STATE SCHOOL OFFICER.

**Hon. M. A. Newell**, *State superintendent of public instruction, Baltimore.*

[Seventh term, January, 1880, to January, 1882.]

## MASSACHUSETTS.

SUMMARY OF SCHOOL STATISTICS.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Children of school age (5–15) | 307,321 | 312,680 | 5,359 | |
| Total public school enrolment | 306,777 | 325,239 | 18,462 | |
| Number over 15 enrolled | 25,020 | 24,344 | | 676 |
| Average daily attendance | 233,127 | 233,108 | | 19 |
| Average number belonging | 261,247 | 262,031 | 784 | |
| Per cent. of attendance on average membership. | 89 | 89 | | |
| Number attending evening schools | 10,360 | 10,294 | | 66 |
| Average attendance in evening schools. | 4,503 | 4,765 | 262 | |
| Attendance in high schools | 18,758 | 18,900 | 142 | |
| Attendance in charitable and reformatory schools. | 1,081 | 945 | | 136 |
| In academies and private schools | 26,289 | 25,911 | | 378 |
| SCHOOLS. | | | | |
| Number of public schools | 5,570 | 6,001 | 431 | |
| Average term, in days | 177 | 178 | 1 | |
| Number of evening schools | 116 | 97 | | 19 |
| Number of high schools | 215 | 215 | | |
| Charitable and reformatory schools | 17 | 15 | | 2 |
| Academies and private schools | 423 | 417 | | 6 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 1,133 | 1,134 | 1 | |
| Women teaching in public schools | 7,462 | 7,727 | 265 | |
| Total number of teachers | 8,595 | 8,861 | 266 | |
| Average monthly pay of men | $67 54 | $85 54 | $18 00 | |
| Average monthly pay of women | 30 59 | 38 49 | 7 90 | |
| Teachers in high schools | 494 | 595 | 101 | |
| Teachers in evening schools | 389 | 408 | 19 | |
| In charitable and reform schools | 21 | 23 | 2 | |
| INCOME AND EXPENDITURE. | | | | |
| Receipts for public schools | *a*$4,622,609 | *a*$4,851,567 | $228,958 | |
| Expenditure for public schools | *b*5,156,731 | *b*5,776,542 | 619,811 | |
| STATE SCHOOL FUND. | | | | |
| Amount of school fund | $2,086,886 | $2,086,886 | | |
| Income of school fund | 138,016 | 138,775 | $759 | |

*a* Some items are evidently not included.
*b* Besides appropriations to charitable and reformatory schools.

(From reports of the State board of education and of its secretary for the 2 years indicated.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

A State board of education, one of its members a woman, has general charge of public school affairs; its executive officer is a secretary, who acts as State school superintendent and has agents to assist him in visiting the schools. There is also a State director of art education, who has supervision of drawing in the public schools of cities with 10,000 or more inhabitants. Town school officers are committees of 3 members or some multiple of 3, elected by the people for 3 years; but in the few towns that had not abolished the district system in 1880–'81 there was a prudential committee of 1 for each district.[1] Cities and towns may by vote require their school committees to appoint superintendents of public schools.

No person is ineligible to serve on school committees by reason of sex; and it appears from the returns in 1881 that 98 women were serving on the school boards of 72 towns.

### OTHER FEATURES OF THE SYSTEM.

The public schools are sustained by local taxation and by the income of the State school fund, one-half of which is for general educational purposes, the remainder for specific appropriations. Towns and cities cannot in any year receive their share of State funds unless they have raised a school tax of at least $3 for each child therein 5 to 15 years of age, provided and taught for 6 months sufficient schools for all children of that age, and made provision for the enforcement of the truancy laws. If the inhabitants number over 10,000, free schools (either day or evening) must also have been provided for the instruction of youth over 15 in industrial or mechanical drawing; and in towns containing 500 families a high school must have been established. Towns that fail to provide for the support of schools as required, not only lose their share of State funds, but also forfeit a sum equal to twice the highest amount they have ever voted for school purposes. Towns neglecting to elect school committees forfeit from $500 to $1,000. The city council of any town may establish one or more industrial schools and raise and appropriate the money necessary to make them efficient, and any town may establish additional day or evening schools for persons over 12. The system also comprises normal schools (including a normal art school), teachers' institutes, a State agricultural college, truant and reform schools, and schools for the deaf and dumb, the blind, and the feeble-minded. Teachers must have certificates of qualification from school committees, and cannot receive pay unless they have made due report of school statistics. Committees must report annually to the secretary of the board.

To secure for all youth in the State some measure of education, the law, since 1876, has forbidden the employment of children under 10 years of age in any manufacturing, mechanical, or mercantile establishment, as well as the employment, while the public schools are in session, of any child under 14 years of age who cannot read and write, unless he has attended some school at least twenty weeks of the preceding school year; while since 1878 no child under 14 who cannot read and write may be employed during the public school sessions.

No discrimination is to be made in the schools as to race, color, or religious opinions. The Bible is to be read in them without note or comment, but no child may be made to read it in a version of which the parent or guardian disapproves. School committees choose the text books to be used and prescribe the courses of study to be pursued.

### GENERAL CONDITION.

The statistics show that with only 5,359 more of legal school age enumerated there was an increase of above 18,000 in the number of pupils enrolled in public schools. The enrolment exceeded the number of children of school age 5 to 15, from the fact that some who were under and many who were over the legal age attended. The average membership was slightly greater than during the previous year, though not enough to change perceptibly the percentage of attendance based on it. In evening schools there was a greater average attendance, although the total number enrolled was slightly less. The number of public schools increased in fair proportion to that of the children needing them, and the average term increased one day. More teachers were employed by 266, all but one of these being women. The average monthly pay of men was increased by $18; that of women, by $7.90; and the total public school expenditure, by $619,811. The same number of public high schools were taught, but more pupils attended them and more teachers were employed in them. Fewer academies, private schools, and charitable institutions were reported, with fewer teachers and pupils.

Among other evidences of popular interest in the schools noted in the report are the

[1] Information has come that in 1882–'83 the district system is to be superseded by the town system in all cases.

amount of money raised for their support (which in 1880–'81 allowed $18.47 for every child of legal school age), the large percentage of children attending, and the interest taken by public school teachers in preparing themselves for their work by study in normal schools and attendance on institutes and teachers' associations. Institutes greatly multiplied, and exercised a marked influence in improving public school attendance and courses of study. The school committee associations, new organizations that have sprung up within 4 years, and of which there were 9 in 1880, had been especially influential. Courses of study have been marked out by them, the public mind has been awakened to the importance of securing a better attendance, and through their influence a county truant school was established, which it is hoped will soon lead to the establishment of others. They have considered the necessity of securing trained teachers and of adapting methods of teaching to the minds of pupils, and have resolved to furnish the schools with more adequate means of teaching and study. They have approved of reducing the schools in the towns to the smallest number consistent with efficiency, and unanimously resolved in favor of placing over all the public schools of the Commonwealth an educated superintendence.

The necessity for additional supervision was demonstrated anew by the results of examinations into the condition of schools in Bristol and Franklin Counties. The two agents of the board, Mr. E. A. Hubbard and Mr. George A. Walton, conducted these examinations in accordance with a plan agreed upon, embracing everything affecting the character and condition of the schools. The conclusion drawn from them and from examinations made of schools in Norfolk County the year before was that there was an imperative demand for an addition to the school forces which shall have for its province a systematic and constant direction of all school affairs. This want has been met in certain portions of the State by a union of two or more towns into one district for the purpose of employing a superintendent, a school law of 1870 having authorized such action. Two districts have been formed and the union superintendents over them are doing a good work. It is believed that if all the smaller towns of the State could be united into convenient districts for supervision, the conditions of good schools would be supplied.

The secretary reports that in 72 towns 98 women were serving efficiently on school committees, and says it is the uniform testimony of the agents of the board that wherever women are thus employed school affairs are in a progressive condition.

### PROGRESS UNDER THE STATE BOARD.

Since the organization of the board of education in 1837 a uniform system of State schools has been created, a comprehensive plan of collecting accurate school statistics has been established, 6 State normal schools for the professional training of teachers have been organized, and methods of teaching have been very much improved. In addition to these changes, laws have been passed for the use of a uniform method of selecting and examining teachers; establishing uniform courses of studies for the different grades of schools and a minimum time of attendance by pupils; requiring drawing to be taught as a preparation for industrial occupations in towns and cities with more than 10,000 inhabitants, and permitting it in smaller places; organizing a normal art school for the preparation of teachers in this branch of study, and placing over it a skilled director from one of the best and most practical of foreign schools. In 1846 and 1878, on the recommendation of the board, the successive compulsory school laws that have secured to children their right to a fair minimum of education were passed, and since 1873 laws have existed obliging towns and cities to make all needful provisions for repressing truancy, including the establishment of schools for truants. To lessen the expense of these schools, 3 or more towns were allowed from the first to require of their county commissioners the opening of such schools, and in 1881 counties to the number of 2 or 3 were allowed to unite for a like purpose. These things, with others, have rounded out the State school system to proportions that, if not complete, are more nearly so than those of any other State.

### KINDERGÄRTEN.

For information as to these useful pioneers in primary instruction, see Table V of the appendix; for a summary of Kindergarten statistics for the State, see a corresponding table in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

School committees of 3 members, or some multiple of 3, are elected annually, one-third going out each year. There is also in the larger towns a superintendent.

STATISTICS.

| Cities and towns. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Attleborough | 11,111 | 1,866 | 2,058 | 1,359 | 63 | ..... |
| Beverly | 8,456 | 1,441 | 1,407 | 1,102 | 34 | ..... |
| Boston | 362,839 | 57,703 | 59,768 | 44,885 | 1,117 | a$1,775,037 |
| Brockton | 13,608 | 2,267 | 2,444 | 1,769 | 46 | 28,628 |
| Brookline | 8,057 | 1,303 | 1,418 | 1,023 | 34 | 36,003 |
| Cambridge | 52,669 | 9,390 | 8,537 | 6,614 | 201 | ..... |
| Chelsea | 21,782 | 3,648 | 4,169 | 2,877 | 67 | a54,027 |
| Chicopee | 11,286 | 2,186 | 1,657 | 923 | 42 | 28,825 |
| Clinton | 8,029 | 1,671 | 1,594 | 1,127 | 29 | 21,305 |
| Fall River | 48,961 | 9,763 | 9,363 | 5,845 | 154 | ..... |
| Fitchburg | 12,429 | 2,344 | 2,625 | 1,771 | 65 | 36,937 |
| Gloucester | 19,329 | 4,008 | 3,999 | 3,154 | 94 | ..... |
| Haverhill | 18,475 | 3,500 | 3,405 | 2,492 | 74 | ..... |
| Holyoke | 21,915 | 4,267 | 3,163 | 1,613 | 54 | 58,881 |
| Lawrence | 39,151 | 6,865 | 6,301 | 4,480 | 141 | 89,901 |
| Lowell | 59,475 | 9,121 | 9,297 | 5,961 | 181 | a168,971 |
| Lynn | 38,274 | 6,229 | 6,299 | 4,730 | 114 | 93,677 |
| Malden | 12,017 | 2,082 | 2,731 | 1,825 | 52 | ..... |
| Marlborough | 10,127 | 2,121 | 2,267 | 1,645 | 49 | 20,893 |
| Medford | 7,573 | 1,204 | 1,320 | 1,076 | 33 | 29,719 |
| Milford | 9,310 | 1,894 | 2,301 | 1,542 | 47 | ..... |
| Natick | 8,479 | 1,665 | 1,757 | 1,413 | 38 | ..... |
| New Bedford | 26,845 | 4,083 | 4,359 | 3,505 | 115 | 78,107 |
| Newburyport | 13,538 | 2,486 | 2,106 | 1,475 | 47 | 26,849 |
| Newton | 16,995 | 3,182 | 3,418 | 2,571 | 84 | a85,899 |
| North Adams | 10,191 | 2,168 | 2,040 | 1,479 | 40 | ..... |
| Northampton | 12,172 | 2,089 | 2,176 | 1,656 | 72 | ..... |
| Peabody | 9,028 | 1,714 | 1,669 | 1,293 | 43 | ..... |
| Pittsfield | 13,364 | 2,521 | 2,716 | 1,774 | 72 | a31,115 |
| Quincy | 10,570 | 1,948 | 2,097 | 1,562 | 66 | 33,401 |
| Salem | 27,563 | 4,862 | 4,491 | 2,784 | 89 | ..... |
| Somerville | 24,933 | 5,054 | 5,540 | 4,004 | 97 | 82,361 |
| Springfield | 33,340 | 5,865 | 5,834 | 4,250 | 119 | 95,032 |
| Taunton | 21,213 | 3,464 | 3,568 | 2,594 | 77 | 48,298 |
| Waltham | 11,712 | 2,146 | 2,306 | 1,653 | 48 | ..... |
| Westfield | 7,587 | 1,334 | 1,648 | 1,090 | 55 | ..... |
| Weymouth | 10,570 | 2,028 | 2,191 | 1,700 | 61 | ..... |
| Woburn | 10,931 | 2,229 | 2,280 | 1,834 | 51 | 34,413 |
| Worcester | 58,291 | 10,988 | 10,887 | 7,697 | 204 | 200,485 |

*a* From taxation only.

ADDITIONAL PARTICULARS.

*Attleborough* reports an increase of 187 in youth of school age, of 124 in the number enrolled in public schools, and of 71 in average daily attendance. There were 2 public high schools, with 89 pupils, and 1 private school, with 25 pupils.—(State report.)

*Beverly* had 53 more youth of school age, 26 more enumerated, a decrease of 2 in average attendance and in teachers employed, 1 high school with 138 pupils, and 2 private schools with 50 attending.—(State report.)

In *Boston* the statistics show fewer children of legal school age than in 1879–'80, a larger number of public pupils enrolled, and a smaller average daily attendance. The public school system comprised, as before, primary, grammar, high, and evening schools (including an evening high and 6 evening drawing schools), a normal school, the Horace Mann School for the Deaf, and 2 schools for licensed minors.

Among the important modifications in methods of government and instruction made during the past few years the committee note the organization of the board of supervisors, the use of reading supplementary to that in the school books, and certain changes in the conduct of the primary schools. The board of supervisors was appointed to supply a need felt for more thorough supervision. Among other duties it is to examine candidates for teaching, to visit every school, note the work of each teacher, keep a careful eye on the sanitary state of school buildings, and have entire control of the primary schools, which were formerly under the supervision of the grammar masters. Great advantage has resulted from the use of supplementary reading from the Public Library and other sources, in connection with the text books on reading, and from exercises in the schools on the reading thus gone over, and it is believed that with a more judicious selection of books and a more systematic use of them even better results will be secured. In the primary schools there has been an important change in the methods of government, direction rather than repression being the new rule. Kindergarten methods find a place in the lower classes. The use of books printed in the Leigh phonic type has been discontinued, not from any dissatisfaction with the type, but because the present method of teaching (by the form of words rather than the spelling) does not require its use

The large per capita cost of instruction in this city as compared with others is explained partly on the ground that a greater proportion of the pupils here were in the higher or more costly grades. The average expenditure on a primary scholar was $18.45; on a grammar scholar, $28.20; and on pupils in high and normal schools, $87.42. Only 40 per cent. of the school population were in primary schools, while 54 per cent. were in grammar and high. An effort was made during the year to reduce expenditures by discontinuing one or more of the suburban high schools and drawing their pupils into the central school, but the project met with strenuous opposition from leading citizens and had to be abandoned for a time at least.

The committee on sewing in the public schools report great improvement in the character and quality of the work done and increasing evidence of the practical value of the instruction. The school committee has again repeated its formal vote of desire to test the feasibility of imparting to grammar scholars some of the elements of mechanical skill. They think the success of sewing in the girls' schools has proved that it is possible to do this without interfering with the established routine of study.

The normal school, sustained by the city for the purpose of giving professional instruction to young women intending to teach in the city schools, and chiefly to high school graduates, had 69 pupils attending in 1880–'81, and graduated 38.—(Reports of school committee and superintendent.)

*Brockton* reports 160 more youth of school age, 140 more enrolled in public schools, 26 fewer in average attendance, 1 more teacher employed, a high school with 130 pupils, and a private school with 20.—(State report.)

*Brookline* had slightly fewer children of school age enumerated and of pupils enrolled in public schools, and about an equal increase in the number in average attendance. There was a high school, with 122 pupils and 4 teachers. Special attention was given to reclaiming truants, and with unusual success.—(State and city reports.)

*Cambridge* reports an increase of 505 in youth of school age, of 37 in the public school enrolment, of 229 in average attendance, and of 12 in the number of teachers employed; 1 high school, with 485 pupils and 12 teachers; a training school for teachers, with 20 pupils; and 20 private schools, with 1,748 pupils.—(State report and return.)

*Chelsea*, with an increase of 187 in number of children enumerated and of 200 in public school enrolment, had only 62 more in average attendance. The town high school had 260 pupils and 5 teachers, and 2 private schools had 370 pupils.—(State report.)

In *Chicopee* 82 more children were enumerated, 190 more were enrolled in public schools, but 118 fewer were in average attendance. There were 2 public high schools, with 99 pupils, and 5 private schools, with 1,030 pupils.—(State report.)

*Clinton* reports an increase in children of school age and in public school enrolment, but a decrease in average attendance; a high school, with 71 pupils and 2 teachers; and a private school, with 40 pupils. An evening mechanical drawing school was taught very successfully.—(State and city reports.)

*Fall River* had 178 more children enumerated, 208 more enrolled in public schools, and 195 more in average attendance; a high school, with 371 pupils; 16 evening schools; an evening drawing school; and 6 private or church schools, the last with 900 pupils. A training school for teachers was opened in 1881.—(State and city reports.)

*Fitchburg*, with 105 more children of school age, according to statistics given in the State report, had 159 more enrolled in the public schools, but 63 fewer in average attendance. There was a high school with 229 pupils, and a private school with 30.—(State report.)

*Gloucester* reports a decrease of 42 in children of school age, of 43 in public school enrolment, and an increase of 146 in average daily attendance; a high school with 145 pupils, and 2 private schools with 35 pupils. The training school for teachers, begun in 1879, had in 1881 given instruction to 50 pupils, of whom 30 engaged in teaching.—(State and city reports.)

*Haverhill* had 752 more children of school age, 622 more enrolled in public schools, and 405 more in average daily attendance; a high school with 156 pupils, and 2 private schools with 70.—(State report.)

*Holyoke* reports 680 more children of school age, 660 more enrolled in school, 42 more in average attendance, and 4 more teachers; a high school with 121 pupils; and 17 private schools with 1,566 pupils. Two evening schools were taught, the total membership being 606, of whom 316 were women.—(State and city reports.)

*Lawrence* enumerated 29 more children of school age than in 1879–'80, enrolled 435 more in public schools, and had 248 more in average attendance under 10 more teachers. There was a high school with 197 pupils, a training school for teachers, evening schools (including an evening high and evening drawing schools), and 3 parochial schools, the latter with about 1,200 pupils. The common evening schools took a new departure—that of requiring a deposit before admission, as a guarantee of good attendance. The study of music was growing in prominence and importance. Discipline was maintained

more efficiently and easily than ever before, corporal punishment in a majority of the school rooms being rarely resorted to.—(State and city reports.)

*Lowell* had an increase of 728 in children of school age and of 179 in public school enrolment, with a decrease of 141 in average daily attendance; a high school with 439 pupils, and 5 private schools with 1,350.—(State report.)

*Lynn* had 437 more children of school age, 116 more enrolled, and 63 more in average attendance; a high school with 265 pupils, and 5 private schools with 130. Efforts were made to improve the teaching of reading by combining the word and phonic methods, and to make all primary instruction more attractive by exciting the curiosity and developing powers of expression. The use of corporal punishment was decreasing.—(State and city reports.)

*Malden*, with 71 fewer children of school age than the year before, enrolled 43 more in public schools, but had fewer by 19 in average attendance. There was a high school with 175 pupils and an evening drawing school with 59. The high school course was revised, the number of studies being reduced and greater prominence being given to the English language and literature.—(State and city reports.)

*Marlborough* had 55 more children of school age, 199 more enrolled in public schools, and 34 more in average attendance; a high school with 141 pupils, and 4 private schools with 290.—(State report.)

*Medford*, with 75 fewer children of school age, had 55 more enrolled in public schools and 47 more in average attendance; a high school with 118 pupils, and an evening school the latter taught with more encouraging results than the previous year. A purely English course had been added to the high school curriculum, to meet a popular demand.—(State and city reports.)

*Milford* shows a decrease in the number of children enumerated, enrolled in public schools, and in average attendance; a high school with 189 pupils, and 3 private schools with 65 pupils.—(State report.)

*Natick*, with 68 more school children, enrolled 133 more and had 106 more in average attendance. There was a high school with 91 pupils and 3 teachers.—(State report.)

In *New Bedford* (whose superintendent presents a report which is a model of its kind), with a slight decrease of children and of public school enrolment, there were 67 more in average attendance. A high school had 250 pupils and 10 teachers; a mill school and a farm school for truants were maintained; and there were 21 private schools, with 277 pupils, besides 2 city evening schools for adults, with 250 pupils. Music is a part of the course in every grade of the public schools, which is fully approved by a majority of citizens. The truant officer found a general disposition on the part of employers to conform to the law, but because there will be truants outside of city bounds, and because in the city school there is no provision made for girls, he recommends the establishment of a county truant school, where boys and girls needing it could have the most beneficent culture and discipline.—(State and city reports.)

*Newburyport* reports a small increase in the number of children to be educated, the number enrolled in public schools, and the average attendance. The high school numbered 131 pupils, under 5 teachers. Truancy has much decreased, and is confined almost entirely to boys. Only one evening school (for women) was sustained; it had a membership of 60, with an average attendance of 40 pupils, who made very satisfactory progress. The school for men was not reopened, having been unsuccessful the previous year.—(State and city reports.)

*Newton* had 154 more children, 21 more enrolled in public schools, and 30 more in average attendance; a high school, with 319 pupils, under 12 teachers; and 12 private schools, with 163 pupils. The high school continued to exert a powerful and beneficial influence on those of lower grade. An evening school with about 45 pupils was taught, and was more than usually successful.—(State and city reports.)

*North Adams* indicates a very slight increase in children to be educated and in public school enrolment; the increase in average attendance was greater, although still inconsiderable. There was a high school with 132 attendants and 3 teachers.—(State report.)

*Northampton* had 63 more children to be taught, 21 fewer enrolled in public schools, and 56 more in average attendance; a high school with 149 pupils, and 3 private schools with 160 pupils.—(State report.)

*Peabody*, with a decrease of 16 in children of school age, enrolled 133 fewer in public schools, but had 17 more in average attendance. There was a high school with 73 pupils, and 2 private schools with 30.—(State report.)

In *Pittsfield* the number of children increased by 168 and public school enrolment by 111, while the average attendance decreased by 31. There was a high school with 96 pupils, and 4 private schools with 225.—(State report.)

*Quincy* increased its school population by 244, enrolled 187 more of these in its schools, and held 95 more in average attendance; maintained a high school with 154 pupils, and had within its bounds 2 private schools with 51 pupils. The "Quincy methods" of in-

struction and discipline were continued, though Colonel Parker, who introduced them, and 13 of the teachers trained by him had been drawn away by offers of better places and higher pay, a misfortune remedied, as far as possible, by the training of new teachers under one of Colonel Parker's aids, who had been chosen to succeed him and who is said to have kept the schools well up to former standards.

*Salem* had 189 more children of school age, 633 more enrolled in public schools, but 23 fewer in average attendance; a high school with 176 pupils, and 15 private schools with 1,210 pupils.—(State report.)

In *Somerville* there was an increase of 554 in children to be educated, of 378 in public school enrolment, and of 102 in average attendance; a high school with 337 pupils, and a private school with 540.—(State report.)

*Springfield*, out of 341 more children to be taught, had 198 more enrolled in public schools and 58 more in average attendance. Its high school numbered 405 pupils, 2 evening schools 321, an evening drawing school 150, and 8 private schools 475. The interest shown by pupils in the evening schools was greater than for several years past; and in the drawing school the attendance was greater than ever before.—(State and city reports.)

*Taunton* presents an increase of 218 in children of school age, of 39 in public school enrolment, and of 59 in average attendance; a high school with 161 pupils, and a private school with 30.—(State report.)

*Waltham*, with 338 more children, had only 79 more enrolled in public schools and 14 more in average attendance. There was a high school with 156 pupils, and 2 private schools with 33.—(State report.)

In *Westfield* there were 96 fewer children to be educated, 58 more enrolled in public schools, and 50 fewer in average daily attendance. A high school had 180 pupils, and 2 private schools had 45.—(State report.)

*Weymouth* reports 47 fewer children, 12 more enrolled in public schools, and yet 70 fewer in average attendance; 2 high schools with 140 attending, and a private school with 20.—(State report.)

*Woburn* had 195 fewer children, 42 more enrolled in public schools, and 44 more in average attendance; a high school with 139 pupils, and a private school with 40.—(State report.)

*Worcester*, with 1,161 more children, drew 858 more into public schools and held 527 more in average attendance. The system comprised suburban, primary, grammar, high, evening common, and evening drawing schools, for both sexes. The 7 evening common schools had 184 pupils attending; the 5 evening drawing schools, 170; the high school, 601. Two private schools are reported, with 1,400 pupils. Music and drawing form a part of the course in all the public schools, and specialists are employed to teach them. New school-houses were provided during the year, making the accommodations, for the first time in the history of the schools, about equal to the demand. The high school graduated 80 pupils (51 girls and 29 boys), the largest class ever sent out. The plan for admission to evening schools adopted the previous year (requiring of each pupil a deposit of $1, to be forfeited in case of irregular attendance) was continued, and its excellence still further demonstrated.—(State and city reports.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

Five State normal schools (besides the State Normal Art School at Boston) form a part of the public school system of Massachusetts. Situated respectively at Bridgewater, Framingham, Salem, Westfield, and Worcester, they had a total of 836 students attending in 1880–'81 and graduated 184. The secretary of the State board reports a prosperous condition in all, and that the demand for trained teachers is constantly increasing as people obtain more adequate and definite ideas of what good teaching is. The board of education considers it certain that the influence of these schools is felt to an increasing extent in the elevation of the standard of capacity and fitness to teach, and regrets that larger numbers do not share the advantages offered for professional training. Of more than 8,000 teachers employed in the public schools during 1880–'81 only 2,236 had been fitted in normal schools.

The Bridgewater school has had a steady growth in prosperity and usefulness since its organization in 1840. During 1880–'81 there were 174 students attending (50 men and 124 women), and 52 were graduated (18 men and 34 women). Gratifying reports of the success of such graduates in their school work are often received, and more demands for well trained teachers are received than can be filled from the graduating classes. The courses for graduation continued to be two, one of two years and one of four. Out of means furnished by the legislature in 1880 a new laboratory building (32 by 64 feet, two stories in height, and supplied with ample appliances for instruction in chemistry and physics) was erected for use in 1881–'82, adding greatly to previous advantages.

The school at Framingham was reported by the visitors to be in a satisfactory condition, with 112 pupils (all women) and 33 graduates. There was an improvement in the preparation of pupils entering. A permanent teacher was appointed in the department of history and literature. The course of study covered 2 years.

At the Salem school more attention than usual was given to drawing, a large amount of practical work was done in physics and chemistry, and there was an especially thorough course in the English language. The attendance for 1880–'81 was 263; graduates for the year, 58. There were two courses of study, one of 2 and one of 4 years, with a library to aid study and investigation. Nearly all the graduates find opportunity to teach.

Westfield had an attendance of 120 (men 11, women 109), and sent out 25 graduates, 23 of them women. There were two courses of study, of 2 and 4 years respectively. The graduates of the previous year were all but 3 known to have secured schools and to have taught satisfactorily. By the reports sent in of graduates' work, it appears that school committees are more inclined than formerly to allow professionally trained teachers to use their own methods, holding them responsible only for results.

The Worcester school had 167 pupils (all but 5 women), and graduated 16 (2 men and 14 women). A constantly increasing demand for graduates as teachers is reported, and the testimony to their success is almost uniform. The course of study covers 2 years; but after a year's study pupils are allowed to serve as apprentices in the public schools of the city under conditions involving real responsibility. This term of apprenticeship has been recently extended to 6 months; on its completion, pupils return to the school for another year of study, making the whole term two years and a half. Almost all the pupils elect this longer course, and so graduate with more maturity and skill than would otherwise be the case.

The Normal Art School, Boston, in 1880–'81, gave instruction to 294 pupils, of whom 222 were in day classes (43 men and 179 women) and 72 were in evening classes (32 women and 40 men). Certificates were given to 54 and diplomas as art masters and mistresses to 5. Among other work accomplished by this school is the introduction of a uniform course of practice in drawing and teaching drawing in the other State normal schools. With the coöperation of principals and special teachers of these schools, such a course was arranged by Art Director Walter Smith, and put in operation in September, 1881. He says the grading of drawing in day schools has made more apparent the character of that which should be taught in normal schools; and the better preparation in drawing which normal school pupils now possess has made the adoption of this course possible. Mr. Smith says the success of the free evening drawing schools throughout the State has been hindered by a lack of teachers having sufficient training and experience, a want which is being gradually supplied by the Normal Art School. Another great hindrance was the absence of a systematic plan of study. To the latter he ascribes chiefly the lack of interest in these classes and irregularity of attendance on them. These hindrances, he says, have been overcome in the Boston schools since the adoption of a definite course of study, which went into operation in the fall of 1880; and he is satisfied that similar measures would be as effectual elsewhere.

### OTHER NORMAL TRAINING.

The Boston Normal School gives a professional course of one year to young women who intend to teach in the city schools, tuition being free to residents. Graduates are eligible to appointment in the city schools without further examination. There is a graduate course of one year for further study of the principles of education and for observation and practice in teaching. Pupils belonging to it may be employed as substitutes or as temporary or permanent teachers. The training or practice school numbers over a thousand pupils of primary and grammar grades. During the year 1880–'81 there were 69 normal pupils in attendance and 38 were graduated.

Normal training schools, as before mentioned, are sustained by the public school authorities of Cambridge, Gloucester, Lawrence, and Fall River, the last having been opened in 1881.

At Wellesley College a normal department is provided for the benefit of women who are teachers but desire opportunity for advanced study. The course was enlarged in the autumn of 1881 by the addition of English literature, American history, and Anglo-Saxon.

### TEACHERS' INSTITUTES.

Twenty-one institutes for teachers were held during the year and were attended by 2,276 teachers. The interest shown in them by teachers and by the public continued to increase. In the opinion of the State board it is desirable that a larger number should be held and that in some cases the length of sessions should be increased, and for this, as well as other reasons, the appointment of additional agents is urged. For the last few

years the institutes have diminished in length and increased in number, this plan having been found more economical. They are now continued for two or three days only. The day sessions are devoted to illustrative lessons on the best method of teaching the branches which the statutes require the public schools to teach; and the evenings to lectures designed to interest the people in popular education, opportunity also being offered for a discussion by the people, as well as by committees and teachers, of educational topics having either a general or local interest. Great good, it is believed, resulted from the year's institutes. The exercises were judiciously prepared, instructors carefully chosen, members prompt in attendance and earnest in endeavors to improve; while school committees coöperated cordially and citizens were most hospitable.—(State report.)

### SCHOOL COMMITTEE ASSOCIATIONS.

Many of these means for consultation as to improvement of teaching and school work are reported to have been held in 1880–'81, and the members of the associations are said to have entered with life and spirit upon a discussion of the agencies for such improvement.

### EDUCATIONAL JOURNALS.

The Journal of Education, a Boston weekly of great value for its discussion of current educational topics and its full news reports of school matters, was in its thirteenth and fourteenth volumes in 1881; the Primary Teacher, from the same office, in its fifth; Education, a bimonthly review of important school questions, under the same general editorship, in its second; while Good Times, designed to aid in getting up attractive and useful school exercises, came still from the same press with the other three, and reached the conclusion of its fourth volume in September, 1881, under the hands of its original editor, Mrs. M. B. C. Slade. Hon. Thomas W. Bicknell, former State school commissioner of Rhode Island, presided over and directed all these publications, with the aid of several competent assistants.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

There are now in the Commonwealth 215 public high schools, furnishing an opportunity to over 90 per cent. of the entire population of the State to obtain for their children a good secondary education. The total number of pupils attending was 18,900; teachers, 595. About forty towns that have less than 500 families, and that are, therefore, not obliged by law to sustain high schools, do so voluntarily.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and collegiate preparatory schools, see Tables IV, VI, and VII of the appendix, and for summaries of them, the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Seven colleges and universities, all but one exclusively for men, reported a total of 1,733 undergraduate students during 1880–'81 (a slight decrease during the year), and a thousand more engaged in professional and other studies, not counting preparatory students. None of these institutions do any preparatory work, except Boston College, Boston, and the College of the Holy Cross, Worcester, each of which presented a course of study extending over 7 years, 3 or more of them being evidently preparatory and the remainder embracing the usual studies of a classical course in Roman Catholic colleges. All the others provided the regular classical course of 4 years; Amherst and Harvard offered also scientific courses; Boston University and Tufts College, philosophical courses of like length, Tufts adding an engineering course of 3 to 4 years. All these presented graduate courses beyond the undergraduate in several departments of study; and of the four, all but Amherst had professional courses, which will appear in Professional Instruction, further on.—(Catalogues, year books, and returns.)

*Harvard University* comprehends the college, the divinity, law, medical, and dental schools, the Lawrence Scientific School, the museum of comparative zoölogy, the Bussey Institution (a school of agriculture), the college library, the astronomical observatory, and the Peabody Museum of American Archæology and Ethnology. The number of students in all departments in 1880–'81 was 1,382; of teachers, 161. The collegiate department enrolled 823 in regular classes (a slight increase during the year), besides 34 unmatriculated students. Eight young women passed the preliminary examination for

the private collegiate course, and 9 the advanced examination. A gift was received from T. J. Coolidge, esq., of $100,000, its income to go towards the cost of administering the library; and one of $30,000 came from Mrs. Samuel Hooper, for the Sturgis Hooper professorship of geology. Prof. J. D. Whitney also gave his geological and geographical library. The fund for the endowment of the botanic garden was increased by about $20,000. A friend of the university offered to build a physical laboratory, to cost $115,000, provided a permanent fund of $75,000 were raised, the income to be applied to its running expenses. At date of the report, $30,000 of the required sum had been obtained. With all these general indications of prosperity, it is stated that the financial condition of the college proper gives much concern to the corporation; that the college has been living beyond its income for four years to the average amount of $12,500 a year, owing to expenditures for improvements and to a fall in interest on invested funds. The gift to the library relieves this condition considerably, lessening the deficit by the whole amount of the income it will yield ($4,000), while some retrenchments were to be made and an increase of fees from students was looked for. A plan adopted in June, 1881, of having simultaneous examinations for admission in Exeter, N. H., New York City, Philadelphia, Chicago, Cincinnati, and San Francisco, had already resulted in an increase of students from the States in which those cities are situated.

The revised regulations for college government (in the line of greater freedom), adopted in 1879–'80, had worked well and were likely to remain in force. An effort was made during the year, by a circular of inquiry sent to parents of undergraduates, to ascertain how much support morning prayers at college had in the habits of families from which students came. Of 741 persons that replied, two-sevenths held family prayers and five-sevenths did not; but of those that did, 9 expressed a desire that attendance on prayers at college should be voluntary, while of those that did not 36 approved of compulsory attendance.

Experience during the last ten years indicates that the elective system does not tend to the extinction of the studies called liberal, because these, though taken by a smaller proportion of students than formerly, are pursued with greater vigor and to better purpose. It appears, too, that the scientific turn of mind is comparatively rare among the young men who enter, a large majority preferring languages, metaphysics, history, and political science to mathematics, physics, zoölogy, and botany.—(Catalogue and president's report.)

*Boston University*, Boston (Methodist Episcopal), the youngest of the institutions before mentioned, and the only one of them which admits both sexes, had during the year 107 students (70 men and 37 women) in its college of liberal arts. Besides this collegiate department, the curriculum of the university embraces a college of music and schools of theology, law, medicine, and of all sciences.[1] The last, which had 45 students in 1880–'81, is for graduate instruction, and offers facilities for the study of modern languages and their literatures, natural and mathematical sciences, and theological, legal, medical, historical, and art studies. The college of music, intended for graduates of American conservatories and other advanced students, claims to be the only one of its grade and kind in America. It presents distinct courses for vocalists, pianists, organists, and orchestral performers, covering in most cases 3 years. The degree of bachelor of music is given graduates who specially distinguish themselves by their talents, if graduates of any college of arts or if able to pass an examination in English composition, history, and literature, a modern language and Latin, or two modern languages and mathematics. Pupils may be admitted to all classes in the college of liberal arts for which they are sufficiently prepared.

*Amherst College*, Amherst (Congregational), reported 337 pupils in undergraduate courses of study (329 in classical and 8 in scientific) and 2 graduate students. Physical exercise in the gymnasium is required, and attention to it is taken into account in determining the standing of students. The professor in this department is a physician, who is expected to be acquainted with the physical condition of each student and to do his best to make that condition good.

*Tufts College*, Medford (Universalist), reports a decided increase of interest among the friends of the college. The number of students, which fell off somewhat during the period of financial distress, had begun to increase. More than three-fourths of the sum sought for endowment by the trustees ($150,000) had been pledged, and there was reason to believe that the whole amount would be forthcoming. Through the generosity of a friend arrangements were made for the erection of a chapel for the college, which would probably be completed in 1882.—(Catalogue, 1881.)

*Williams College*, Williamstown (Congregational), received $17,000 during the year, $5,000 of it being a bequest from the estate of Judge James L. Rice, of Iowa, given for Greek and Latin prizes; the remainder in varying sums from other friends.—(Return.)

[1] There is also a link of connection between the university and the Massachusetts Agricultural College, Amherst.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Of ten academic and collegiate institutions thus classed, reporting for 1880–'81, only two, Smith and Wellesley Colleges, were authorized to confer collegiate degrees. Of nine that gave statistics, eight had altogether about a thousand students in collegiate classes, while in one the pupils (numbering 70) were unclassified. Nearly all these institutions give instruction in Latin and the modern languages, in music, drawing, and painting, a majority presenting Greek as an optional study. Most of them make provision for physical training in gymnastic or calisthenic exercises. At Lasell Seminary, Auburndale, special care is given to the health of students and to their mode of dress from a hygienic standpoint. Another feature of this school is a work department embracing cookery, dress cutting, millinery, china painting, and art needle work.

In *Wellesley College*, Wellesley (one of the two having full collegiate rank), the trustees have determined to admit candidates for matriculation on the certificates of the teachers who prepare them. During the year this college received gifts to the amount of $140,500. Mrs. Valeria Stone, of Malden, Massachusetts, gave $110,000 for the erection of Stone Hall, which was to be opened in September, 1881, and to furnish dormitories for about 100 normal students; Mr. Henry F. Durant gave $25,500 for a building for the college of music, to contain thirty-eight rooms properly furnished for teaching and practice, with a hall for choral singing. The music department was thus afforded an opportunity for reorganization and great enlargement, and is now enabled to offer an excellent opportunity for obtaining at the same time a collegiate and musical education. The teachers' course was also enlarged, as mentioned under Other Normal Training, page 111. Certificated teachers may enter without examination, and may take any course they desire in the college classes.

*Smith College*, Northampton, with a full collegiate course, in which musical and artistic studies have a place, reports special attention given to religious, social, and physical culture. A gift of $35,000 from Winthrop Hillyer, esq., of Northampton, provided an art gallery and collection. The building is large and commodious, and contains studios and exhibition rooms sufficient for all present needs.

*Mt. Holyoke Seminary*, South Hadley, received gifts amounting to $15,600, of which $10,000 were from A. Lyman Williston, esq., of Northampton, for an observatory. The building was completed in June, 1881. It contains a new telescope with an eight inch object glass, a transit instrument, astronomical clock, and other appliances. Though not claiming collegiate rank, this seminary presents a very thorough four years' course, embracing the Latin and modern languages, with Greek optional. A special feature here is that each pupil devotes a certain part of the time to domestic labor.

For statistics of colleges for women, see Table VIII of the appendix, and for a summary, the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *Massachusetts Agricultural College*, Amherst; the *Massachusetts Institute of Technology*, Boston; the *Worcester County Free Institute of Industrial Science*, Worcester; the *Lawrence Scientific School* and the *Bussey Institution* of Harvard University, and the Boston University *School of all Sciences* report an aggregate of nearly 400 students in regular undergraduate courses, besides over 200 in special, partial, and graduate courses, in the last being included the 45 students belonging to the Boston University School of All Sciences, which makes provision only for graduate instruction. The Massachusetts Agricultural College, in a 4 years' course, and Bussey Institution, in one of 3 years, devote special attention to training in agriculture; the Worcester Institute, with courses of 3 and 3½ years, and the Institute of Technology, with a variety of 4 years' courses, prepare for other industries based on the sciences. In the last named, out of 10 courses, 5 are of distinctly professional character, embracing civil, mechanical, and mining engineering, architecture, and chemistry. Manual instruction is also provided for those who wish to enter on industrial pursuits rather than to become scientific engineers, the shop work embracing carpentry and other crafts in wood, pattern making, foundery work, iron forging, vise work, and machine and tool work. The Worcester Institute offers a 3 years' course leading to the degree of B. S. in the various branches of applied science, with classes in shop work requiring an additional half year. The institute during 1880–'81 was given $34,500 in cash by David Whitcomb, Stephen Salisbury, and Joseph H. Walker, most of it intended for additions to the machine shop and for the necessary increase in its running expenses. The Massachusetts Institute of Technology received a gift of $12,380, of which $10,000 were a legacy from Nathaniel C. Nash, esq., the remainder being in small gifts.

The Massachusetts Agricultural College reports a decrease in pupils since the discom-

tinuance of free scholarships. Lack of funds has been from the first a great obstacle to usefulness here. A plan for increasing the endowment was adopted in June, 1881, by a joint convention of the trustees and the State Board of Agriculture. The increased membership which followed the offer of free tuition in 1879 showed that the college was appreciated by a large proportion of the farming population. In the Bussey Institution the results of agricultural instruction were far from encouraging. With 6 competent teachers, a good supply of the necessary appliances and collections, and tuition remitted to needy students, only 6 on an average have belonged to the school each year.

PROFESSIONAL.

Seven *theological* schools representing 6 different denominations and one claiming to be non-sectarian reported for 1880–'81 a total of more than 250 undergraduate students, besides a number in special or partial courses. In 4 of these schools there were 93 students (out of a total of 171) who had received degrees in letters or science. All but 1 required an examination for admission of students not presenting evidence of good literary qualifications, the exception being the New Church Theological School, Waltham (Swedenborgian).

The Divinity School of Harvard University (non-sectarian) received during the year $10,775, the result of a subscription for endowment begun in 1879. The constitution of this school prescribes that "every encouragement be given to the serious, impartial, and unbiassed investigation of Christian truth, and that no assent to the peculiarities of any denomination of Christians shall be required either of the instructors or students." Students of the Boston University Theological School (Methodist Episcopal) may attend any class in the college of liberal arts of that university, and may prolong the 3 years' theological course to 4 without extra charge for tuition, room rent during the last year being also remitted. The Episcopal Theological School, Cambridge, offers its students free tuition and the use of rooms. Andover Theological Seminary (Congregational) reports 14 students in a fourth year which has been added for advanced study. Tufts College Divinity School, Medford (Universalist), besides its regular 3 years' course intended for college graduates, has one of 4 years for such as have not been thus prepared. Newton Theological Institute, Newton Centre (Baptist), received during the year a gift of 10 scholarships of $1,000 each.

For statistics of theological schools, see Table XI of the appendix, and for a summary, see the report of the Commissioner preceding.

*Legal* instruction was given in 2 schools belonging to Harvard and Boston Universities to about 300 students in 3 years' courses, an examination for admission of non-graduates being required in both cases.

The Law School of Harvard University is to have a new building, for which $100,000 have been given by a friend who, for the present, withholds his name. Another urgent need is an additional professor; but the income from tuition fees and the small endowment are not sufficient to provide for this. Number of students, 151; of professors, 4.

The Boston University School of Law reported a prosperous year, indications of healthy growth, the quality of students improved, and the number up to the average, notwithstanding recent advances in tuition. Among the graduates cum laude was a young woman, the first of her sex to complete the course. A certain public and historic interest attaches to this graduation, as it led to the first application in Massachusetts on the part of a woman for admission to the bar and to a decision by Chief-Justice Gray that the laws of the State, as they stood in 1881, did not authorize such admission.

For statistics of law schools, see Table XII of the appendix, and for a summary, see the report of the Commissioner preceding.

Three *medical* schools, 2 "regular" and 1 homœopathic, report a total of 373 students during 1880–'81.

The Medical School of Harvard University (regular) requires a 3 years' graded course of study and presents an optional course of 4 years, that of each year extending over 9 months. To graduates of the longer course is given the degree of doctor of medicine cum laude if they have obtained an average of 75 per cent. on all the examinations. Number of students in the 4 classes, 243; resident graduates, 8. Work had been begun on a new building for the school, which was expected to be ready for use in January, 1883. Funds for this work were subscribed in 1874–'75, but the sum remaining after purchase of the lot was insufficient for its completion; the medical faculty therefore during the year undertook to raise a subscription for it, and succeeded in obtaining $103,720. In 1871 this school ceased to be in any sense a private venture and became a constituent department of the university, devoted, like the other departments, to the advancement of learning. Since that year it has received by gift and bequest $270,000. A much greater sum is urgently needed to endow chairs and establish scholarships.

The College of Physicians and Surgeons, Boston, a "regular" medical school organized in 1880, admits both sexes, and had during its first year 23 students under 15 professors

and instructors. Its course is the old one of 3 years, which requires attendance on only 2 courses of lectures (but these must be of 38 weeks each) and a previous year of medical study. There is, however, a graded course of 3 years, which is obligatory for all who have not previously studied medicine. This college takes the ground that, as women will engage in the practice of medicine, "it is far better to assist them to a proper knowledge of it than to throw stumbling-blocks in their way, thereby compelling them to rank with quacks or to go from New England to find the true knowledge they seek;" and that there can be no more impropriety in instructing them in medicine than in nursing.

The Boston University School of Medicine (homœopathic) requires an examination for admission of all who are not college graduates, presents a 3 years' graded course of 9 months each year, which is required for graduation as M. D., and an optional course of 4 years, leading to the degree of M. D., but conferring B. M. after 3 years' work. There are also special courses and a course for graduates. To the latter physicians are admitted and allowed to attend such lectures as they choose, receiving certificates for such attendance. A new chair of instruction has been established, that of the history and methodology of the medical sciences. Its work is to define and classify the different sciences relating to medicine, show their history and relation to each other, the different methods of studying and teaching them, and the bibliography of each. The students for 1880–'81 numbered 110 (66 men and 44 women); graduates, 26 (18 men and 8 women).

*Dentistry* was taught in the Boston Dental College and the Dental School of Harvard University, both in Boston, and both requiring 3 years of study under a preceptor, with 2 years of attendance on the lecture courses of these schools, the year of lectures in the former, however, covering only 16 weeks, while that in the latter covered 36 weeks. The two enrolled 64 students for 1880–'81 and graduated 23.—(Returns.)

The *Massachusetts College of Pharmacy*, Boston, had 101 students during the year and sent out 15 graduates. An examination is required for admission equal to that demanded on entering the high schools of the State. The course covers 2 years of 6 months each, and students to graduate must have reached an average of at least 60 per cent. in their examination and have had a practical experience of 4 years (including the 2 years' course) in the drug business.—(Catalogue and return.)

For full statistics of schools of medicine, dentistry, and pharmacy reporting, see Table XIII of the appendix, and for a summary, the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### SOCIETIES FOR THE ENCOURAGEMENT OF HOME STUDY.

The Society to Encourage Study at home, organized in 1873, had during 1880–'81, its eighth year, 960 students, of whom 534 were beginners, and a working staff of 174 correspondents, the latter being all volunteers. Of 426 students who were not beginners 205 were in the second year's work, 109 in the third, 72 in the fourth, 23 in the fifth, 16 in the sixth, and 1 in the seventh. Among the instructors were 26 former pupils. The society was originally intended for the benefit of young girls just out of school; but it was soon apparent that help could be given to many other classes of women, including professional teachers. Of these there were 134 belonging to the society during 1880–'81, about one-half the number having been students the previous year.—(Eighth annual report.)

A similar society for the benefit of young men has been formed, and the first term began January 1, 1881. It is designed for all classes and all ages in every section of the country. The first annual report shows that 67 persons, 17 to 58 years of age, living in 33 different States, belonged to the society, and that these included school boys, lawyers, mechanics, merchants, commercial travelers, clerks, clergymen, and teachers.—(Congregationalist and National Journal of Education.)

### TRAINING IN MUSIC, ORATORY, AND LANGUAGES.

Advanced instruction in music was given in 1881 in the New England Conservatory of Music, Boston, under Professor E. Tourjée, and in the Boston Academy of Music, under Carlyle Petersilea, as well as in the musical courses of Boston University and of the Mendelssohn Musical Academy and of Wellesley and other colleges for women, already referred to, Wellesley having the advantage of one of the most perfect music halls in the country.

Instruction in oratory was offered by Professors R. R. Raymond, F. C. Robertson, L. S. Bloch, Anna Baright, and others, of Boston, most, if not all, following the lead of the late Professor Lewis B. Monroe, of the Boston University School of Oratory. The number of students under instruction has not been reported.

Instruction in languages (French, German, Italian, Latin, modern and ancient Greek) was carried forward for 6 weeks in the sixth session of the summer school of languages at Amherst College, Amherst, under the direction of Professor L. Sauveur and 6 assistants, with 215 students in attendance.

TRAINING SCHOOLS FOR NURSES.

The *Boston City Hospital Training School for Nurses*, opened in 1878, has since then had 159 under instruction and graduated 21. In 1880–'81 50 pupils attended and 9 were graduated. The course of study extended over two years.

The *Training School of the New England Hospital for Women and Children*, Boston, had under training 15, the same number as during the previous year. Three others entered, but two of these were found to lack strength for the work, and the third was allowed to withdraw that she might engage in the study of medicine, for which she was thought to have a special aptitude. Only 6 received diplomas; one, who completed the course, failed to pass such an examination as to entitle her to a diploma, and it was withheld.

The *Boston Training School for Nurses* (Massachusetts General Hospital) sends no report for 1880–'81.

TRAINING IN THE ARTS AND TRADES.

As already noted, a large number of industrial arts and sciences are taught in schools connected with the Massachusetts Institute of Technology, Boston, and the Worcester County Free Institute of Industrial Science, Worcester.

Schools of drawing and painting and of china painting and wood carving are maintained by the *Boston Museum of Fine Arts*.

The *School of Sculpture and Modelling*, Boston, gives gratuitous instruction to pupils too poor to pay, terra-cotta work and pottery receiving special attention.

The *Boston Cooking School*, opened by the Woman's Educational Association, has given instruction in cookery to ladies of wealth, servants, pupils from the City Hospital, Training School for Nurses, and a class of deaf-mutes. The kitchen garden schools give training in household industries to young children, preparing them to be useful heads of families or skilful domestics, as circumstances may require.

The *Liversidge Institution of Industry*, Boston, organized during the autumn of 1881 in accordance with a bequest of Thomas Liversidge, late of Dorchester, is intended to afford a home and good literary and industrial education to orphans and other destitute boys, who must be natives of either New England or Old England. The age for admission is 7–14; and at 14 the boys may be bound out as apprentices to persons who will train them in employments, preference being given to agriculture and to mechanical trades. While in the institute they receive some instruction in farm and shop work, as well as a good primary and grammar school education.—(Boston Journal.)

EDUCATION OF THE DEAF AND DUMB.

For many years it has been the policy of the Commonwealth to provide for the education of this class. They are received at the American Asylum, Hartford (which reported 61 pupils from Massachusetts in April, 1881), in the Clarke Institution, Northampton, and in the Horace Mann School, Boston, where excellent facilities for instruction are furnished and the State bears a part of the expense. Another institution for this class, the New England Industrial School for Deaf-Mutes, Beverly, was incorporated in 1879. Of the three first named all except the American Asylum used the articulation method and reported very encouraging success in it. The school at Beverly used the combined method of signs and articulation.

The *Clarke Institution*, Northampton, had 78 pupils 6 to 19 years of age, the average for the year being 77, of whom 61 were from Massachusetts. It is not true, as has been said by some, that a majority of the pupils here are semimute or deaf, that they have been selected from the more intelligent class of families, or that a majority of the teachers have more than ordinary experience. Only 13 out of the whole number attending during the year, or about one-sixth, were semideaf, and none have ever been refused on account of the poverty or ignorance of their parents. The course of study comprises the common and higher English branches, cabinet making, and sewing.—(State report.)

The *Horace Mann School for the Deaf*, Boston, under the control of the city school board, had 91 pupils enrolled in a common school course of study. The chief industry taught is sewing, but some of the boys have received instruction out of school hours in the Massachusetts Institute of Technology; and, as during the previous year, a class of girls attended the Boston Cooking School on Saturday. Kitchen garden lessons, too, were given to a class of 24 girls, the apparatus being brought to the school.

The *New England Industrial School for Deaf-Mutes*, Beverly, owns a farm of 57 acres and buildings capable of accommodating 30 persons. It aims to give instruction in all the necessary rudiments of knowledge and a thorough mastery of some remunerative occupation, including cookery, housework, and sewing.—(Report.)

EDUCATION OF THE BLIND.

The Perkins Institution and Massachusetts School for the Blind, Boston, reports 128 pupils during 1880–'81; the condition of the school was satisfactory and all the ap-

pliances and apparatus were of the most approved kind. The course of instruction comprises the English branches of a common and high school grade, with such employments as mattress and broom making, cane seating, sewing, knitting, and domestic work. The work of the printing department was carried on during the year with unusual vigor, ten new books for the blind being issued. In response to an appeal by the trustees, about $44,000 were raised towards a printing fund for the blind, and it was hoped that the amount would be increased to a sum which will yield an income of $5,000 a year. The Kindergarten system has been found an efficient help in training the sense of touch and the powers of observation, comparison, combination, invention, memory, reflection, and action. There has been a steady advancement in the music department, where all the branches, including tuning, are taught; and to the tuning department has been intrusted for the fifth time the care of the 130 pianos in the Boston public schools.

### EDUCATION OF THE FEEBLE-MINDED.

The *Massachusetts School for Idiotic and Feeble-Minded Youth*, South Boston, the *Private Institution for Feeble-Minded Youth*, Barre, and the *Hillsdale School*, Fayville, gave mental, moral, and physical training to over 200 feeble-minded children. The Hillsdale school received also the deaf and dumb and blind or any who could not be taught in ordinary schools, the number being limited to 12. The State school at South Boston gave its care gratuitously to pupils whose parents were not able to pay; to others a charge was made proportionate to the means of parents and the trouble and cost of treatment. Number of children in the school during the year, 130 (79 boys and 51 girls); of teachers, 5; of other employés, 23. The institution at Barre had 74 pupils (46 boys and 28 girls), under 9 teachers.—(Reports and returns.)

For full statistics of institutions of this class reporting, see Table XIX of the appendix, and for a summary, see the report of the Commissioner preceding.

### REFORMATORY AND INDUSTRIAL TRAINING.

Eleven institutions intended either for the reformation of neglected youth or for training in industrial pursuits reported a total membership for 1880–'81 of more than 1,600. Four only of these schools are sustained by private charity, the remainder being under State, county, or city control.

Two of the 11 institutions referred to are truant schools, viz, that in Worcester City, and the Hampden County school, at Springfield; the others are Marcella Street Home, Boston; the Industrial School, Lawrence, under municipal control; Plummer Farm School, Salem; Industrial School for Girls, Dorchester; North End Industrial Home and North End Mission, Boston; the last 4 are maintained by private and church effort.

The *State Primary School*, Monson, included in the above, is wholly sustained by State appropriation. Children are received from the almshouse and from the superintendent of the indoor poor, and are retained until homes can be found for them. They are taught the English branches, tailoring, baking, shoe mending, farm and house work, and sewing. Although the average age of the children is something less than 10 years, all articles of clothing for inmates, as well as the bedding and household goods, are made by the children and employés, except the shoes, which are only mended. The total number of pupils was 403; the average, 399. Within the year 249 were sent to homes found for them or to friends.

The *State Reform School*, Westborough, reports a trying year in some respects, owing to the misbehavior of a few boys, encouraged and aggravated by hostile influences from without. Although the school has accomplished much good during 32 years of existence, the trustees think this has not been commensurate with the labor and money spent on it. They think the principal difficulty has been in putting the age for admission too high, the maximum being 17 years, when it should not be more than 14. The school was designed for boys of tender years who were hopeful subjects of reform; but it has been made a place of imprisonment for some who are unfit companions for them. Another difficulty is the congregate system which in part prevails. All the troubles and disturbances, and nearly all the escapes, have been from the main building, where brick cells and other means for forcible restraint were regarded by the boys as so many challenges to their daring and ingenuity, while those living in family houses and under family discipline were generally commendable in behavior and did not abuse the liberty granted them. There were 179 inmates during the year 1880–'81. The 4 schools maintained were of two grades and embraced the elementary English branches. The industries taught were farm and domestic work and cane seating of chairs.

In the *State Reform School for Girls*, Lancaster, the number of girls at date of the report was smaller than ever before in the history of the school. Out of 125 present during the year, 60 were placed in homes and only 6 returned, the largest number, considering the size of the school, ever placed out and the smallest percentage of returns. The reports from employers may generally be summed up by the words "doing well." It is

not claimed that they are thoroughly reformed, but that they are doing better than before committal, and many of them striving to become good and useful women. The common English branches, housework, dress making, and sewing are taught.

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

The Massachusetts Teachers' Association held its annual meeting for 1881 at Boston, December 29–31. The programme was well arranged, with able speakers on live topics, and the discussions are said to have been bright and interesting, although necessarily brief.

The first paper before the general association was by G. Stanley Hall, on "The moral and religious training of children." The next, by Mr. Luther W. Anderson, of Boston, on "Teaching history," led to considerable discussion. One on "School supervision," by Mr. N. A. Calkins, was discussed by Superintendent Seaver, of Boston, Secretary Dickinson, of the Massachusetts State board, and by General Oliver. The last gentleman presented what he called the other side of the supervision question, deprecating the influence of politics in it and urging the importance of securing competent supervisors. Governor Long, in a short address, expressed a willingness to coöperate with the legislature in any measure for the furtherance of education, referring to the need for additional agents and increased supervision. Mr. John D. Philbrick, in a paper on "The tenure of office of teachers," insisted that a permanent tenure is the true means of securing a competent body of teachers, and cited French and American authorities against the system which prevails in the United States, but, he asserted, in no other civilized country. Brief remarks on the subject were added by Rev. Dr. Miner and others, and it was decided to appoint a committee to bring the subject before the legislature. Dr. William T. Harris, of Concord, Massachusetts, then spoke on "The nature and necessity of pedagogical reform;" Mr. A. G. Boyden, of Bridgewater, on "Teaching form;" and Mr. E. A. Hubbard, of Massachusetts, on "Why do pupils learn so much and know so little?" The answer of the speaker was that they study for the sake of reciting rather than for knowledge, and often learn the words of a lesson without mastering its thoughts.

Before the primary school section a paper was read by Dr. B. Joy Jeffries, of Boston, on "Teaching color in school;" also one by Mr. Daniel B. Hagar, of the Salem Normal School, on "The phonetic method of teaching reading." The latter drew forth Messrs. Parker, Leigh, Clarke, Philbrick, Eaton, and others, all except Colonel Parker favoring the phonetic method.

Before the grammar school section, Mr. Charles F. King, of Boston, read a paper on "Geography taught by topics," and Mr. Putnam, master of Franklin Grammar School, Boston, one on "The relation of the teacher and his methods to the moral culture of his pupils." Mr. Putnam disapproved of the self reporting system as tending to foster dishonesty. The discussion which followed showed a difference of opinion on this point.

The high school section listened to an address on "The poets in school" from Mr. William J. Rolfe, who thought too little use is made of poetry in the public schools, and one on the method of studying modern languages, by Mr. Hermann B. Boisen, of Boston, who insisted on the advantages of the conversational over book methods of teaching.—(National Journal of Education.)

### ASSOCIATION OF CLASSICAL AND HIGH SCHOOL TEACHERS.

The Massachusetts Association of Classical and High School Teachers held its fourteenth annual meeting at Boston, April 9 and 10, 1881.

After the usual preliminary business, Mr. Forbes, of the Roxbury Latin School, presented a very ingenious method for practically illustrating the law of "The parallelogram of forces" by the use of a simple arrangement of weights and pulleys attached to a frame on the blackboard, on which the diagrams should be first drawn. Mr. Elbridge Smith, Dorchester, added a few remarks on the use of an umbrella for the same purpose. Mr. John Tetlow, of the Girls' Latin School, followed with a plea for "Quantitative pronunciation in Latin," and Mr. S. Thurber urged admission to college on the recommendation of the teacher, without examination, taking the ground that by this means cramming is prevented and a more profitable use of the pupil's time insured, while the teacher's certificate is a much better indication of the fitness of the applicant than is the result of a college admission examination. A somewhat animated discussion followed, in which Professor Lincoln, of Brown University, Mr. W. C. Collar, Mr. Tetlow, Professor Hitchcock, of Amherst College, and Principal Ladd, of Chauncey Hall School, Boston, participated. Professor G. M. Lane, of Harvard College, read a paper on "Latin conjugation." A discussion on "Requirements for admission to college in English," with special reference to Harvard, was opened with a paper by Mr. W. C. Collar, of the Roxbury Latin School, Professor Shipman of Tufts College, Professor W. P. Atkinson of

the Institute of Technology, and others participating. On the second day, after the election of officers for the ensuing year and the reports of committees, six short papers were given on "Sight translation," on an elucidation of two lines from the Iliad, on a phrase in Virgil, on the manipulation of glass, on Seeley's History and Politics, and on the uselessness of graduating exercises, Elbridge Smith, of Dorchester, closing with a report on the importance of a history of education in Massachusetts.—(Journal of Education.)

## OBITUARY RECORD.

### GEORGE B. EMERSON.

While Maine was still a part of Massachusetts, Mr. Emerson there first saw the light, September 12, 1797. His father, a physician of taste and culture, early taught his boy the languages and literature necessary to prepare him for college, aiding him also in his study of the botany and natural history of the neighborhood. He was thus at 16 ready to enter Harvard College, in the class with George Bancroft, Caleb Cushing, and others of almost equal note; he held his own with them to the time of graduation, when, teaching for a while to recruit his finances, he was recalled to Harvard as tutor in mathematics. Preparing for use in the college an important French text book on the calculus, he so commended himself to the authorities as to be offered the mathematical professorship while still only about 24. But being offered also the headship of the English Classical School of Boston, he preferred this to the professorship, because of the better opportunity it gave for testing certain theories he had as to methods of discipline and teaching. These aimed at very slight use of punishments, at a fair recognition of all honest progress, and at efforts to stimulate each pupil to endeavor to excel himself rather than excel his fellows. His success was so complete that within two years he was offered by some of the best men of Boston a salary of $3,000 a year to give girls, in a special school for them, the advantage of his methods. He accepted it on condition that the school be limited to 32, and thenceforth always had it filled to this utmost limit, with pending applications for any vacancy that might occur. Of course a man thus demonstrating his ability gained influence, and he used this wisely in favor of better methods in the State school system, which he did much to improve and perfect. He died March 4, 1881, full of years and honors, an author of fair repute, a member of several learned societies, a doctor of laws of Harvard from 1859, and with the title of "The model teacher of the nineteenth century."

### HENRY FOWLE DURANT.

This gentleman, known for many years as a successful lawyer at the Boston bar, will be better known in coming time as the generous founder of the first true college for women in the State of Massachusetts and one of the two or three very best in the United States. His original name was Henry Welles Smith, but when he came into active life he found embarrassment in business from the fact that there were several other Smiths with almost precisely the same name, and therefore had his changed by act of legislature to one embodying his mother's two family names. Born 1822, he entered Harvard at 15 with Edward Hammond Clarke, Thomas Wentworth Higginson, and others since well known, graduating with them in due course in 1841. Having studied law in connection with his collegiate studies, he was admitted to the bar in the same year in which he graduated, and was at once taken into partnership with his father and Benjamin F. Butler, in their law office at Lowell. Here he laid the foundation of that reputation for keen acumen and intense devotion to the cases given him which subsequently brought him fame and wealth. But Lowell was not wide enough for his ambition, and in 1846 he went to Boston, continually increasing his practice till he was about 40 years of age, when the death of his only son, a boy of high promise and ardently beloved, so saddened him that he threw up his profession and never tried a case again. Looking around for something to which he might devote the wealth he had amassed and had intended for his child, the thought of women's need of higher and wider opportunities for thorough education suggested the idea of founding for them such a college as might be eventually a Harvard for the sex. The thought grew into a purpose, the purpose was carried out with the decision that marked all his acts, and Wellesley College, with beautiful buildings, [illegible] and charming grounds, full courses, numerous and eager students, will remain a splendid monument of Mr. Durant's intelligent and judicious liberality.

## CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. DICKINSON, *secretary of State board of education, Boston.*

[Mr. Dickinson has held the position of secretary and chief executive officer of the board by successive annual election since 1876. His predecessors were Horace Mann, 1837–1848; Barnas Sears, 1848–1861; Joseph White, 1861–1876. His special aids have been for several years Messrs. George A. Walton and E. A. Hubbard, agents of the board for visitation of schools, conference with school committees, holding institutes, and use of other means for improving the public education given.]

## MICHIGAN.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–20) | 506, 221 | 518, 294 | 12, 073 | |
| In primary school districts | 292, 509 | 291, 431 | | 1, 078 |
| In graded school districts | 213, 712 | 226, 863 | 13, 151 | |
| Enrolled in public schools | 362, 556 | 371, 743 | 9, 187 | |
| Enrolled in primary school districts | 221, 403 | 219, 700 | | 1, 703 |
| Enrolled in graded school districts | 141, 153 | 152, 043 | 10, 890 | |
| Per cent. of enrolment on whole number. | 71. 6 | 71. 7 | 0. 1 | |
| Pupils in private or church schools | 18, 854 | 19, 788 | 934 | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | 6, 352 | 6, 526 | 174 | |
| Districts that reported schools maintained. | 6, 263 | 6, 281 | 18 | |
| Districts with ungraded schools | 5, 963 | 6, 115 | 152 | |
| Districts with graded schools | 389 | 411 | 22 | |
| Number of public school-houses | 6, 400 | 6, 575 | 175 | |
| Number of sittings in the same | 446, 029 | 454, 624 | 8, 595 | |
| Volumes in public school libraries | 261, 993 | 279, 884 | 17, 891 | |
| Average time of schools in days | 150 | 154 | 4 | |
| Number of private or church schools | 264 | 252 | | 12 |
| Valuation of public school property | a$8, 977, 844 | $9, 384, 701 | $406, 857 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 4, 072 | 4, 024 | | 48 |
| Women teaching in the same | 9, 877 | 10, 448 | 571 | |
| Whole number teaching | 13, 949 | 14, 472 | 523 | |
| Average monthly pay of men | $37 28 | $36 98 | | $0 30 |
| Average monthly pay of women | 25 73 | 25 78 | $0 05 | |
| State teachers' institutes held | 65 | 55 | | 10 |
| Enrolment in these institutes | 4, 482 | 4, 548 | 66 | |
| Average enrolment at each | 69 | 83 | 14 | |
| INCOME AND EXPENDITURE. | | | | |
| Total receipts for public schools | $3, 002, 032 | $3, 772, 321 | $770, 289 | |
| Total expenditure for same | 3, 109, 915 | 3, 417, 598 | 307, 683 | |
| SCHOOL FUND. | | | | |
| Amount of permanent fund available. | $2, 880, 942 | $3, 040, 183 | $159, 241 | |

a Exclusive probably of school apparatus.

(From reports and returns of Hon. Cornelius B. Gower and Hon. Varnum B. Cochran, State superintendents of public instruction, for the two years indicated.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

For the State, these are a superintendent of public instruction, with a 2 years' term; a board of education of 3 members, which has control of the State Normal School and examination of teachers for State certificates; and a board of 8 regents of the University of Michigan, elected by the people for terms of 8 years, 2 to be changed annually. The local officers are district boards of 3 each for terms of 3 years, with annual change of 1; township boards of school inspectors, with 3 members; a board of 6 trustees, with one-third annually changed, in districts having over 100 children of school age; and 3 county school examiners elected by the chairmen of township boards in each county at their annual meeting, 1 to be changed each year. Women of 21 are eligible to the office of school inspector, and with the usual qualifications of electors are entitled to vote in district meetings.— (School laws of 1881.)

### OTHER FEATURES OF THE SYSTEM.

The school system extends from the lowest ungraded schools up to the State University, including a State Agricultural College, State Normal School, Institution for the Deaf and Dumb, School for the Blind, State Reform School (for boys), Reform School for Girls, and a Public School for Dependent Children, all supported by special appropriations from the State. The ordinary public schools are sustained from the income of a permanent school fund; a township tax of 1 mill on $1; a district tax voted by the district for buying or building school-houses, the amount to be proportioned to the number of children of school age in the district. Where bonded indebtedness is incurred districts containing less than 10 children are not to raise more than $250; districts containing between 10 and 30, $500; and districts containing between 30 and 50, $1,000; and such additional tax as shall be necessary to keep the school-houses in good repair, furnish apparatus, support libraries, pay liabilities and district officers, the amount not to exceed one-half that raised for building. To obtain State aid, schools must not be sectarian, must have been taught the time required by law[1] and by a legally qualified teacher. Teachers must hold one of the 3 grades of certificates of qualification given by the county boards of examiners,[2] subject to the approval of the State superintendent, or from the State board of education, authorizing them to teach throughout the State without further examination for 10 years. No school or department shall be taught separately on account of race or color. Township and district libraries, county teachers' institutes, and a State teachers' association are provided for.— (School law of 1881.)

### GENERAL CONDITION.

The statistics for the year show a large and general advance. With 12,073 more youth of school age, 9,187 more were enrolled in the public schools, making 71.7 per cent. of the school population enrolled, an increase of one-tenth of 1 per cent., while in private and church schools there were 934 more than in the previous year, bringing up still higher the percentage of those under instruction. Of the public school pupils it may be noted, too, that while the ungraded schools had 1,703 fewer in attendance the graded ones had 10,890 more. For the additional pupils there was fair provision, as respects accommodation, in 8,595 more sittings, the districts with graded schools increasing in considerably larger proportion than the whole number maintaining schools. For imparting instruction there were 523 more teachers, 66 more having had some good normal training under the conductors of State institutes. The average enrolment at each one of these institutes was for the year 14 more than in the year preceding, showing a slight increase of disposition to improve, though not yet as much as could be wished for. Moreover, for the reading of both the teachers and the pupils, there were 17,891 more volumes in school libraries, with additional apparatus for the illustration of instruction, estimated by the superintendent to be worth about $200,000. The permanent available State school fund increased $159,241; the current receipts for public schools, $770,289; the expenditure for them going up $307,683. And all this increase, it is worth noting, came in a year when forest fires desolated large portions of three great counties, laying waste the farms, villages, and homes of the inhabitants and calling for large contributions from the people of the State.

While all the above things show a relative improvement that is very gratifying, there are some things stated positively and without comparison with the preceding year that show an excellent condition of affairs in matters of importance which, if compared with 1880, would also show considerable gains. For example: of the 6,526 school districts,

[1] Not less than 9 months of the year in districts having 800 children of school age, not less than 5 where there are from 30 to 800, and not less than 3 in all other districts.

[2] Changed by law of 1881 from township inspectors.

3,262 had uniform lists of text books; 852 had a prescribed course of study; 3,067 had dictionaries; 1,166 made no change of teachers during the year; 1,080 of the teachers had their certificates renewed without a reëxamination; 302 held State Normal School diplomas, and 4,061 counted on making teaching a profession.

### REPEAL OF THE COMPULSORY SCHOOL LAW.

Owing to the neglect of the compulsory school law, passed 10 years ago, the legislature in 1881 repealed it. It required children 8 to 14 years of age to be sent to public schools at least twelve weeks in each school year, unless excused for cause or educated elsewhere. (Letter from assistant State superintendent of public instruction.)

### KINDERGÄRTEN.

In 1880–'81 four of these schools reported from Detroit, viz: the Kindergarten of the German-American Seminary, with 45 pupils; Mrs. Hailmann's Kindergarten, with 16; one organized in 1880, conducted by Maria C. Elder, with 12; and Miss Jennings's Kindergarten, organized in 1880, with 12, showing a total of 85 pupils. All these Kindergärten had the usual employments and appliances.

In Ionia City the Second Ward Kindergarten, organized in 1880, reported 1 conductor; it was connected with the public school, had 40 pupils, and provided the usual employments. One at Grand Rapids gave no data except that it was in connection with a primary school.—(Returns.)

For further information in regard to these schools reporting, see Table V of the appendix.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

In certain cities, under a general law for graded schools, there are boards of 6 trustees elected by the people for terms of 3 years, with annual change of 2; while some others are controlled by special laws. In Detroit, by an act of March, 1881, a school board of 12 is elected instead of 26 as formerly, 6 to serve for 2 years and 6 for 4, and to be elected from the city at large instead of 2 from each ward as before.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Adrian | 7,849 | 2,388 | 1,424 | 972 | 31 | $28,503 |
| Ann Arbor | 8,061 | 2,676 | 1,900 | 1,427 | 37 | 27,718 |
| Bay City | 20,693 | 5,953 | 2,991 | 1,803 | 48 | 35,079 |
| Detroit | 116,340 | 37,926 | 16,158 | 11,429 | 263 | 267,292 |
| East Saginaw | 19,016 | 6,429 | 3,189 | 2,503 | 59 | 64,513 |
| Flint | 8,409 | 2,373 | 2,166 | 1,278 | 37 | 29,858 |
| Grand Rapids | 32,016 | 10,635 | 5,853 | 3,649 | 105 | 90,952 |
| Jackson *a* | 16,105 | 4,394 | 3,547 | 1,935 | 56 | 47,010 |
| Kalamazoo | 13,552 | 3,218 | 2,054 | 1,315 | 45 | 36,404 |
| Lansing | 8,319 | 2,347 | 1,588 | 986 | 31 | 21,598 |
| Muskegon | 11,262 | 4,007 | 2,015 | 1,288 | 33 | 35,885 |
| Port Huron | 8,883 | 3,003 | 1,836 | ..... | 26 | 12,348 |
| Saginaw | 10,525 | 3,577 | 1,805 | 1,280 | 34 | 31,748 |

*a* The statistics include two districts, No. 1 and No. 17.

### ADDITIONAL PARTICULARS.

In *Adrian* 30 per cent. of the population were of school age; 60 per cent. of these were enrolled in public schools, while 68.25 per cent. of those enrolled were in average daily attendance. Thirty-one teachers were employed, and expenditures for school purposes reached $28,503. Special instruction was given in drawing and penmanship. The high school enrolled 199, with average daily attendance of 149; the grammar schools 503, average daily attendance 363; and the primary schools 722, average daily attendance 460. School property was valued at $104,000.—(State report.)

*Ann Arbor* in 1880–'81 had 885 of her 1,900 public school pupils in primary grades, 545 in the grammar, and 470 in the high, under 37 teachers, all women except 5 in the high school. There were 6 school buildings, with 1,480 sittings, besides 7 rooms used only for recitations, all valued, with other school property, at $140,500. There was an advance of 23 in enrolment over previous year, 20 of these being in the high school. The average daily attendance reached 75 per cent. of the enrolment and 95 per cent. of the average number belonging. The work of the year is said to have been carried forward

with unusual steadiness and smoothness. Most of the teachers made creditable advance in skill and methods of teaching. The course of study below the high school, covering 8 years, was carefully arranged with reference to its practical usefulness. More time than formerly was given to language work, while arithmetic, as heretofore, was studied from the first class entered up to that seeking admission to the high school. From lack of a regular teacher music received less attention than was desirable. There was an estimated enrolment of 200 in private and parochial schools.—(Report and return.)

In *Bay City* 29 per cent. of the population were of school age, and 50 per cent. of these were enrolled in the public schools, the average daily attendance being 60 per cent. on enrolment and 92 per cent. on average number belonging. In the primary grades the enrolment was 2,148, with average daily attendance of 1,277; in the grammar 670, with average daily attendance of 405; while in the high school it was 173 and average daily attendance 121. There were 48 teachers, all women but 2, and 7 school buildings, having 2,600 sittings, and 8 rooms used only for recitations, all valued, with other school property, at $146,000. Instruction was given in drawing, and 250 pupils studied German. In private and parochial schools 500 were enrolled.—(Return.)

*Detroit* returned 43 per cent. of its school population in public schools and 71 per cent. of these in average daily attendance. The city public schools were classed as primary, grammar, and high, with a course covering 12 years, giving 4 to each division. The high school also had graduate and special students. The schools were under 263 teachers, 4 being special. There were 28 public school buildings, with 13,110 sittings, and, excluding 2 small rented buildings, they were valued, with sites, &c., at $821,489. Special instruction was given in music, drawing, penmanship, and reading. Schools were taught 196 of the 200 school days. A night school for boys was held 81 nights in the high school building, with a total enrolment of 469 and an average attendance of 116, employing an average of 5 men teachers, at a cost of $732.75. The usefulness of such schools was said to be no longer a question, although irregularity of attendance was a great difficulty. In the "training class for teachers" the first year's work was reported to have been eminently successful. There were 6,731 enrolled in private and parochial schools.—(City report and return.)

*East Saginaw* had 8 brick and 3 frame school buildings, with 3,075 sittings for study and 7 rooms used only for recitation, all valued, with other school property, at $200,000. The schools were graded as primary, grammar, and high, with a course covering 12 years, giving 4 to each class of schools. In the primary there were 2,067 enrolled and 1,452 in average daily attendance; in the grammar 938, and 708 in daily attendance; in the high 184, with 148 in daily attendance. In all, 49.6 per cent. of school population were in the public schools, under 62 teachers. The schools were in session 194 of the 200 days of the school year. A night school for youths over 15 was taught 3 nights a week for three and a half months, with an enrolment of 125 boys and an average attendance of 60. The result was satisfactory. Special instruction was given in music, drawing, and penmanship. Irregularity of attendance continued, with some improvement, however, but the fact that the compulsory law remained a dead letter was regretted. The decrease in tardiness was encouraging. More school room was needed. The estimated enrolment in private and parochial schools was 400.—(City report and return.)

*Flint* reported 91 per cent. of its school population enrolled in the public schools, but only 59 per cent. of the enrolment was in average daily attendance. The schools were graded as primary, grammar, and high, the primary having 15 teachers, the grammar 17, the high 5. For these schools there were 7 buildings, with 1,770 sittings for study and 5 rooms for recitation; all, with sites, &c., valued at $144,000. Special teachers in music and penmanship were employed. Schools were in session 195½ days. There were 95 enrolled in private and parochial schools.—(Return.)

*Grand Rapids* showed an increase of 851 in children of school age over the previous year, mainly due to the coming in of foreign laborers; but only 55 per cent. of the whole number were gathered into the public schools, and only 62 per cent. of those enrolled were retained in average daily attendance. The schools were graded as primary, grammar, and high, with a course of 12 years, giving 4 to each division. Of the 105 teachers, including those in evening schools, all but 16 were women. There were 16 school buildings, and with one or two exceptions they were substantial structures, supplying 4,834 sittings, 12 rooms for recitation, and 87 for study and recitation, each under one teacher; all valued, with sites, &c., at $386,000. Music, drawing, and penmanship were taught by 2 special teachers. Of 11,952 volumes in the public school library 1,590 were added during the year. For night schools, 7 rooms were used and 7 teachers employed, with an enrolment of 280 and an average attendance of 70. The continuance of these schools was recommended. There was an estimated enrolment of 1,000 in private and parochial schools.—(City report and return.)

*Jackson*, which includes 2 districts in the city, reported an enrolment of 81 per cent.

of its total school population, and 54 per cent. of those enrolled in average daily attendance, under 56 teachers. School property was valued at $160,000.—(State report.)

*Kalamazoo*, as compared with 1879–'80, showed a gain of 211 in children of school age, but a loss of 85 in enrolment and of 133 in average daily attendance. It had only 64 per cent. of its school population enrolled, and the same per cent. of those enrolled in average daily attendance, with 45 teachers and school property valued at $119,700.—(State report.)

*Lansing* reported small gains in school population and attendance. It showed 68 per cent. of children of school age enrolled, 67 per cent. of those enrolled in average belonging, with 92 per cent. of these in average daily attendance, under 31 teachers; and estimated value of school property $106,000.—(State report.)

*Muskegon* reported its public schools classed in the usual twelve years' course. The high school had two parallel courses, a Latin-scientific and an English-scientific, each of four years. The enrolment for the year in all the schools was 50 per cent. of the school population, while only 64 per cent. of those enrolled were in average daily attendance. The prevalence of diphtheria during the fall and winter reduced attendance. School property was valued at $91,924.—(State and city reports.)

*Port Huron* had 5 school buildings, with 26 rooms for its primary, grammar, and high schools, valued, not including sites, &c., at $80,000. The schools enrolled 61 per cent. of school population under 26 teachers and were taught 197 days. There were 300 enrolled in private and parochial schools.—(Return.)

*Saginaw* had 50 per cent. of the children of school age enrolled in its public schools and held 71 per cent. of the enrolment in average daily attendance under 34 teachers. For its schools, graded as high, grammar, and primary, there were 6 school buildings, with 1,656 sittings and 4 rooms used only for recitation, all valued, with other property, at $100,000. Special instruction was given in music, drawing, and penmanship. Schools were taught 195 days. There was an enrolment of 600 in private and parochial schools.—(Return.)

## TRAINING OF TEACHERS.

### STATE PROVISION FOR NORMAL INSTRUCTION.

The *Michigan State Normal School*, Ypsilanti, in 1880–'81 placed itself in close relation with other schools of the State by a system of interchange of reports and acceptance of certificates of standing from those schools as a basis of admission to advanced standing. Greatly needed room in the "practice school" was provided for through a State appropriation of $25,000, and a new building for that department was to be in readiness in September, 1882, when the State board hoped to reorganize the school and introduce a new plan of work. During the year the State board authorized changes in the courses of instruction so as to present five distinctly different courses, viz, scientific, language, literary, art, and common school, each covering 4 years, except the common school, which covers 2 years. By substituting a language in place of certain studies in the scientific, literary, or art course, students are said to have seventeen courses from which they may make a selection. In regard to the "professional course," the board ordered that students sustaining examinations or presenting certificates of standing in all the academic subjects in any course may complete the professional work of that course in 1 year; and, in regard to "professional training," that during the first year of the common school course, and the first and second years of the others, each pupil is required to note the methods of instruction pursued by the teacher and give an accurate account of the same.

There was a total enrolment of 492, of whom 174 were in the "practice school" and 318 were normal pupils under 12 instructors. Out of 90 students graduated, 80 were in the next school year engaged in teaching. Diplomas from the common school course entitle the holder to a certificate to teach 3 years in the public schools of the State without examination. Graduation from any of the higher courses entitles those holding diplomas to life certificates to teach in any public school in the State.—(State report, return, and circular.)

The *course in the science and art of teaching* in the University of Michigan, Ann Arbor, in 1880–'81 covered 1 year, divided into 2 subcourses which were substantially the same as in the previous year, except that in the first semester there were 4 lectures instead of 2, and a corresponding extension of the work. The general purpose in both was not so much to teach specific methods as to put students in firm possession of a body of doctrines, assuming that they can form for themselves their own art out of the principles they learn. In connection with each course a certain amount of reading was required, the general library affording a choice selection of 200 pedagogical works. Teachers' diplomas designed to be certificates of qualification were given to those who, pursuing one of the courses and some one other course of study with reference to teaching, by

special examination showed the required qualifications. Recitations and lectures were given 4 times a week through the year of 36 weeks. There was an enrolment of 71 normal students, with 1 instructor.—(Announcement, 1880–'81, and return.)

### OTHER NORMAL TRAINING.

Mr. and Mrs. Hailmann still report from Detroit, where they opened in October, 1881, a new training class of ladies wishing to become Kindergartners, the course to last 8 months, with daily instruction and lectures.—(Kindergarten Messenger, August, 1881.)

Normal courses were reported in colleges, at Adrian, of 2 years; at Albion, of 4 years, with a shorter course of 3 years; at Battle Creek, a 4 years' regular course and 8 weeks' drill for teachers during the first 8 weeks of each college year; at Grand Traverse College, a normal course of undefined length; at Hillsdale, a 2 years' course, with diplomas of graduation instead of degrees; and at Olivet, a normal department of 3 courses, an elementary of 2 years, a full English of 3, and a language course of 4. A summer normal class of 5 weeks was held here in July and August.—(Catalogues.)

### TEACHERS' INSTITUTES.

The State Teachers' Institute was held at Lansing July 5–8. The prime object of this meeting is to prepare for the institute work of the ensuing year by discussing the various methods of teaching the different topics which should be presented at the county institutes. There were 98 in attendance, among whom were 19 of the prominent instructors of the State. The work of preparing a manual for the institute work of the next two years was taken up, and each syllabus of the preceding one was frankly and fully criticised. These gentlemen brought to this work a large experience derived from active work in institutes, resulting in a manual said to be well adapted to its purpose. In addition to the labors of each day, an evening conference was held, where an interchange of views was had upon the minor details of institute management. Besides this, 54 institutes were held during the year in as many counties, with an aggregate enrolment of 4,450, making, with the State institute, 4,548, a gain of 66 over the previous year, although the number of institutes was less by 10. The average enrolment showed an increase of over 20 per cent. These institutes bring annually to the counties where they are held a well trained corps of educators, giving to the teachers the best methods and bringing some measure of professional training within the reach of all. They have thus become an important factor in the improvement of teachers.—(State report.)

### EDUCATIONAL JOURNAL.

The Michigan School Moderator, the present educational paper of the State, was begun in the year 1880, and reached the close of the first volume September, 1881. It is published weekly at Grand Rapids, giving much information in regard to the school work in the State, and also that of the different States, with other matter bearing on methods of teaching and improvements in school work.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

In 411 graded public school districts 60 high schools were reported, with a total enrolment of 6,563, an average belonging of 4,767, and an average daily attendance of 4,373.

Ann Arbor, with an enrolment of 470, offered 5 courses, classical, Latin, scientific, English, and commercial, each of the first 4 covering 4 years and the last covering 2. Detroit enrolled 773 in regular English, classical, Latin, and preparatory English courses of 4 years each. East Saginaw, with an enrolment of 184, offered classical, Latin, scientific, English, and English-German courses of 4 years each. Grand Rapids enrolled 410 in common English, preparatory English, classical, Latin-scientific, scientific and engineering, French, and German courses of 4 years each. Muskegon, with an enrolment of 84, had Latin-scientific and English-scientific courses of 4 years each.—(State and city reports.)

High schools within the State that have in any year been examined and approved by a committee from the faculty of the University of Michigan may in that year send their graduates into the freshman class of the university on their diplomas. At the beginning of the university year 1880–'81, such students were received from the high schools of Ann Arbor, Battle Creek, Coldwater, Corunna, Detroit, East Saginaw, Fenton, Flint, Grand Rapids, Jackson, Monroe, Pontiac, Saginaw, and Ypsilanti. At the opening of 1881–'82 they came from the schools of the same places, with the addition of Manistee, Milford, and Union City; also, from the Michigan Military Academy, Orchard Lake, which, within the year, had been accorded the same privilege as the high schools in this respect.—(Calendars of university for these years.)

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Michigan, Ann Arbor (non-sectarian), organized in 1841, is a part of the public educational system of the State. Its general control is vested in a board of 8 regents, elected by the people for terms of 8 years. From its small beginning, 40 years ago, with 53 students, its calendar for 1880–'81 shows an enrolment of 1,534. In accordance with the law of the State, the university has aimed to complete and crown the work begun in the public schools by supplying facilities for a liberal education, offering these privileges free of tuition to all of either sex in or out of the State who are qualified for admission. Its relation to the public schools of the State since 1871, when students from the approved high schools were first admitted on diplomas, has been closer than ever before. It comprises departments of literature, science, and the arts (which last now includes a school of political science as well as a department of the science and art of teaching), with schools of medicine and surgery (regular and homœopathic), law, pharmacy, and dental surgery. The school of political science was introduced during the year, following Cornell University, which was the first to have a school of history and political science, and keeping pace with Columbia College, which introduced such a course in 1880–'81. In the departments of literature, science, and arts different lines of study lead to the degrees of B. A., B. S., B. L., PH. B., C. E., and M. E. In this department there were 521 students; in that of medicine and surgery, 380; in the school of law, 371; in that of pharmacy, 88; in that of dental surgery, 86; and in the homœopathic medical college, 88; total number of students in the university, 1,534.

The other colleges reporting (all admitting women) are Adrian (Methodist Protestant), Albion (Methodist Episcopal), Battle Creek (Seventh Day Adventist), Hillsdale (Free Will Baptist), Kalamazoo (Baptist), Olivet (Congregational Presbyterian), all having post offices corresponding to their titles; while Grand Traverse College, Benzonia (Congregational), and Hope College, at Holland (Reformed Dutch), still remained on the list. All showed preparatory courses of 1 to 4 years and classical of 4; all but Hope College, scientific courses of 3 to 4 years; all but Hope and Kalamazoo, normal of 2 to 4 years. Battle Creek, Grand Traverse, and Hillsdale showed commercial courses, the last adding instruction in telegraphy. Battle Creek had a minim department for children under 14 years of age, also intended to serve as a model school, where a limited number of those preparing to teach are trained after the most approved methods. Excepting Kalamazoo and Grand Traverse, all had French and German in their courses, while Albion added Anglo-Saxon; Battle Creek, Danish; and Hope, Dutch. Schools of art and music appeared in the courses of Adrian, Albion, Olivet, and Hillsdale,[1] the latter adding a course of 4 years in philosophy. Albion showed separate Greek, Latin, Latin-scientific, English, and scientific courses of 4 years each, adding during the year a school of painting in connection with a literary course of 4 years, and introducing scientific vocal music as a specialty. Grand Traverse remained much as reported in 1878–'79, its burned buildings not having been fully replaced, and some difficulties in relation to funds still existing. In 1880–'81 its most important work was the education of teachers for schools in the vicinity. Hope was expressed that in the near future this school may accomplish its regular college work.

For statistics, see Table IX of the appendix; for summary of them, the report of the Commissioner preceding.

### INSTITUTION FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

As the university and colleges of this State admit women freely to their privileges, there has been no call for colleges especially for them. The only institution approximating this rank, and meant for young women only, has been for some years the Michigan Female Seminary, Kalamazoo, which the State visitors have in successive reports commended as giving a high order of instruction in class studies under healthy home influences, with some training in domestic occupations.—(State reports.)

[1] An officer of Hillsdale College writes that from 1877 it has had a full school year of general geometry and calculus, practically elective, with a year of Greek and Latin. During this time the same number of ladies as gentlemen (10 of each) have elected this study in higher mathematics. A more interesting fact is that the ladies have shown as much interest as the gentlemen in this mathematical study, and equal ability in the work regularly assigned.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The Michigan Agricultural College, Lansing, reported substantially the same regular course of 4 years, with elective and graduate courses, as in 1879–'80. The instruction is mainly practical in its character. Labor with fair compensation is furnished to the student. Under the auspices of the State board of agriculture, 6 farmers' institutes were held during the winter in different parts of the State, conducted in part by the faculty of the college.

There were 228 students in attendance during the year, and 33 graduated with the degree of B. S., bringing the total number of graduates up to 244. The relations of the college and the agricultural societies of the State were reported to be mutually friendly.

Scientific courses were reported in each of the 8 colleges of the State and in the university, that of the last comprising civil, mechanical, and mining engineering, with special and advanced courses in palæontology, zoölogy, botany, physics, astronomy, and chemistry.

For statistics of scientific schools, courses, and departments, see Tables IX and X of the appendix, and the summaries of them in the report of the Commissioner preceding.

### PROFESSIONAL.

*Theological.*—The following colleges showed theological courses: Adrian (Methodist Protestant), Battle Creek (Seventh Day Adventist), and Hillsdale (Free Will Baptist). In Adrian the school of theology was not fully defined. A 3 years' course, leading to the degree of B. D., was laid down, and instruction given so far as demanded apparently to students in the collegiate courses.

The department of theology in Battle Creek is designed for young men and women preparing for the ministry or missionary work, whose circumstances do not allow a complete collegiate course. A biblical course of 3 years was the only one yet arranged.

The theological department in Hillsdale reported an English course, embracing all the studies of the regular course except the ancient languages.

Those desiring admission to these schools must show a fair acquaintance with English studies.

*Legal.*—The law department of Michigan University furnished legal education in a course of 2 years of 6 months each, leading to the degree of LL. B. Each candidate was required to prepare a dissertation upon some legal topic, which must be satisfactory in matter, form, and style. There were in attendance during the year 371 students.—(Calendar.)

*Medical.*—The 2 medical schools of the Michigan University, that of medicine and surgery (regular) and the homœopathic, have since 1880 given instruction in required graded courses of 3 years of 9 months each, and in 2 extended optional courses, one of physiological and pathological chemistry, the other in toxicology. In both, women were admitted on the same conditions as men, instruction for the most part being given separately. Requirements for the degree of M. D. were substantially the same in both, viz, 3 years' study of medicine, including time at lectures, and a satisfactory examination in all the studies of the full course. There were 380 students in the regular school and 88 in the homœopathic.

Detroit Medical School has taken its place with the advanced medical schools of the United States, having inaugurated changes which require a preliminary examination in English, mathematics, and physics for all without evidence of high literary acquirements; a new course, to include 3 years of graded studies of 6 months each, with increased work in the laboratories during the first 2 courses; obligatory attendance upon 3 regular terms, instead of 2 as heretofore; the grading of both practical and didactic studies; daily clinical work during the entire last course; and a division of students into 3 distinctly graded classes.—(Announcement.)

The Michigan College of Medicine, Detroit, organized in 1880, announced for its session of 1881–'82 that it had adopted a standard of matriculation examination sufficiently high to insure the admission of none but thoroughly prepared students, this standard being that of the general medical council of Great Britain and Ireland. At the outset it adopted the graded system of teaching, and continued to require attendance on 3 graded courses of 6 months each. In its first year there were over 60 students; in its second, 76.—(Announcement.)

*Dental.*—The College of Dental Surgery of the University of Michigan reported a 3 years' graded course, and one of 2 years for those who could not complete the full course. For admission the candidate must be 18 years of age, must pass an examination in the ordinary English branches, or present a diploma from some college, academy, or high school, or must be a matriculate of the university. For graduation there must have been 3 years of study, an attendance on 2 full courses of lectures in the college, the submis-

sion of a thesis upon some subject of the course, the showing of some professional work, and evidence of skill and ability in treating cases.—(Calendar.)

*Pharmacy.*—In the school of pharmacy, also connected with the university, applicants for admission not having diplomas from high schools or certificates of good standing in higher institutions must undergo an examination in English, mathematics, and Latin. For graduation the student must have completed a graded course of 2 years, covering 9 months in each year and comprising daily recitations and lectures, work in the laboratories of 3 to 4 hours daily through the 2 years, 3 semesters of analytical chemistry, 1 of microbotany, and 1 of pharmaceutical chemistry.—(Calendar.)

For statistics of the above professional schools, reference is made to Tables XI, XII, and XIII of the appendix, and summaries of these in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Michigan Institution for Educating the Deaf and Dumb*, Flint, consists of 3 departments (primary, with 5 grades; grammar, with 3; and academic, with 2), embracing the ordinary common school branches. In 1881 it was under 14 instructors, 2 being for semimutes and 1 a special teacher of articulation and lip reading. There were 249 students in attendance during the year, making 886 since its foundation. The boys were taught printing, cabinet and shoe making, and the girls various kinds of needlework.—(State report and return.)

The *Evangelical Lutheran Institution for the Deaf and Dumb*, Norris, was under the control of the aid society of that denomination. It had 3 instructors and 41 pupils, and gave instruction in the ordinary English studies, including religion, object teaching, and drawing.—(Return.)

The *Class in Articulation for the Deaf*, Marquette, reported as a private institution, under 1 instructor, with 3 pupils, who were receiving training in the common English branches. (Return.)

The *Michigan School for the Blind*, Lansing, for 1880–'81 reported 23 instructors and employés and 63 pupils, making 72 since its opening in 1879. The method of imparting instruction was strictly oral. There were 55 in the literary department, while 33 were taught instrumental and 32 vocal music. In addition to the common English branches the pupils were instructed in civil government, botany, natural philosophy, and geology. The girls were taught sewing, mending, and knitting, the boys broom making. General information was given in evening readings by the teachers.—(State report and return.)

### EDUCATION OF POOR AND NEGLECTED CHILDREN.

The *State Public School for Dependent Children*, Coldwater, reported in 1880–'81 as a "half-way house to a home," receives children 3 to 12 years of age. The school was open 11 months of the year; the children were in school 4½ hours a day and at work 3 hours. There were 42 officers, teachers, and assistants, with an attendance of 284. The studies were arranged as primary, intermediate, and grammar, including reading, writing, arithmetic, drawing, music, &c. The boys were taught farming and shoemaking; the girls, sewing, knitting, and general housework. The system is the family and congregate combined. As families of 25 or 30 they live in cottages, over which preside cultivated ladies, and are together only at meals, in school, and at work. On reaching 16 the children are placed in families. Of the 1,081 received, the greater part were taken from poorhouses, and 525 had been indentured up to 1880, averaging about 100 a year. By law the agent of the State board of correction and charities is the guardian of these children while minors.—(State report, return for 1880–'81, and report of State board of correction and charities, 1879–'80.)

The following private charities provide for the education of children in the common English branches, in the ordinary home industries, and provide homes in good families: The *Protestant Orphan Asylum*, Detroit, founded in 1840; the *Industrial School*, Detroit, established in 1857; the *Home of the Friendless*, founded in 1861; the two *St. Vincent's Orphan Asylums*, Detroit, one established in 1853, the other, for male orphans, in 1868. In 1880 these institutions had from five to six hundred children under their care.—(Report of the board of correction and charities.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The *Michigan State Reform School*, situated on a farm of 224 acres near Lansing, was reported to be doing well. In 1880–'81 there were 309 inmates, 158 having been received and 165 released. While the average time of keeping the boys in the institution was only 2 years, those leaving were proving themselves more worthy of confidence than at any previous time. Aided by the county agents of the State board of correction and charities,

the superintendent had found homes for many of his boys. The main building was completed, a spacious play-house nearly so, and a new chapel, for which $10,000 had been appropriated and which was to contain a reading and library room, in addition to the audience room, was well under way. The aim in the school room was to give each boy before leaving a fair knowledge of the common English branches, in connection with the usual industries of such institutions.—(State report.)

The *Michigan Reform School for Girls*, Adrian, was opened on August 1, 1881. There were two cottages completed, with room for 64 pupils, and a building for chapel and school, with two additional cottages, was in course of erection. The course of study embraced five classes, including penmanship and drawing; while botany, gardening, and light gymnastics received attention. Training in singing and systematic Bible study, with daily moral lessons, entered into the plan of instruction. The forenoon of each day was devoted to domestic duties, while two hours of the afternoon and a portion of each evening were for school instruction. At date of report (October 1) there were 18 girls who were eager to learn and were making fair progress.—(State report.)

The *Detroit House of Correction* is a penal institution built and governed by the city of Detroit, the State legislature having enacted and approved a law for its organization in 1861. This institution is intermediate between the almshouse and State prison, receiving young men between the ages of 16 and 22, and all females who shall, for the first time, be convicted of any crime, treason and murder excepted. It was sustained by its industries and had excellent school and chapel accommodations. The average number of inmates was 500—400 males and 100 females.—(Report of board of correction and charities.)

The *Michigan State House of Correction and Reformatory*, established at Ionia in 1877, was originally limited to persons 16 to 25 and to criminals of lower grade than State prison offenders. By removal of all limitation of age and opening the institution for the committal of all disorderly persons, the reformatory has been substantially changed to a prison. During the year 889 were committed and 845 discharged. Of the whole number 699 could read and write, while 85 had learned to read and 80 to write since entering. Ten hours a day were given to industrial pursuits, and one and one-half hours of each evening to school, where the common English branches were taught. In the shops the inmates were instructed in the manufacture of pails, tubs, and toy furniture, shoe and cigar making, carpentry, and masonry.—(Report of the State board of correction and charities and return.)

### INSTRUCTION OF CHILDREN IN POORHOUSES.

Children from the county poorhouses in the State were in 1880–'81, as before, sent to the district schools until they could be accommodated at the State Public School at Coldwater. In one instance the poorhouse constituted the district school, and a qualified teacher was employed. One district voted not to allow the children of the poorhouse to attend the public school. In some counties no poor children were allowed to stay in the poorhouses, being either bound out or sent to the State school.—(Report of State board of correction and charities.)

## EDUCATIONAL CONVENTION.

### MICHIGAN STATE TEACHERS' ASSOCIATION.

The thirty-first annual meeting of this association was held at Lansing, December 27–29, 1881, with 161 members. The association was called to order the morning of the 28th by the president, Austin George, and opened with devotional exercises by Prof. D. Putnam. The president then delivered an address on "The citizen of the world." This was followed by three papers on "The various relations sustained by the county board," "The grades and requirements for certificates," and "Examination in the theory and art of teaching." The discussion which followed these concluded the morning session. In the afternoon the county examiners met, and, after considering various questions of interest, pledged their united efforts to make the new system of examination of teachers and supervision of schools a success throughout the State. At the afternoon session followed an address on "School boards, their responsibilities to the people and their duties to the schools." After the appointment of the usual committees, a paper was read on "A year's experience in a departmental graded school," which gave rise to warm discussion. A committee on pedagogical text books reported a list of books which was adopted. The evening was devoted to music and an address on "The genius of industry." During the morning session of the 29th, an address was given on "The educational system of Germany" and a paper was read on "Our street gamins." In the afternoon this was followed by papers on "School hygiene" and "Industrial education." The usual resolutions were then adopted, officers for the ensuing year elected, and the association adjourned.—(State report.)

## OBITUARY RECORD.

For an obituary notice of Rev. Erastus Otis Havens, D. D., LL. D., for 8 years connected with the University of Michigan as professor and president, see New York, pp. 191–2.

### GEORGE PALMER WILLIAMS, LL. D.

This gentleman was born at Woodstock, Vt., in 1802, and after graduating at the university of that State in 1825 and spending two years at the Andover Theological Seminary, became principal of the preparatory grammar school of Kenyon College, Gambier, Ohio, in 1828, where he remained till 1830, and then was chosen professor of languages in the Western University of Pennsylvania, Pittsburgh. Returning to Gambier in 1832 he remained some years as principal of the senior department of the grammar school, and in 1837 began his career as professor in the University of Michigan, first as manager of a branch at Pontiac and next at Ann Arbor, where for forty years he served successively as acting president, professor of ancient languages, and professor of mathematics and physics. By his accurate scholarship, his enthusiasm as a teacher, his warm benevolence, and the inspiring character of his christian virtues, he contributed largely to the growth of the university and the mental culture and moral advancement of generations of students, becoming, by his long and wise service, the Nestor of the institution. He died September 4, 1881, and the news of his death, it is said, "fell upon hundreds of hearts with the shock of a personal bereavement."— (State report, 1881.)

### HENRY PHILIP TAPPAN, D. D., LL. D.

Dr. Tappan was born at Rhinebeck, N. Y., April 18, 1805. He graduated with high honors from Union College in 1825, and after three years at Auburn Theological Seminary, became pastor of the Congregational Church at Pittsfield, Mass. He remained here till 1831, when he sought to restore his impaired health by a trip to the West Indies. On his return in 1832, he accepted the chair of moral and intellectual philosophy in the University of the City of New York. At the end of six years he resigned, and spent much of the succeeding fourteen years in authorship, rising in the department of mental and moral science to a high rank among the thinkers of his day. In the autumn of 1852 he resumed his duties at the University of the City of New York, but soon after accepted the presidency of the University of Michigan, for which his valuable work on University Education had recommended him. The university being young and he the first president, he found a ready field for the application of his advanced theories as to the nature and scope of his ideal American university. Entering upon his work with zeal and hopefulness, he marked out the lines along which its progress was to be secured, and then breathed into it the impulse of his own spirit. The breadth and comprehensiveness of the university system should be ascribed to President Tappan more than to any other single man. His connection with it ceased in 1863, from which time he resided mostly abroad, dying at Vevay, Switzerland, November 15, 1881.— (State report.)

## CHIEF STATE SCHOOL OFFICER.

Hon. VARNUM B. COCHRAN, *State superintendent of public instruction, Lansing.*

[Term, by election, January 1, 1881, to January 1, 1883.]

## MINNESOTA.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–21) | ---------- | 300,923 | ---------- | ---------- |
| Different pupils in public schools | 180,248 | 177,278 | ---------- | 2,970 |
| Number of these in graded schools | 36,700 | ---------- | ---------- | ---------- |
| Average daily attendance in public schools. | ---------- | 79,901 | ---------- | ---------- |
| Average attendance in graded schools. | 24,372 | ---------- | ---------- | ---------- |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | 4,244 | 4,328 | 84 | ---------- |
| Districts with graded schools | 85 | ---------- | ---------- | ---------- |
| Number of graded schools | 3,693 | ---------- | ---------- | ---------- |
| Public school-houses reported | ---------- | 4,101 | ---------- | ---------- |
| Valuation of all public school property. | $3,156,210 | $3,715,769 | $559,559 | ---------- |
| Average time of schools in days | 94 | 100 | 6 | ---------- |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in the public schools | 1,874 | 1,811 | ---------- | 63 |
| Women teaching in the same | 3,341 | 3,760 | 419 | ---------- |
| Whole number employed | 5,215 | 5,571 | 356 | ---------- |
| Average monthly pay of men | $35 29 | $36 52 | $1 23 | ---------- |
| Average monthly pay of women | 27 52 | 28 62 | 1 10 | ---------- |
| INCOME AND EXPENDITURE. | | | | |
| Whole income for the public schools. | $1,528,011 | $1,679,297 | $151,286 | ---------- |
| Whole expenditure for them | 1,706,114 | 1,466,492 | ---------- | $239,622 |
| STATE SCHOOL FUND. | | | | |
| Amount of such fund available | $4,449,728 | $4,835,476 | $385,748 | ---------- |

(From the report of Hon. David Burt, State superintendent of public instruction, for 1879–'80, and a return by his successor, Hon. D. H. Kiehle, for 1880–'81.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

There is for the State a superintendent of public instruction appointed by the governor, with consent of the senate, for two years, who has general charge of the public schools, is a member ex officio of the board of ten regents of the State university, acts as secretary of the board of directors of the State normal schools, and is associated with the governor and president of the university in a State high school board. For each county there is a superintendent of schools elected every two years; for common school districts, a board of three trustees; for independent school districts, a board of six directors, who may appoint three competent persons as school examiners and may elect a superintendent of schools, who is ex officio a member of the board. The members of each board are chosen for three years, with annual change of one-third. Women may vote for school officers and hold school offices.—(School laws.)

### OTHER FEATURES OF THE SYSTEM.

The public schools are free to all resident youth of school age, and are sustained from the proceeds of a State school fund, from a county tax of 1 mill on $1, from the proceeds of fines, estrays, and liquor licenses, and from an optional district tax not to exceed 9 mills on $1 for schools or 10 mills for school-houses. The State money is apportioned to each county in proportion to the youth of school age actually enrolled in the public schools that have had three months' term yearly taught by qualified teachers who have reported the statistics required by law. The amount derived from county tax is returned to each district in the exact sums collected in said district. Teachers must have certificates of qualification, to be legally employed, and cannot receive pay for the last month of service until their registers are properly filled out and returned to the district clerk.

The State appropriates $3,000 annually to defray the expenses of teachers' institutes to be held by the State superintendent in the sparsely settled counties for one week, and of normal training schools for teachers in the thickly settled localities, continuing at least four weeks.—(School laws, 1877.)

### GENERAL CONDITION.

From lack of a printed report giving the details of school work and legislation respecting it in 1880–'81, no full view of the general condition of school affairs for the year can be presented, and, as the superintendent died before completing his report, perhaps no complete account can ever be prepared. As far as the comparatively few statistics that have reached this Bureau go they show advance upon the whole, but an advance that seems hardly commensurate with the increase of population, of material development, and of wealth. Emigration from the more eastern States and Europe poured into the State during the year and new agricultural regions were developed; but, with an unquestionably large increase in children of school age, it appears from the returns received that there were 2,970 fewer children in the public schools. Still, the school accommodations were much improved, the time of schools was lengthened, the number of teachers was increased, and many of the new ones had the advantage of good normal training in institutes and normal schools. There was an increase of $385,748 in the permanent State school fund and of $151,286 in the school income, yet this seems to have led to increased expenditure only in building or repairing school-houses and giving teachers higher wages, the whole expenditure decreasing by $239,622.

### KINDERGÄRTEN.

The first school of this class in the State was established in 1868 at St. Paul, and reported for 1881 7 teachers and 60 pupils. Kindergärten established later at Minneapolis and Winona each report from 30 to 40 in attendance. For further statistics, see Table V of the appendix, and a summary of the same in the report of the Commissioner preceding.—(Returns, 1881.)

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Under a general law, all cities, towns, and villages organized into independent school districts since 1877 must have boards of education of six directors, elected by the people for terms of three years, with provision for annual change of two members. Certain cities are organized under special laws and vary as to their school boards. Each board may elect a city superintendent, who becomes by such election a member of the board and chief executive officer of the schools.—(School law, 1877.)

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Minneapolis | 46,887 | 16,600 | 6,720 | 4,475 | 133 | $150,456 |
| St. Paul | 41,473 | ..... | 4,338 | 3,515 | 102 | 113,413 |
| Stillwater[a] | 9,055 | ..... | 1,006 | 800 | 20 | 24,120 |
| Winona | 10,208 | 2,360 | 1,762 | 1,385 | 34 | [b]28,958 |

[a] The figures given for Stillwater are for 1879–'80, no later ones having been received.
[b] Total of items reported.

### ADDITIONAL PARTICULARS.

*Minneapolis* divided her schools (which were taught for 185 days) into primary, grammar, and high, and had 15 school buildings (an increase of 1 during the year), containing 5,500 sittings for study, valued with sites and furniture at $418,104. An increase of 13 teachers, of 3,794 children of school age, of 578 enrolled in public schools, and of 227 in average attendance, appears for 1881. Drawing was taught by a special teacher.—(Return, 1881.)

*St. Paul* for 1881 reports 14 buildings (2 of them erected and 1 enlarged at a cost of $70,000 during the year), with 3,728 sittings, all valued at $254,000. The schools included all grades from primary to high and were taught 198 days by the 102 teachers. The enrolment for 1881 was the same as for 1880, with an increase of 485 in average daily attendance. Special teachers were employed for music, drawing, and penmanship. An enrolment of 1,800 in private and church schools is given. An evening school opened by the board of education had an enrolment of 212.—(Return, 1881, and Journal of Education, October 20, 1881.)

*Stillwater* sends no report for 1881.

*Winona* reports 3 buildings for graded schools and 1 for a high school, with 1,918 sittings, valued, with grounds, &c., at $180,200. An increase of 49 in enrolment and of 219 in daily attendance is noted. Special instruction is reported in drawing and penmanship and an enrolment of 350 in private schools.—(Return, 1881.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

This State has 3 normal schools, one at Winona (opened in 1860), another at Mankato (in 1868), and a third at St. Cloud (in 1869). To each in 1881 it gave $12,000, which seems to have been supplemented from some other sources. The normal school board at its semiannual meeting toward the close of 1881 reported all to be prosperous beyond the experience of any former year. Each appears to have an elementary course of 2 years and an advanced course of the same length, these overlapping for a year, so that those who go continuously through have only a 3 years' course. Winona has also a professional class for those who pass examinations in the academic studies of either course and who are willing to give another year to the philosophy and history of education, methods of teaching, school economy, &c. It also retained the Kindergarten training formerly reported in the model or practice school which it maintained, the others also having model schools, but without the Kindergarten. The 3 report to this Bureau for 1880–'81 a total of 32 teachers, 539 normal students, and 369 others, with 81 graduates for the year. A somewhat larger number of students, probably including some counted twice, was reported to the normal school board. All report instruction in drawing and vocal music, laboratories for chemical experiments, apparatus for illustrating physics, and model schools for practice teaching.—(Reports and returns.)

### TEACHERS' INSTITUTES.

A State teachers' institute was held at the Winona Normal School during the month of May, 1881. It was an earnest working institute, with 134 teachers in attendance, 77 of them students that had been connected with the school during the year. Most of the work was done in sections, under the instruction of the regular faculty of the school, with special teachers of penmanship and voice culture.

By a recent act of the legislature institute work has been reorganized in the State, and 1 teacher from each normal school has been appointed institute instructor, to be assisted by the county superintendent of each county where an institute is held. The institute instructor of the Winona school reports 3 institutes of 2 weeks each held by him during the year. From those of the other schools no report appears up to the date of going to press.—(Minnesota Journal of Education and normal school reports.)

### OTHER NORMAL TRAINING.

Courses of instruction in botany, chemistry, and geology were given at the University of Minnesota during July, 1881, principally to offer to the teachers of the State an opportunity to still better prepare themselves for teaching the sciences. Normal courses were offered in the Minneapolis Academy, Minneapolis; High Forest Methodist Episcopal Seminary, High Forest; and at Gustavus Adolphus College, St. Peter. Classes for instruction in methods of teaching are reported to be formed at the beginning of each term at Rochester English and Classical School, Rochester.—(Catalogues, 1881.)

### EDUCATIONAL JOURNALS.

The Minnesota Journal of Education, published monthly, issued its first number in December, 1881. It promises to be a useful journal, devoted to the cause of education, and will be the official organ of the State superintendent of public instruction.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

By act of the legislature approved March, 1881, the governor, superintendent of public instruction, and the president of the University of Minnesota were constituted a board of commissioners for the encouragement of higher education and called the "high school board." The act provides $400 annually to be paid to any public graded school in any city or village which shall give free preparatory instruction according to the provisions of this act; that is, have a regular course of study embracing all branches requisite for admission to the collegiate department of the University of Minnesota. A supplementary act of November, 1881, grants the high school board full discretionary power to consider and act upon all applications of schools for State aid, and further provides that not more than 3 schools shall be aided in each county in any one year. A school once accepted and continuing to comply with the law shall receive aid not less than 3 years. By an organized system of written examinations on the studies of the "college preparatory course" every pupil who passes successfully is to be entitled to a certificate of admission to the State University without further examination in the study or studies named. In December, 1881, the board reported 36 high schools that had complied with the requirements and were receiving aid.—(Calendar of University of Minnesota, 1881.)

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Minnesota, Minneapolis (non-sectarian), offers free instruction to all persons over 14 years of age who may pass the required examinations. The board of regents, which has control of the university, is authorized by law to establish any desired number of departments or colleges, 6 having been specified; a department of elementary instruction, otherwise called "the collegiate department;" a department of science, literature, and the arts; a college of agriculture; a college of mechanic arts; a department of medicine, and a department of law. The first 4 have been established. A 3 years' course in the elementary department is introductory to the final 2 years' courses of the 3 other departments named.

The legislature of 1881 appropriated $30,000 a year for six years for the erection and outfit of additional buildings, viz: a farm house, a building for the college of mechanic arts, a military building, an astronomical observatory, a museum, and a library; but the great expense incurred by the State in rebuilding the State capitol, destroyed by fire in March, 1881, has led the board of regents to delay, for a time, the erection of any of these buildings.—(Calendar for 1881.)

The other colleges reported for 1881 are Hamline University, Hamline (Methodist Episcopal), Augsburg Seminary, Minneapolis (Evangelical Lutheran), each having a preparatory department and a 4 years' course, either classical or scientific; Macalester College, Minneapolis (Presbyterian), with only a preparatory school at present; and Carleton College, Northfield (Congregational), still maintaining its former high standard, with a preparatory department and 4 courses of study of 4 years each. St. John's College, Collegeville (Roman Catholic), is believed to maintain still its classical, scientific, commercial, and ecclesiastical courses, although not heard from.—(Catalogues and returns, 1881.)

For statistics, see Table IX of the appendix, and summary of the same in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The University of Minnesota, Carleton College, and Hamline University, above referred to, admit young women to all their privileges. Two other schools, offering collegiate training to women only, report for some part of 1881, viz: St. Mary's Hall, Faribault (Protestant Episcopal), and Bennet Seminary, Minneapolis (non-sectarian). Both present ample teaching force, with preparatory English and respectable collegiate courses, the latter of 4 years. For separate statistics, see Table VIII of appendix; for a summary of them, the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The University of Minnesota, Carleton College, Hamline University, St. John's College, and Augsburg Seminary offer special scientific courses.

The *State University*, in its college of agriculture, has an elementary course agreeing with the regular scientific, and an advanced course giving special training in the sciences relating to agriculture and leading to an appropriate degree. Its college of mechanic

arts has 3 courses of 2 years each, to which graduates in the scientific course or others passing the required examinations are admitted. The graduates are entitled to appropriate degrees in civil or mechanical engineering and in architecture. Special courses in shop work, drawing, &c., and an evening course in mechanical drawing for mechanics and apprentices have been established. Instruction in military science is given to the preparatory class and the first 2 collegiate classes.

*Carleton College* has been made a United States signal station and has an observatory supplied with all the necessary apparatus for meteorological observations and the study of astronomy. It also has a "science building," with all modern appliances for the pursuit of scientific studies and a course of higher mathematics.—(Catalogues, 1881.)

#### PROFESSIONAL.

*Theology*, in courses of 3 years, is taught at Seabury Divinity School, Faribault (Protestant Episcopal), and Augsburg Seminary, Minneapolis (Evangelical Lutheran), and in a 4 years' course at St. John's College, Collegeville (Roman Catholic). All have arrangements for preparatory training in the case of those who are not college graduates and cannot take a collegiate course; but at the Seabury School, at least, such a course is expected and is earnestly recommended to all that have not taken it.—(Catalogues and circulars.)

*Law* is eventually to be taught at the State University, but this department had not in 1881 been established, and there were no other law schools reported for that year.

*Medicine* is also to have its department at the University; but, this not being set on foot, the Minnesota College Hospital, Minneapolis, has been adopted as the title of a medical school of the "regular" type, organized October 17, 1881, in that city, which absorbed the St. Paul Medical College, organized the preceding year, and was opened for instruction in the hospital building, Minneapolis, November 1, 1881. All applicants for instruction are required to subject themselves to the usual 3 years of tutelage and to pass a preliminary examination, unless graduates of a high school. The course appears to be a 3 years' graded one, the annual lecture course covering, however, only the minimum 20 weeks of the American Medical College Association, instead of the 8 months annually, which is reported to have been the yearly term of the St. Paul Medical College, out of which this grew. More than 30 students are said to have entered for the first year.—(Letter from the dean and advertisement in the Minnesota Journal of Education.)

## SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Minnesota Institution for the Education of the Deaf and Dumb and the Blind, Faribault, sent in a biennial report for 1879–'80, and no later information has been received in regard to the deaf and dumb. At that time there were 7 instructors and 134 pupils. A return for 1881 from the department for the blind gives the number of instructors and employés as 11, pupils 28, making 57 since the opening in 1866. All receive instruction in the common English branches, with such higher English instruction as may be called for and such industries as are suited to their conditions. Lessons in drawing and in articulation to such as are capable of receiving them are given to the deaf and dumb. Music (vocal and instrumental), point writing, and the use of the type writer are taught the blind.—(Report, 1880; return, 1881.)

#### EDUCATION OF THE FEEBLE-MINDED.

The Minnesota Experimental School for Imbeciles, Faribault, established in 1879, issued its first biennial report in 1881, showing that 25 pupils had been received during the 2 years and that 21 were still in attendance. The progress in school work and the general improvement in the children are encouraging alike to teachers and parents, and prove the present and prospective value of this school to the State.—(Report, 1881.)

#### REFORMATORY AND INDUSTRIAL TRAINING.

The Minnesota State Reform School, St. Paul, in its biennial report for 1879–'80, gives 119 inmates in November, 1880, who were taught the common English branches 4 hours a day 5 days in the week, the hours out of school being spent in learning some useful trade by which they might earn an honest living on leaving the institution. No later returns have been received.—(Report, 1879–'80.)

## EDUCATIONAL CONVENTIONS.

#### MINNESOTA STATE EDUCATIONAL ASSOCIATION.

Notice was given that the meeting of this association was to be held at Lake City, August 15, 1881, but no account of its proceedings has reached this Bureau, and it is supposed that the death of Superintendent Burt may have prevented the holding of the session.

### CONVENTION OF COUNTY SUPERINTENDENTS.

The first number of the new Minnesota Journal of Education, December, 1881, gave notice that the county superintendents of schools were to meet at St. Paul, December 27–29, and to discuss the examination and grading of teachers, making visitations profitable, improvement of teachers, economizing time of country schools, the practicability and advantage of grading country schools. Subsequent numbers of the journal give no account of what was done.

## OBITUARY RECORD.

### HON. DAVID BURT.

The late Hon. David Burt, superintendent of public instruction, was born in Monson, Mass., August 2, 1822, and graduated from Oberlin College in 1847; he afterward entered Andover Theological Seminary (Congregational), and graduated therefrom in 1851. His entire life was occupied in ministerial or educational work. On account of bronchial troubles, which were the final cause of his death, he removed to Winona, Minn., and accepted a pastorate in 1858. He served on the board of the State normal schools; was a member of the State Teachers' Association; was superintendent of schools for the county of Winona, and in 1875 was appointed State superintendent of public instruction. He died at his home in Northfield, Minn., September 13, 1881, having then served three full terms as State superintendent and about four months of a fourth term, and having done much toward the fuller organization of the school system of the State and the development of the high school as a link between the lower schools and the university.

## CHIEF STATE SCHOOL OFFICER.

Hon. D. L. KIEHLE, *State superintendent of public instruction, St. Paul.*

[It is supposed that Mr. Kiehle's term covers the unexpired part of Dr. Burt's fourth term, which will terminate with the first Tuesday in April, 1883.]

## MISSISSIPPI.

### STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–21), white | 175,251 | 180,530 | 5,279 | |
| Youth of school age (5–21), colored | 251,438 | 239,433 | | 12,005 |
| Whole number of school age | 426,689 | 419,963 | | 6,726 |
| Whites enrolled in public schools | 112,944 | 111,655 | | 1,289 |
| Colored enrolled in public schools | 123,710 | 125,633 | 1,923 | |
| Whole enrolment for the year | 236,654 | 237,288 | 634 | |
| Average monthly enrolment, white | 86,038 | 91,454 | 5,416 | |
| Average monthly enrolment, colored. | 98,850 | 103,114 | 4,264 | |
| Whole average monthly enrolment | 184,888 | 194,568 | 9,680 | |
| Average daily attendance, white | 72,881 | 74,647 | 1,766 | |
| Average daily attendance, colored | 83,880 | 85,417 | 1,537 | |
| Whole average daily attendance | 156,761 | 160,064 | 3,303 | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Average time of schools in days, cities. | 177 | 138 | | 39 |
| Average time of schools in days, country. | 74.5 | 78 | 3.5 | |
| TEACHERS AND THEIR PAY. | | | | |
| White teachers employed | 3,255 | 3,414 | 159 | |
| Colored teachers employed | 2,314 | 2,644 | 330 | |
| Number of men teaching | 3,411 | 3,572 | 161 | |
| Number of women teaching | 2,158 | 2,486 | 328 | |
| Whole number in public schools | 5,569 | 6,058 | 489 | |
| Average monthly pay of teachers | $30 05 | $30 07 | $0 02 | |
| INCOME AND EXPENDITURES. | | | | |
| Whole receipts for public schools | $739,026 | $716,343 | | $22,683 |
| Whole expenditure for same | 830,705 | 757,758 | | 72,947 |
| STATE SCHOOL FUND. | | | | |
| Amount of available fund | $815,229 | $800,000 | | $15,229 |

(From biennial report for 1880 and 1881 and return for 1881 of Hon. J. A. Smith, State superintendent of public instruction.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

A State superintendent of public education is elected quadriennially by popular vote, who also acts as president of the State board of education, the other members being the secretary of state and attorney general. County superintendents are appointed by the State board, with the advice of the senate, after examination by a county board appointed for that purpose every four years.[1] At an annual meeting of the patrons of each

[1] This board is composed of three persons, one chosen by the judge of the circuit court, one by the chancellor of the chancery district in which the county lies, and the third by the board of supervisors of the county. At least two of those selected must be professional educators.

school three persons from among their number are elected trustees for the school, except in towns of 1,000 or more inhabitants, constituting a separate district, in which the mayor, aldermen, and county superintendent have control.

### OTHER FEATURES OF THE SYSTEM.

The public schools are free to all persons of school age (5–21) in the State and are to be taught at least four months of 20 days each. Separate schools, with equal advantages, are required for the two races, with not more than two schools for each color in any township, unless by the concurrence of the board of supervisors and county superintendent. To sustain the schools, the proceeds of the public school fund, of the sale of lands forfeited to the State, of liquor licenses and fines, with those from poll taxes not to exceed $2 a head, are distributed among the several counties, according to the number of educable children. To the share of this which falls to a township are to be added the proceeds of sixteenth section lands. Each district[1] may levy a tax of not more than three mills on the dollar to assist in maintaining its public schools, and in towns constituting a separate district an additional levy may be made for fuel and other necessaries. Teachers must hold certificates from the county superintendent and must be paid according to the grade of their certificate and number of children attending at a rate fixed by law. Cities and towns may give additional compensation. Text books agreed upon by the teachers and supervisors of each county cannot be changed within 5 years.

### GENERAL CONDITION.

The statistics for 1880–'81 show, on the whole, very fair advance in the work of educating the children of the State. Receipts and expenditures for public schools fell off, perhaps because of the extensive inundations which paralyzed the industries of several counties. The number of white pupils enrolled in the public schools and the average term of schools in cities also decreased, presumably from the same cause. But with these exceptions and a slight decline in the valuation of the State school fund, all seems to have been improvement. More teachers by 489 were employed, at about the same rate of pay, and although the number of colored youth of school age ran 12,005 below the enumeration of the previous year, 1,923 more colored pupils were in the State schools, so that, notwithstanding a decline of 1,289 in enrolment of whites, the average monthly attendance in State schools went 9,680 beyond that of 1879–'80, and the average daily attendance 3,303 beyond; the average time of county schools was prolonged 3½ days. This is a creditable record for a year of great calamity, and indicates increasing interest in the public schools on the part of a large class of the population, and especially on the part of those who most need the advantages those schools afford.

### PEABODY FUND AID.

The agent of the Peabody fund trustees allotted to Mississippi $3,950 in aid of the State system for 1881. Of this amount $2,750 went for the training of specially selected teachers for the State in the normal college at Nashville, Tenn., $200 for training other teachers in the school of the State at Holly Springs, and $1,000 for training of all the employed teachers in institutes.

## CITY SCHOOL SYSTEM.

### OFFICERS.

Any incorporated town of 1,000 or more inhabitants may constitute a separate school district if the mayor and aldermen so elect. They are to appoint three persons as school trustees, who shall hold office one year and look after the interests of the schools. The county superintendent is to have the same jurisdiction over city as over county schools.

Vicksburg (the only city that in 1880–'81 had 7,500 or more inhabitants), under a special act of 1878, has a school board of 2 trustees for each ward, chosen by the people for terms of two years.—(School laws of 1878 and 1880.)

### STATISTICS OF VICKSBURG.

The United States census of 1880 reported a population of 11,814. Local reports for 1880–'81 give a total of 3,671 youth of school age, of whom 1,180 were enrolled in public schools and 600 in private or church schools. The public schools were taught in 2 school buildings, with 23 rooms, valued, with sites, furniture, and apparatus, at $12,650, and affording accommodations for 1,200 pupils, thus more than meeting the needs of the enrolment. They were taught 190 days by 21 teachers, and had in average daily attendance 812 pupils out of the 1,180 on the rolls. The whole annual expenditure for the schools was $21,446, about $15.77 per capita of average attendance.—(Return.)

[1] Counties are here the ordinary school districts. Incorporated towns with 1,000 or more inhabitants may be separate districts.

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL.

The *Mississippi State Normal School*, Holly Springs, established in 1870, and meant to train teachers for the public schools, reports for 1881 a 4 years' course of study, 3 instructors, and 137 students. The standard of the school is said to be annually raised, and a decrease of 87 in attendance is ascribed to the fact that a class of 52 members was cut out of the course, thus leaving 4 classes and but one course of study, with all the studies compulsory. Students who are unable to make the necessary advancement are hereafter to be dismissed. Tuition is free to pupils of the State who will agree to teach for a period of 3 years; students from other States are charged $2 a month. Text books are free to all.— (Catalogue, 1881.)

*Tougaloo University and State Normal School*, Tougaloo, reports a 5 years' English course and 3 years' higher normal; 8 resident instructors; 247 students, 54 of them being in the normal classes. A cottage for the president and 2 large buildings for the use of students were completed during the year 1881, one of them to replace a boys' dormitory burned; the other, a girls' hall; and various minor improvements were made.— (Catalogue, 1881.)

### OTHER NORMAL TRAINING.

The *normal department of Shaw University*, Holly Springs, which reports no State appropriation for 1880–'81, makes return for that year of 74 normal students, under 5 instructors, in a course that covers 3 years.— (Return.)

*Natchez Seminary*, Natchez, for normal and theological training of colored students under Baptist influences, reports, for the same year, 94 normal students under 4 instructors in a 5 years' course.— (Return and printed report.)

*Union Female College*, Oxford, has a normal department in which instruction is said to be given in methods of teaching, of school organization and school management, the classes of the preparatory department of the college serving as a model and practice school. In 1879–'80 there were 7 young ladies engaged in these exercises, under how many instructors is not distinctly stated.— (Catalogue.)

### TEACHERS' INSTITUTES.

The school law of Mississippi makes no provision for the holding of teachers' institutes; but through aid from the Peabody fund the State superintendent, ably assisted by three professors, held a series of institutes in various portions of the State during the year with excellent results. The attendance of teachers and citizens generally was good, and renewed interest in the cause of education followed in the localities where they were held.— (State report, 1880–'81.)

### EDUCATIONAL JOURNAL.

No educational serial has been reported as published in this State since 1876, but a Mississippi department in the American Journal of Education, published in St. Louis, appeared March, 1881, and is still continued under the charge of J. M. Barrow. It is devoted to the improvement of the public schools and aims especially to benefit the normal schools and teachers' institutes.— (American Journal of Education, March, 1881.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Since 1878 the law has recognized private academies and colleges having suitable school buildings, libraries of not less than 200 volumes of good literature, and a faculty of good standing as substantially public high schools qualified to prepare students for the university, and for such students makes an allowance equal to the estimated cost of their instruction in the public schools. Academies and colleges are to make a full monthly report to the county superintendent of students of this class, and upon this report they receive for the month reported $2 for each student. Such schools and colleges must have a course of text books preparatory to those used in the University of Mississippi, so that students may pass from these schools to the university without loss of time or text books. It was further enacted in 1878 that a graded honor roll be opened in the university for students entering from these schools, and that at their request a report be furnished the principals of schools showing the character of preparation of the students. The catalogues of the university make no mention of classes thus received, and no special high school reports have been received at this Bureau.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

. The *University of Mississippi*, Oxford (non-sectarian), comprehends 3 general departments, namely, one of preparatory education, or the university high school, covering 3 years; one of science, literature, and the arts, covering 4 years; and one of professional education, covering but a single year. No change in courses of study or general management was reported for 1881; it was announced that women were to be admitted to the university, with all its privileges, in September, 1882. The college of liberal arts had for 1880–'81 11 professors, 192 students (including 3 resident graduates); the preparatory department, 3 instructors and 137 students.

*Mississippi College*, Clinton (Baptist), organized in 1851, for men only, had a preparatory department and 8 schools: in the sciences, mental, moral, and natural; in Greek, Latin, and modern languages; in English; and a commercial school, with the addition of military drill and training for such as desired it. Except in the preparatory department there are no regular courses of study; degrees are conferred when the prescribed studies have been mastered, not when a fixed course of study has been passed through. For 1881 it reported 235 students in all its schools, 105 of them in collegiate studies.— (Catalogue and return.)

*Shaw University*, Holly Springs (Methodist Episcopal), admitting both sexes and having preparatory courses of 1 and 2 years, with classical and scientific of 4 years and normal of 3 years, had 290 students in its preparatory classes and 23 in collegiate, under 6 instructors.— (Catalogue and return.)

*Alcorn University*, Rodney (non-sectarian), largely if not wholly for colored pupils, with a preparatory course of 2 years and an agricultural and literary, each of 4 years, had 170 students in the preparatory and 15 in the collegiate literary course for the session of 1880–'81.— (Catalogue and return.)

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Nine schools of this class, out of 11 believed to exist, report in some form for 1880–'81, all showing arrangements for preparatory training, and several beginning this with elementary English studies. All had, too, advanced English courses, and most of them classical, usually of 4 years, though some indicate an arrangement by which each special branch of study is taught in a separate school and graduation made to depend on proficiency in a majority of these studies without reference to a fixed period. In at least 6, vocal and instrumental music was taught; in 7, drawing and painting, usually with one or two modern languages, with some liberty of choice between these and the ancient.— (Catalogues and returns.)

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

Scientific courses of 4 years, but apparently of very different grades of thoroughness, are to be found in the several collegiate institutions of the State.

The *Agricultural and Mechanical College of Mississippi*, Starkville, organized October 6, 1880, reported for 1881 a 4 years' course of study in scientific agriculture, horticulture, engineering, &c., with 5 instructors and 267 students in the preparatory and 6 professors and 87 students in the scientific department.— (Catalogue and return, 1881.)

*Alcorn Agricultural and Mechanical College*, the State institution for scientific instruction of young colored men, makes no special report of progress in scientific work for 1881. Literary and scientific courses of 4 years, with 2 years' preparatory for each, are given.

At *Tougaloo University*, Tougaloo, also for colored pupils, agricultural and horticultural instruction continued to be given as far as the limited means of the institution would allow.— (Catalogue and return.)

### PROFESSIONAL.

*Theology* was taught to some extent in 1880–'81, as previously, at the Bishop Green Associate Mission and Training School, Dry Grove; at Shaw University, Holly Springs, and at the Natchez Seminary, Natchez. At the first the training was mainly preparatory to a regular theological course; at the second, the theological instruction seems to have been given as a side study in connection with a full or partial collegiate course; at the third, essentially the same system as at Shaw seems to have prevailed, but in connection with a lower line of studies. At Shaw, 25 students were reported as theological in 1879–'80; at Natchez, 20 in 1880–'81. Teachers specially theological were not indicated in either case.— (Catalogues and returns.)

*Law* was studied by 18 students in 1880–'81 in the one year's course of the University of Mississippi under 1 professor and 5 lecturers.— (Catalogue of university.)

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Institution for the Education of the Deaf and Dumb, Jackson, was reported to be in a prosperous condition in 1881. Since 1879 there had been 92 pupils under instruction, of whom 78 were on the roll during the year and 67 were in attendance at its close; the principal, having retired, had been succeeded by another. The manual system had been in use, but, about 25 per cent. of the pupils being semimutes, the need of an articulation teacher was felt. The grounds being small and no facilities available for learning trades, the boys cannot find steady employment; the girls receive special instruction in dressmaking and the use of the sewing machine and are able to do all the sewing for the institution.— (American Annals, 1881.)

### EDUCATION OF THE BLIND.

The biennial report of the Asylum for the Blind for 1880–'81 has not been received. The return for 1880 reported 32 pupils. The usual English branches were taught; also, broom and mattress making, chair seating, and upholstery.

## EDUCATIONAL CONVENTION.

### MISSISSIPPI STATE TEACHERS' ASSOCIATION.

An act approved March, 1878, requires the holding of an annual convention of the principals and presidents of high schools and colleges acting as high schools, to be styled "The Teachers' Association of the State of Mississippi." This association met at Jackson, December 27, 1881. Every educational interest of the State was represented, from the common school to the State university. The principal subjects discussed were teachers' institutes, normal schools, and more efficient local supervision by superintendents. The improvement of the common schools seemed to be the aim and desire of all members of the association.— (American Journal of Education, 1882.)

## CHIEF STATE SCHOOL OFFICER.

Hon. J. ARGYLE SMITH, *State superintendent of public instruction, Jackson.*

[First term, January 7, 1878, to January 3, 1882.]

[It is understood that Mr. Smith has been chosen for another term.]

## MISSOURI.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth of school age (6–20). | 681, 995 | ---------- | ---------- | ---------- |
| Colored youth of school age (6–20). | 41, 489 | ---------- | ---------- | ---------- |
| Whole number of school age | a723, 484 | 741, 632 | 15, 826 | ---------- |
| White youth in public schools. | 454, 218 | ---------- | ---------- | ---------- |
| Colored youth in same | 22, 158 | ---------- | ---------- | ---------- |
| Total attending schools | 476, 376 | 488, 091 | 11, 715 | ---------- |
| Average daily attendance | 219, 132 | ---------- | ---------- | ---------- |
| SCHOOLS AND SCHOOL PROPERTY. | | | | |
| Schools for white youth | 8, 149 | 8, 321 | 172 | ---------- |
| Schools for colored youth | 492 | 501 | 9 | ---------- |
| Whole number of schools | 8, 641 | 8, 822 | 181 | ---------- |
| Buildings used for school purposes. | 8, 547 | 8, 537 | ---------- | 10 |
| Sittings for pupils in these buildings. | 499, 135 | 516, 942 | 17, 807 | ---------- |
| Estimated value of school property. | $7, 353, 401 | $7, 521, 695 | $168, 294 | ---------- |
| TEACHERS. | | | | |
| Men teaching in public schools. | 6, 068 | ---------- | ---------- | ---------- |
| Women teaching in public schools. | 4, 379 | ---------- | ---------- | ---------- |
| Whole number of teachers | b11, 659 | 10, 607 | ---------- | 1, 052 |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for public schools. | $4, 020, 860 | ---------- | ---------- | ---------- |
| Whole expenditure for public schools. | 3, 152, 178 | $3, 468, 739 | $316, 561 | ---------- |
| SCHOOL FUNDS. | | | | |
| Estimated amount of permanent school funds. | c$8, 950, 806 | $9, 471, 697 | $520, 891 | ---------- |

a The enumeration for New Madrid County, 2,322, is not included.
b Includes 1,212 whose sex is not reported.
c Not including fund of New Madrid County.

(Report of Hon. R. D. Shannon, State superintendent, for 1880, and return from the same.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

For the State, a superintendent of public schools, elected for 4 years, who is ex officio a member and president of the State board of education and a member of the board of regents of each State normal school; for each county, a school commissioner, elected at the annual meeting for 2 years; for school districts, boards of directors of 3 members, who appoint a district clerk.— (Laws.)

### OTHER FEATURES OF THE SYSTEM.

The law provides for the establishment of public schools free to all persons 6 to 20 years of age, to be supported by taxation; not less than 25 per cent. of the annual State revenue must be used for the public schools. The State money is apportioned to each county according to the enumeration of persons of 5–21 years. No district, city, or town that fails to maintain a free school for 3 months during the year, or to make and return the required enumeration, may receive any portion of the school fund. Local taxes are not to exceed 40 cents on $100 for school purposes, except that by a majority vote of taxpayers 65 cents may be allowed in country districts and $1 in cities or towns. By a two-thirds vote these rates may be further increased for the purchase of a site or erection of a schoolhouse. In districts containing 16 or more colored youth, separate schools must be established for them, to be taught by colored teachers, if competent. To such schools persons over 21 may be admitted. Contiguous districts may unite in the provision of these school advantages where the number in each falls below the minimum. All teachers in public schools must hold certificates from the State superintendent or from the school commissioner of the county in which they are to be employed; and to receive their pay, they must make monthly reports of all required statistics and a summary report for the whole term at its close.— (School law of 1879.)

### GENERAL CONDITION.

It has been found impossible to secure any official statement of the educational condition of Missouri for 1881.

### KINDERGÄRTEN.

The report of the St. Louis city schools shows that in 1880–'81 there were in those schools 4,718 under exclusively Kindergarten instruction and 3,917 under primary and Kindergarten combined. The former were nearly all under the school age, and therefore would have failed to get instruction from the city but for these child-gardens. Of the whole 8,635 enrolled, 4,505 remained at the close of the year and 3,926 were in average daily attendance.

For any other Kindergärten reported, see Table V of the appendix.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Any city, town, or village may be organized into an independent school district with a board of six directors elected for 3 years, who choose a president, secretary, and treasurer of their own number and are designated as a board of education. Cities elect a city school superintendent, and under special charter may increase the number of directors.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Hannibal | 11,074 | 3,796 | 2,095 | 1,337 | 29 | $17,323 |
| Kansas City | 55,785 | 16,981 | 8,026 | 4,509 | 87 | *a*136,494 |
| St. Joseph | 32,431 | 9,852 | 4,072 | 2,853 | 67 | *b*64,446 |
| St. Louis | 350,518 | 106,372 | 53,965 | 35,942 | 1,009 | 762,174 |
| Sedalia | 9,561 | 3,105 | 2,016 | 1,336 | 26 | *c*26,880 |

*a* Including $25,000 in payment of bonds and $18,043 in payment of interest on account of indebtedness incurred in previous years.

*b* Including $1,108 in payment of bonds and interest for previous years.

Including a payment of $3,000 on account of bonded indebtedness.

ADDITIONAL PARTICULARS.

*Hannibal* reported 28 graded schools, located in 8 buildings, with 1,590 sittings, valued, with sites, furniture, &c., at $38,700. The schools were taught 190 days. An enrolment of 300 in private schools is reported.—(Return, 1881.)

*Kansas City* classed its public schools as primary, grammar, and high, the first two occupying seven years each. The high school, which admits both white and colored youth, had two courses, one general and the other classical; in the first, Latin and modern languages were taught; in the last, Latin and Greek. The erection of one new building and the enlargement of others raised the number of school rooms from 76 to 87, thus affording accommodations for an increase of 1,433 pupils in the enrolment. Progress and improvement are reported in all departments, discipline especially having become better, although 93 cases of corporal punishment were reported. The 5 evening schools had an enrolment of 182.—(Report and return, 1881.)

*St. Joseph*, having a school population increased by 944, purchased a site, erected one new building, and enlarged and repaired others at a cost of $15,100. In July, 1881, it reported 20 buildings in all, containing 62 rooms for study and recitation and 1 for recitation only, with 3,455 sittings. The schools were taught 198 days. The per cent. of attendance on average enrolment in the high school was 97; in all the schools, 92. Special teachers of penmanship, drawing, French, and German were employed, penmanship being taught as a regular study even as far up as the first year's class in the high school, and drawing in all the classes. Estimated enrolment in private schools, 625.—(Report and return for 1880–'81.)

*St. Louis* grades its schools from Kindergarten through 8 grades to the high school, and supports a normal school, which is for girls only. An enrolment of 2,996 in Kindergärten, 2,384 in evening schools, and 21,000 in private and parochial schools is given. A decrease is reported in the number of schools, in the number of teachers, in enrolment, and in average attendance; this loss fell mainly on the evening schools, of which there were 29 in 1880, with 91 teachers and 4,539 pupils, while in 1881 there were only 11, with 40 teachers and 2,384 pupils. The reasons for this reduction appear to have been partly want of means for supporting more schools and partly indifference of pupils. For the accommodation of the 106,372 youth of school age, the report shows that there were 103 buildings, affording seats for only 42,610, one building less than in 1879 and but 350 more sittings than in that year. Great overcrowding of course resulted. In consequence of the inability of the board to provide additional accommodations there was little change in teachers, except in evening schools and Kindergärten, those in the former decreasing by 51, those in the latter increasing by 32. It is intended to prepare, as far as possible, all young children in the Kindergärten for subsequent school work. In continuation of a plan inaugurated 2 years ago German-English teachers were largely substituted for special teachers of German. This has rendered possible a reduction of about $17,000 in the expenses for instruction during the two years, with a prospect of still further decrease in 1881–'82. The courses and grades of schools continue substantially as previously reported.

*Sedalia*, classifying its schools in 7 grades below the high school (in which there were 4 grades), had 5 buildings, containing 26 rooms with 1,619 sittings, valued, with sites, &c., at $74,200. Schools were in session 179 days. The average per cent. of attendance in white schools was 91.8, in colored 87; per cent. of punctuality, white pupils 99.01, colored 97.87, teachers 98.53. Music was taught by a special teacher. During the year every school room was furnished with a complete set of writing charts and all necessary outline maps, the course of study was revised, and marked improvement is said to have been made in the study and use of language. Private schools enrolled 250 pupils.—(Report and return for 1880–'81.)

## TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The State maintains 6 normal schools, one connected with the State University at Columbia, another with the State College at Rolla, and 3 others for white students in the northern, the western, and the southeastern portions of the State, called first, second, and third district normal schools, located at Kirksville, Warrensburg, and Cape Girardeau. The sixth school, Lincoln Institute, Jefferson City, is for the education of colored teachers.

The district normals are under the control of boards of regents of 7 members, 6 appointed by the governor for 6 years, with biennial change of 2, and the State superintendent as an ex officio member of each board. The 4 years' course of study is substantially the same in the 3 district schools. Elementary classes are formed twice a year; advanced classes, once. Teachers' certificates, good for 2 years throughout the State, are given at the completion of the first 2 years; certificates for 3 years, at the completion of

an additional year's study; and both a State certificate and diploma, with appropriate degree, to all students taking the full 4 years' course. A post graduate diploma is given at Kirksville to such alumni as teach with decided success for 2 years. Kirksville reported 11 instructors and 492 students for 1881, with 11 graduates, 8 of whom engaged in teaching. Warrensburg had 9 instructors and lecturers and 390 students, with 40 graduates in the elementary and 18 in the advanced course. Cape Girardeau had a faculty of 9 members, 229 students, and a graduating class of 19, of whom 15 became teachers.

The dean of the normal department of the State University, at Columbia, is a lady, who also acts as professor of pedagogics; she has the assistance of 14 other instructors. A preparatory examination in English studies, with a grade of at least 80 on 100, is required, and then the completion of the 2 years' "public school" normal course of study, to obtain the elementary degree of principal in pedagogics. A higher degree, bachelor of pedagogics, is conferred on regular graduates of the university who supplement their collegiate work by taking the last year's studies of the normal course. A still higher degree, master of pedagogics ("the highest and most scholarly degree of the university"), is awarded only to those who sustain examinations in the 5 university schools of science and in any 4 of its 5 schools of languages. The normal school at Rolla has a "teacher's course" covering two years, each year being under the charge of a special teacher, whether with other aid or not does not appear. The graduates from these 2 schools receive from the State superintendent certificates good throughout the State, those for the graduates at Rolla good for 2 years; those for graduates from the lower course of the university school, for 3 years; from the higher courses, for life. At the university for 1880–'81 there were 82 students in the normal school, in a six years' course, of whom 14 were graduated, 6 of these holding academic or other degrees; 13 of its 14 graduates in 1881 engaged in teaching. Of the attendance at Rolla no report has been received.—(Reports and returns.)

Lincoln Institute has a 5 years' preparatory and 4 years' normal course. Students completing the full course are entitled to a diploma, and, if their general average scholarship in the normal department be 85 per cent., to a State certificate given by the State superintendent. There were reported 5 graduates in the full course and 5 in the preparatory for 1881.—(Catalogues and returns.)

### OTHER NORMAL TRAINING.

The *St. Louis City Normal School*, intended for the training of young women to teach in the city public schools, had a one year's course of study, since extended so as to cover two years, but requires four years of high school work, or its equivalent, as a preparation for admission. One of the best arranged district schools in the city has been placed under the supervision of the normal principal, and is used as a school of observation and visited weekly by the normal pupils, while higher class pupils fill vacancies in district schools, and thus get valuable experience. For 1881 an attendance of 134 students, with 67 graduates, is reported.—(State report, 1880; city report and return, 1881.)

The *Northwest Missouri Normal School*, Oregon, reported a four years' course, with 2 instructors, 78 students, and 2 graduates. The principal states that it is in fact only a high school department of the public school, but is not a free school.—(Return, 1881.)

Normal courses were also reported in 1881 at Avalon College, Avalon; Southwest Baptist College, Bolivar; Christian University, Canton; Grand River College, Edinburg; Mt. Pleasant College, Huntsville; Kirkwood Seminary, Kirkwood; La Grange College, La Grange; Collegiate Institute, Sedalia; Drury College, Springfield; Stewartsville College, Stewartsville; and Central Wesleyan College, Warrenton.—(Catalogues.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The law requires the school board of a village, town, or city to establish, as soon as its means will permit, an adequate number of primary schools and the necessary schools of a higher grade, in which studies may be pursued not provided for in the primary grades. There is no special information as to the number of such schools established, a few cities only making a report. Kansas City, St. Joseph, St. Louis, and Sedalia report for 1880–'81 high schools with 4 years' courses, most of them, if not all, giving a choice between English and classical studies, and enrolling for the year a total of 1,487 pupils. Kansas City extended its high school provisions by providing the beginnings of high school instruction for colored pupils, enrolling 35 in the first year of a 4 years' course for these. St. Louis continued its arrangement for 1879–'80 of a central high school with 3 branch schools, which together enrolled 977 pupils.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### UNIVERSITIES AND COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Missouri*, Columbia, founded in 1820 and organized in 1840, is open to students of either sex. The government of the institution is vested in a board of curators appointed by the governor. The departments of instruction are 10 academic schools (5 in science and 5 in languages) and 9 professional schools, that of mining and metallurgy being situated at Rolla. An attendance of 465 men and 93 women at Columbia and of 71 men and 25 women at Rolla was reported for 1881, making a total of 654, the largest number ever enrolled in one year.—(Catalogue.)

Next in importance to the State University stands *Washington University*, St. Louis, with full courses and high standards, having the means of thorough preparation for males in its Smith Academy and for females in its Mary Institute, beyond which are excellent collegiate courses in arts, in philosophy, and in science. There is a useful three years' course in mechanical industries, combining English studies with industrial drawing and shop work. Opportunity is also given for training in art in the St. Louis School of Fine Arts. The whole attendance in all these schools and departments was 1,367, the larger part, 766, being in Smith Academy and the Mary Institute.—(Catalogue.)

Of the 15 other colleges nominally of this class, 2 (St. Joseph College, St. Joseph, and the College of the Christian Brothers, St. Louis) are believed, from the character of the official reports respecting them, to have been rather academic than collegiate in standard during the year under review. St. Vincent's College, Cape Girardeau, indicates no students in collegiate classes; Lewis College, Glasgow, and Lincoln College, Greenwood, none but those in the freshman and sophomore years, the studies in which years at Lincoln are hardly to be called collegiate, as given in the latest catalogue in hand. Of the remaining 10, some of which seem to have only a feeble life, returns and catalogues show preparatory departments with courses of 1 to 3 years, and collegiate with the usual 4 years, except that Grand River College, Edinburg, had only 3 years, while 3 others (Christian University, Canton; Central College, Fayette; and William Jewell College, Liberty) had their studies arranged in schools instead of in classes. Christian University and La Grange, Stewartsville, and Central Wesleyan Colleges had arrangements for normal training in addition to collegiate; and the same university, St. Louis University, and Stewartsville College offered commercial training, the course in this at St. Louis University covering 4 years. Music, drawing, and painting were taught in several colleges, with what degree of thoroughness does not appear. Other departments or arrangements will appear under Scientific and Professional Instruction.

Four of the colleges report for 1880–'81 gifts aggregating $116,000, Central College, Fayette, getting $25,000 from R. A. Barnes, of St. Louis, for endowment of a professorship, and $5,000 from other friends; Pritchett Institute, Glasgow, $1,000 for scholarships; Lincoln College, Greenwood, $2,500 for liquidation of debt and other purposes, and Drury College, Springfield, more than $83,000 for a chapel and for endowment of a Valeria G. Stone professorship, that lady giving $70,750 for these purposes.—(Catalogues and returns.)

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The State University, Washington University, and Christian University admit women as well as men, either as day pupils or with arrangements for separate residence, and so do Grand River, Lewis, Lincoln, La Grange, Drury, Stewartsville, and Central Wesleyan Colleges, with Pritchett School Institute, which is reckoned of collegiate rank. Besides these, 18 schools claiming to be for the higher education of young women are on the lists of this Bureau, at least 12 of them holding collegiate charters. Thirteen make report in some way of their courses or statistics for 1880–'81, showing generally arrangements for preparatory training even from primary instruction up, with collegiate or semi-collegiate courses of 3 to 5 years. Nearly all offer instruction in music, both vocal and instrumental, as well as in drawing and painting and the French and German languages, 5 adding Latin and 2 Greek; 1, Anglo-Saxon, Italian, and Spanish. One of the 18 (St. Joseph Female College, St. Joseph) is reported by its president to have closed its work June 2, 1881, with little prospect of a reopening.—(Circulars, catalogues, and returns.)

For the titles, location, and statistics of these latter colleges (for women only), see Table VIII of the appendix; for those of colleges for young men or for both sexes, Table IX of the same; for summaries of the statistics of both classes of institutions, see corresponding tables in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *Missouri Agricultural and Mechanical College*, at Columbia, offers a strictly professional course of 2 years. The first year is devoted to horticulture and the pupil who completes it will be entitled to the certificate in horticulture; the second year is agricultural. Students entering must pass an examination in mathematics through arithmetic, part of geometry and trigonometry, English grammar and geography, and before graduation must spend 2 months in college work. Those who complete the junior year of study receive a certificate in horticulture; those who complete the senior year, the degree of bachelor of agriculture. There were 5 students in the senior and 16 in the junior class in the autumn of 1881, under 11 instructors.—(Report of university.)

The *Missouri School of Mines and Metallurgy*, at Rolla, has a preparatory department and 3 courses of 3 years each, leading to the respective degrees of PH. B., C. E., and M. E. A 2 years' teachers' course, a 4 years' course in arts for girls, and an optional course, including book-keeping, Latin, Greek, English, and German, with drawing, ornamental and mechanical, are also offered. There were 96 students in 1880–'81, under 4 instructors.—(Report of university, 1881–'82.)

The *O'Fallon Polytechnic School of Washington University* reports 5 courses of 4 years each, in civil engineering, mechanical engineering, chemistry, mining and metallurgy, building and architecture. The studies are the same for all during the first 2 years, but diverge more or less in the junior and senior years, each course leading to its appropriate degree. There were 37 classified students, 8 in partial course, and 7 graduate students in attendance in 1881. This school gives free instruction in an evening school under the supervision and control of the school board of St. Louis, for the benefit of those engaged in or preparing for mechanical or industrial pursuits.

The *Manual Training School of Washington University*, previously mentioned, is another means by which a practical foundation may be laid for the pursuit of mechanical industries in a more scientific way than under the old system of apprenticeship. This school becomes each year a more interesting feature of the university. Its specified course in 1880–'81 was in mathematics, drawing, and the English branches of a high school course, with instruction and practice in the use of tools. The tool instruction included carpentry, wood turning, pattern making, iron chipping and filing, forge work, brazing and soldering, the use of machine shop tools, &c. The course covers 3 years. (Catalogue of university and circulars of schools.)

### PROFESSIONAL.

Instruction in *theology* is given in some slight degree in Christian University (Christian), and more fully at St. Vincent's College (Roman Catholic), Central College (Methodist Episcopal South), Lewis College (Methodist Episcopal), La Grange College (Baptist), Central Wesleyan College (Methodist Episcopal), and in a course of biblical studies at Pritchett School Institute. Concordia College (Evangelical Lutheran), St. Louis, has a regular 3 years' course in theology. The Jeremiah Vardeman School of Theology (Baptist), in William Jewell College, Liberty, reports a full 2 years' course in the same for students who have taken one degree in college, or theological studies may be pursued in connection with the college literary course. There were 49 undergraduate and 3 graduate students in 1881.—(Catalogues and returns.)

Instruction in *law* is offered at the State University, Columbia, and at the St. Louis Law School, a department of Washington University, St. Louis. Both present excellent courses of 2 years, the year in the former covering 7½ months, in the latter 8. Both combine lecture and text book training, and the examinations at the close to determine the fitness of the candidates for graduation appear to be exceptionally close and thorough. Instructors at Columbia 8, at St. Louis also 8. For 1880–'81 the former had 49 pupils in attendance and conferred the LL.B. degree on 28; the latter, an attendance of 70, on only 25 of whom the degree was conferred.—(Catalogues and returns.)

Instruction in *medicine* was given in 1880–'81 in the following 5 "regular" schools: medical department of the University of Missouri, Columbia; Kansas City College of Physicians and Surgeons (since then the Kansas City Medical College); St. Joseph Hospital Medical College, St. Joseph; Missouri Medical College, St. Louis, and the St. Louis Medical College. The first required a preliminary examination in English with an attendance subsequently on a 2 years' graded course of 9 months each year; the last, a 3 years' graded course of 5 months each year. The other 3 required the usual 3 years of study under a preceptor and attendance on 2 lecture courses of 5 months, the St. Joseph College and the Missouri Medical offering also a 3 years' graded course. The State school at Columbia had 40 students and 5 graduates in 1880–'81; the Kansas City College, 42 students and 12 graduates; that at St. Joseph, 30 students and 7 graduates; Missouri Medical College, St. Louis, 268 students and 119 graduates; St.

Louis Medical College, 151 students and 43 graduates. The small proportion of graduates at the State school was doubtless a result of the high standard maintained and of the peculiarly thorough examination for degrees, which is by a select medical board. A sixth school, entitled the medical department of the University of Kansas City, is reported to have been organized for the year 1881–'82, but nothing further has been heard from it as this goes to press.

The only recognized eclectic school was the American Medical College of St. Louis, which in 1881 required 3 years under a preceptor and attendance upon 2 lecture courses of 5 months each, or 2 years of reading and 3 courses of lectures, or 4 courses of lectures with intermediate reading. It reported 54 students and 22 graduated in 1880–'81.

The recognized homœopathic school in the same year was the St. Louis College of Homœopathic Physicians and Surgeons, open to both sexes and offering a 3 years' graded course, but requiring only 3 years of study and attendance on 2 yearly lecture courses of 5 months each. No statistics are given except that there were 13 instructors; that 25 students of the class of 1879–'80 from the Homœopathic Medical College of Missouri, out of which this grew, had been graduated; and that its own first class of 16 graduated at the close of 1880–'81.

Instruction in *dentistry* was continued at the Missouri Dental College,[1] St. Louis, which seems to have still retained its former 2 years' graded course of about 5 months yearly, after a preliminary examination in English, though it had announced that it would, from 1879–'80, require a three years' graded course; and also at the Western College of Dental Surgeons, St. Louis, with the same course. Like instruction was begun in the autumn of 1881 by a new school, the Kansas City Dental College, which required a certain amount of preparation, but exacted no examination for admission; the course here covered 3 years of 40 weeks each.

Instruction in *pharmacy* went on, as before, at the St. Louis School of Pharmacy, with the requirement of the customary 4 years of experience in apothecary work and attendance on 2 annual lecture courses in pharmacy of 5 months each. Its graduating class of 1880–'81 numbered 27 out of a class of 36 that had been trained under 13 instructors. Its junior class numbered 51.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *Missouri Institution for the Education of the Deaf and Dumb*, Fulton (founded in 1851), reported 12 instructors and 147 male and 96 female students for 1881. Articulation, the common English branches, printing, shoemaking, dress making, and cabinet making are taught. Gardening is also practised. Pupils are admitted between the ages of 9 and 21; while 8 years of instruction are allowed, the average time spent in the institution is only $4\frac{3}{4}$ years.— (Return, 1881.)

The *St. Louis Day School for Deaf-Mutes*, founded in 1878, under the control of the board of directors of the public schools, had 48 pupils under instruction in 1880–'81, with an average attendance of 31 out of 35 in average belonging. These were divided among 5 classes, all in English studies.— (Return and city report.)

### EDUCATION OF THE BLIND.

The Missouri School for the Blind, St. Louis, founded in 1850, had 90 pupils in 1881, who were receiving instruction in a musical and literary course. To the boys, broom and brush making, cane seating, and mattress making; to the girls, sewing, knitting, and bead and fancy work were taught.— (Return, 1881.)

### TRAINING OF NURSES.

The Missouri School of Midwifery, St. Louis, organized and incorporated in 1875, in 1880 had received 180 pupils and graduated 143. No report has been received for 1881.

### INDUSTRIAL TRAINING.

The *Manual Training School of Washington University*, St. Louis, began in September, 1880, with a 3 years' course of instruction, the time of the pupils being about equally divided between mental and manual exercises. A single class of 58 members was admitted the first year, and a second was received in September, 1881, making an attendance of 101, as reported December, 1881. The mental instruction included a thorough course in English and mathematics through plane trigonometry; the manual training, a course in free hand, mechanical, and technical drawing, with the theory and use of hand and machine tools, study and management of the steam engine, &c. Before receiving a

[1] This school reports for 1880–'81 a faculty of 10, with 13 students and 1 graduate; the next mentioned, the Western College of Dental Surgeons, 7 instructors, 6 students, and no graduates.

diploma, each student must complete the actual construction of a machine, which, with the drawings and patterns used, remains in the school.—(Catalogue.)

The *Girls' Industrial Home and School*, St. Louis, had an average of 60 under training for 1881. The common English branches, dress making, and plain sewing were taught. (Return, 1881.)

The *Blind Girls' Industrial Home* has not reported for 1881.

### HOMES FOR ORPHAN OR DEPENDENT CHILDREN.

Reports have been received from 5 institutions of this class for 1881. Of 3 Roman Catholic homes reporting from St. Louis, St. Joseph's Asylum for Boys had 250 inmates; St. Mary's Asylum for Girls, 101; and St. Bridget's Half-Orphan Asylum for Girls, 107. St. Joseph's Asylum for Girls, Kansas City, had 38. The Protestant Orphan Asylum, Webster Groves, founded in 1835, had 64 boys and 25 girls. In all, such education as is practicable is given in elementary English studies and in industries.—(Report and returns, 1881.)

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATIONS.

The *Missouri State Teachers' Association* held its meeting for 1881 at Sweet Springs the last week in June. It is said to have been one of the most successful meetings ever held in the State, Prof. F. Louis Soldan, the president, having awakened an interest in it in all parts of the State. The exercises were short, interesting, and profitable. No other information respecting its proceedings has been received.—(American Journal of Education, April, 1881, and Journal of Education, September 1, 1881.)

The *Southwest Missouri Teachers' Association* met at Lebanon December 28–30, 1881. The programme is reported to have been excellent, but particulars are wanting.—(New York School Journal.)

The *Missouri Valley State Teachers' Association* met at Warrensburg December 28–29, 1881. "Duties of the teacher," "Libraries for the public schools," "Primary teaching," were among the topics discussed.—(Journal of Education.)

The *Southeast Missouri Teachers' Association* met at Salem, Dent County, apparently in August, with Prof. R. C. Norton, of Cape Girardeau, as president. The attendance was good and the teachers apparently were deeply interested, discussing earnestly and intelligently the various subjects brought before them; but, as in the case of the other associations, details are not given.—(Journal of Education.)

## CHIEF STATE SCHOOL OFFICER.

**Hon. Richard D. Shannon, *State superintendent of public schools, Jefferson City.***

**[Second term, January 13, 1879, to January 8, 1883.]**

**Then to be succeeded by W. E. Coleman, elected in 1882.**

## NEBRASKA.

### STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–21) | 142,348 | 152,824 | 10,476 | |
| Enrolled in public schools | 92,549 | 100,776 | 8,227 | |
| Per cent. of enrolment to whole number. | 65 | 66 | 1 | |
| Average daily attendance | 60,156 | 65,504 | 5,348 | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Public school districts | 3,132 | 3,401 | 269 | |
| Districts having six months or more school. | 1,394 | 1,911 | 517 | |
| Districts having no schools | 210 | 160 | | 50 |
| Graded schools | 70 | 74 | 4 | |
| Districts with free text books | 246 | 259 | 13 | |
| Public school-houses | 2,701 | 3,038 | 337 | |
| Houses built during the year | 195 | 196 | 1 | |
| Houses having no blackboard. | 301 | 232 | | 69 |
| Estimated value of school property. | $2,064,768 | $2,054,049 | | $10,719 |
| Average duration of schools in days. | 109 | 110 | 1 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools. | 1,670 | 1,813 | 143 | |
| Women teaching in same | 2,430 | 2,746 | 316 | |
| Whole number of teachers | 4,100 | 4,559 | 459 | |
| Average monthly pay of men | $36 12 | $36 50 | $0 38 | |
| Average pay of women | 31 92 | 32 50 | 58 | |
| INCOME AND EXPENDITURE. | | | | |
| Whole income for schools | $1,121,794 | $1,320,449 | $198,655 | |
| Whole expenditure | 1,137,995 | 1,165,103 | 27,108 | |
| STATE SCHOOL FUND. | | | | |
| Permanent available fund | $3,323,217 | $5,126,565 | $1,803,348 | |
| Estimated eventual amount | 20,754,810 | 23,216,679 | 2,461,869 | |

(Statistics furnished by State Superintendent W. W. W. Jones for the two years indicated.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

The charge of educational interests for the State in general is committed to a State superintendent of public instruction, elected by the people biennially; a board of 6 regents

of the State University, elected for 6 years, with annual change of 2; a normal school board of 7, 5 appointed by the governor for 5 years, with 2 ex officio members; and a board of school lands, composed of the chief officers of the State.

The local officers are county superintendents of public schools, elected for 2 years; a board of 3 trustees for ordinary districts, and one of 6 for districts containing 150 or more children of legal school age, the members of both boards elected for 3 years, with annual change of one-third.

### OTHER FEATURES OF THE SYSTEM.

The system of education provided by the State comprises district, graded, and high schools, a normal school, normal institutes, a State university, a reform school, an institution for the blind, and one for the deaf and dumb. The public schools are free to all persons of legal school age resident in the district, and are sustained from the interest of a permanent school fund; from lease and sale of school lands, and interest on unpaid principal of school lands sold; from a State tax not to exceed $1\frac{1}{2}$ mills on the grand assessment of the State — all these to be applied exclusively to the payment of teachers' wages; from a local tax, which in cities may not exceed 10 mills on the dollar and in other districts 25 mills; also, from certain fines, forfeitures, and licenses. The State tax and income from school fund and lands are divided equally among the counties in proportion to the number of children of school age. Each county superintendent adds to the amount thus apportioned to him the proceeds of fines imposed and licenses granted in the county, and divides one-fourth equally among the districts and three-fourths pro rata according to the children of school age. Every voter and every woman owning personal or real property assessed in the district or having children of school age (provided she is over 21 years old and has resided in the district 40 days) is entitled to vote at district meetings. Qualified teachers must hold certificates from the examining officers or from an approved normal school. They must make monthly reports to the proper officers, and no teacher is to receive payment in full for a term until the term summary is properly filled out and approved by the director. Provision is made for graded or high schools.

### GENERAL CONDITION.

Of 10,476 additional youth for instruction, 8,227, a very large proportion, were enrolled in public schools, and probably a fair proportion of the remainder in private or church schools. Of the 8,227 more enrolled in the State schools, the superintendent reports 5,348 as in average daily attendance, which again is a good proportion in a region where attendance in winter is often difficult on account of the snow. To meet this large additional enrolment and attendance we find 337 more school-houses and 459 more teachers, the average pay of teachers being slightly increased. Public school income advanced $198,655, though only $27,108 of this were actually expended. The growth of the State school fund by $1,803,348 within the year is another indication of good condition, this being believed to be the highest increase in a year under ordinary circumstances in any State.

### KINDERGÄRTEN.

For information concerning any Kindergärten in the State, see Table V of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

The law provides that incorporated cities having 2,000 or more inhabitants shall constitute a school district and shall have a board of education of not less than 6 members elected for 2 years; this board shall elect a city superintendent of public education, who shall act as principal. Omaha had a city board of 12 members, one-half changed annually, in 1880.—(School law, 1881.)

### STATISTICS.

| Cities. | Population, census of 1880. | Youth of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Lincoln | 13,003 | 2,965 | 1,772 | ..... | 30 | $36,919 |
| Omaha | 30,518 | 6,500 | 3,717 | 3,300 | 59 | 88,206 |

### ADDITIONAL PARTICULARS.

*Lincoln* classes her schools as primary, grammar, and high, and for 1881 reported 12 school buildings, containing 31 rooms, with 1,750 sittings, valued, with sites and furniture, at $69,000. The schools were taught 176 days by 3 men and 27 women. An estimated enrolment of 100 in private schools is given.—(Return, 1881.)

*Omaha* in 1881 had 11 school buildings, an increase of one during the year, with 65 school and recitation rooms; the estimated value, with sites and furniture, was $366,000. The schools were taught 196 days, and 56 women and 3 men were employed as teachers. For private and parochial schools there were reported 12 school rooms and an estimated enrolment of 500.—(Return, 1881.)

## TRAINING OF TEACHERS.

### NORMAL INSTRUCTION PROVIDED BY THE STATE.

The *Nebraska State Normal School*, Peru, reported for 1881 an elementary course of 2 years and a higher course of 3 years. The catalogue shows an attendance of 157 young women and 117 young men, with 6 graduates from the higher and 34 from the elementary course, all of whom have engaged in teaching.—(Catalogue and return, 1881.)

The *State University*, Lincoln, made arrangements in 1881 for instruction in didactics, at first as a special department, subsequently as an optional 3 hours' study in the junior and senior years. Hon. S. R. Thompson, formerly State superintendent, is in charge of the instruction.—(Catalogue.)

### OTHER NORMAL TRAINING.

*Santee Normal Training School*, Santee Agency, established by the American Board of Commissioners for Foreign Missions for the purpose of providing preachers, teachers, interpreters, business men, and model women for the Dakota Nation, reported 34 students as receiving normal instruction and 109 in attendance during the year 1881. The Indian vernacular was used in teaching, and the plan of sending the advanced pupils to eastern schools to acquaint them with English and to teach them more of American civilization has been adopted.—(Return and catalogue, 1881.)

*St. Paul's Boarding School*, Yankton Reserve, organized in 1873 (under the care of the Protestant Episcopal Church, Rt. Rev. William H. Hare, Bishop of Niobrara, president) and meant to prepare for both ministerial and teaching work, reported a successful year, with 6 teachers and an average of 39 pupils in attendance. The instruction includes industrial as well as literary training, farming and gardening entering into it, and the use of tools. The industrial teaching was to be extended in the session of 1881–'82.—(Spirit of Missions, November and December, 1881.)

The *Central Normal School*, Genoa, and *Lancaster County Normal Institute*, Lincoln, have sent no report for 1881.

A normal course of 4 years is given in Doane College, Crete, with 21 students in 1880–'81; 2 years' normal courses in Nebraska Conference Seminary, York, and in Nebraska Wesleyan University, Fullerton, the former with 11 normal students in the fall of 1881, the latter with 23 in 1880–'81. Normal lectures and instruction are offered at Gates College, Neligh, and at Pawnee City Academy, but without specific courses or note of students under normal training.—(Catalogues, 1881.)

### TEACHERS' INSTITUTES.

The school law provides that two kinds of teachers' institutes shall be held in the State, viz: normal institutes, to be organized by the State superintendent, and county institutes, to be organized by county superintendents. Institutes, nearly all organized by county superintendents, were held in 41 counties in 1881; they enrolled 1,856 teachers and 1,809 teachers were in average attendance.

### EDUCATIONAL JOURNAL.

Literary and Educational Notes, published semimonthly at Fairmont, is devoted to education in Nebraska, and is the official medium for all publications from the State department of public instruction. It was in its eighth volume in 1881. Its present place of publication is Crete.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The law provides that any district containing more than 150 children may elect a board of 6 trustees, who shall have power to classify and grade scholars and to establish a high school in such district. For 1881 the State superintendent reported 27 high schools, with 1,458 pupils.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The board of regents of the *University of Nebraska*, Lincoln (non-sectarian), is authorized by law to establish 5 colleges or departments; but only the college of literature, science, and the arts, with an industrial college, had been organized up to 1880–'81. Tuition in these is free to all students, without regard to sex, race, or place of residence. The college of liberal arts offers classical, scientific, and literary courses of 4 years, with 2 years preparatory for each. A department of didactics was established January, 1881, and a professor for it assigned, but subsequently the studies of that department were made electives in the regular junior and senior years. A conservatory of music has been established in connection with the university, its studies optional, with moderate charges for instruction. Students in literary and scientific department, including preparatory, 258 in the fall of 1881.—(Catalogue.)

The other colleges reporting are Doane College, Crete (Congregational), with an attendance in all departments of 121; Nebraska Wesleyan University, Fullerton (Methodist Episcopal), with 72; Nebraska College, Nebraska City (Protestant Episcopal), with 67; and Creighton College, Omaha (Roman Catholic), with 200. All have preparatory departments, with different lengths of course, and classical collegiate and scientific courses, except Creighton, which has a 6 years' classical course, the really collegiate studies in which begin in the fourth year. Doane offers in addition a 5 years' literary and 4 years' normal; Nebraska Wesleyan, a 3 years' English scientific, 3 years' academic, 2 years' normal, 2 years' musical, 1 year's commercial, and a non-resident course; Creighton, a commercial of 4 years.—(Catalogues and returns, 1881.)

For full statistics of these colleges, see Table IX of the appendix, and a summary of the same in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Doane College, the State University, and the Nebraska Wesleyan offer the same advantages to women as to men. Brownell Hall, Omaha, is the only institution exclusively for women that may fairly be said to offer superior instruction. An attendance of 76 was reported for 1881.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The University of Nebraska, in its industrial college, reported courses of 4 years in civil engineering, agriculture, and horticulture, with two years preparatory for each. The young men are trained in military science and tactics.

Doane College reported a scientific course of 4 years.

For statistics, see Tables IX and X of the appendix.

### PROFESSIONAL.

For *theological* instruction the German Congregational Theological Seminary, Crete, had a 2 years' preparatory and 4 years' academic department with a 3 years' theological course in 1881. The Nebraska Divinity School, Nebraska City (Protestant Episcopal), established in 1866 and still open for instruction, had at last report a 4 years' academic and 3 years' theological course, with apparently 9 students within the year 1880–'81.

No school of *law* was reported.

The *Nebraska School of Medicine*, offering simply preparatory instruction, began its first session of 20 weeks at Omaha in October, 1880, with a class of 14 students, men and women. The success of this school led its founders to incorporate it as a regular medical college. A building being erected, arrangements were made for clinical instruction at the St. Joseph's Hospital, and the *Omaha Medical College*, with a required course of 3 years of study and attendance on 2 full courses of lectures of about 4½ months each and an optional graded course of 3 years, announced its opening for October, 1881.—(Announcements.)

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Nebraska Institute for the Deaf and Dumb, Omaha, founded in 1869, reported 7 instructors and 97 pupils for 1881. All common school branches are taught, also paint-

ing and drawing. Boys are instructed in printing and carpentry; girls, in needle and fancy work and general housework. Articulation is taught by means of Bell's visible speech symbols.—(Return, 1881.)

### INSTRUCTION OF THE BLIND.

The Nebraska Institute for the Blind, Nebraska City, opened in 1875, reported in 1880 a principal, 3 teachers, 28 pupils enrolled, and 22 in average attendance; instruction was given in the branches usually taught in the best graded schools, in vocal and instrumental music, and in some of the industrial arts. The number of officers remained the same in 1881 and the average attendance increased.

### STATE REFORM SCHOOL.

A bill passed the legislature in 1880 to establish a State Reform School at Kearney, appropriating $10,000 for buildings and to support the school for 2 years. The citizens of Kearney donated a farm of 320 acres upon which the building was erected. No report as to the opening and progress of the school has been received.

## CHIEF STATE SCHOOL OFFICER.

Hon. W. W. W. JONES, *State superintendent of public instruction, Lincoln.*

[First term, January 4, 1881, to January 4, 1883.]

## NEVADA.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (6–18) | 10, 592 | 10, 533 | | 59 |
| Enrolled in public schools | 9, 045 | 8, 329 | | 716 |
| Average number belonging | 6, 140 | 6, 048 | | 92 |
| Average daily attendance | 5, 401 | 5, 406 | 5 | |
| Attending private schools | 970 | 868 | | 102 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of districts | 109 | 95 | | 14 |
| Number of districts reporting. | 111 | 89 | | 22 |
| Number that voted district tax. | 12 | 11 | | 1 |
| Number of public schools | 195 | 166 | | 29 |
| Number sustained without rate bills. | 107 | 127 | 20 | |
| Ungraded schools | 81 | 58 | | 23 |
| Graded schools | 111 | 104 | | 7 |
| High schools | 3 | 4 | 1 | |
| Average length of term in days. | 142. 8 | 140. 4 | | 2. 4 |
| Volumes in school libraries | 518 | 524 | 6 | |
| Value of school property | $275, 274 | $260, 193 | | $15, 081 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching | 92 | 44 | | 48 |
| Women teaching | 105 | 132 | 27 | |
| Whole number of teachers | 197 | 176 | | 21 |
| Average pay of men | $101 47 | $99 50 | | $1 97 |
| Average pay of women | 77 00 | 74 76 | | 2 24 |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for public schools. | a$134, 561 | $138, 640 | | |
| Whole expenditure for public schools. | a144, 244 | 140, 418 | | |
| SCHOOL FUND. | | | | |
| Amount of State school fund | $415, 000 | $564, 000 | $149, 000 | |

a Storey County not reporting.

(From biennial reports of Hon. D. R. Sessions, State superintendent of public schools, for 1879 and 1880 and 1881 and 1882.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

For the State, a superintendent of public instruction chosen by the people quadriennially, a State board of education, and a board of regents of the State university; for each county, a superintendent of public schools and a county board of examiners; for each district, a board of trustees of three or five members, according to population.— (Laws, 1881.)

### OTHER FEATURES OF THE SYSTEM.

The State schools are free to all youth of school age (6–18); the law provides for grading them into Kindergarten, primary, grammar, and high in all districts where such division into departments seems advisable. It also requires attendance for four months each year of all sound children between the ages of 8 and 14 not taught elsewhere.

The sources of support for the schools are the income from the State school fund and a State tax of half a mill on the dollar, used only for the payment of teachers; an annual county tax of 15 to 50 cents on the $100, which may be used at the discretion of local officers for purchasing sites and buildings, for hiring school-houses, for establishing school libraries, or for necessary contingent expenses; and a district tax where necessary to continue the school term to six months in districts in which the State and county funds are insufficient for that purpose. Special taxes also for erecting buildings, extending the school term, &c., may be levied on an affirmative vote of the people of the district. Rate bills for tuition may be levied by the trustees for the purpose of prolonging schools that have been maintained six months in the year by public funds and have been free to all. The State and county school funds are apportioned as follows: Twenty-five per cent. among the districts proportionately to the number of teachers assigned to each, on the basis of one hundred census children or fraction thereof to a teacher, and the remainder equally in proportion to the number of children of school age. In order to obtain State aid, the schools must be non-sectarian, must be taught at least three months by teachers duly examined and certified, and must use the text books ordered by the State board of education. To receive their pay, teachers must have been legally employed by the board of trustees, must have had a certificate from the county board of examination, and must have made full reports as required by law.

### GENERAL CONDITION.

The reports of the school system are issued only once in two years. That for 1881 not having appeared until this report was going to press, any extended consideration of the general educational condition of the State must be postponed.

### KINDERGÄRTEN.

The law provides for Kindergärten in connection with the public schools. The Kindergarten department at Carson City, established April, 1880, reported 2 teachers and 50 scholars for 1881, and is the only one reporting up to date.— (Return, 1881.)

## CITY SCHOOL SYSTEM OF VIRGINIA CITY.

### OFFICERS.

Each village, town, or incorporated city forms one school district, the schools of which are under the control of a board of trustees. In cities with 1,500 or more registered voters there must be 5 trustees; in smaller towns, 3.

### STATISTICS.

Virginia City, with a population of 10,917 in 1880, had 2,559 children of legal school age, an enrolment of 2,260 of school age in public schools, and (together with 195 below school age) an average attendance of 1,276. The schools were taught 202 days by 32 teachers in 5 buildings containing 31 school rooms and 1,545 sittings for study. School property was valued at $71,500. An estimated enrolment of 447 was given in private schools.

## TRAINING OF TEACHERS.

### TEACHERS' INSTITUTES.

In the absence of normal schools, either private or public teachers' institutes seem to be the only means provided for the training of teachers, and the holding of these is discretionary with the State and county superintendents. The law authorizes the State superintendent to convene annually, with the consent of the board of education, a State institute for a session of 5 to 10 days and to engage such instructors as he may consider

advisable, the cost of the institute not to exceed $100. County superintendents, with the consent of the board of commissioners, may call one or more institutes annually, the cost of the same not to exceed $100.

Information respecting institutes held in 1881 is wanting.

## SUPERIOR INSTRUCTION.

### STATE UNIVERSITY.

The State University, Elko, organized in 1874, at the last advices, had established only a preparatory department. It reported buildings and grounds in 1880 valued at $25,000, an appropriation from the State of $6,000 for the year, and 48 students enrolled, of which number 26 were girls.

### INSTITUTION FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Bishop Whitaker's School for Girls, established at Reno in 1876, reported for 1881, through the Protestant Episcopal Almanac, 6 teachers and 56 students. There is a preparatory department and a well arranged 4 years' English course, with Latin and modern languages optional. Music, drawing, and painting are also taught.— (Catalogue, 1879; Almanac, 1882.)

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### STATE UNIVERSITY, ELKO.

As far as can be ascertained without the authoritative information of a State report, no institutions for instruction in theoretical or practical science, in theology, law, or medicine, have yet been opened in the State, except as the first mentioned may be included in the courses of the university at Elko.

## SPECIAL INSTRUCTION.

### SCHOOLS FOR THE DEAF, THE BLIND, THE FEEBLE-MINDED.

Provision is made by the State for the instruction of its deaf-mute and blind youth at the school in Berkeley, Cal. Whether there is any like provision for the feeble-minded, or for youth that need reformatory training, does not appear.

### TRAINING OF ORPHANS.

The State Orphans' Home, in a biennial report for 1879 and 1880, received too late for use in the report of the Commissioner for the latter year, reports an enrolment of 30 girls and 46 boys, an average of 54 belonging and of 46 in daily attendance in the school connected with it. Instruction is given in the common English branches and vocal music. There have been 174 children in the institution since 1870, while 57, with ages ranging rom 2 to 14, remained in the home January 1, 1881.— (Report, 1879 and 1880.)

## CHIEF STATE SCHOOL OFFICER.

Hon. D. R. SESSIONS, *State superintendent of public instruction, Carson City.*

**[Term, January 6, 1879, to January 1, 1883, then to be succeeded by Hon. Charles S. Young.]**

## NEW HAMPSHIRE.

SUMMARY OF SCHOOL STATISTICS.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Number of children 5 to 15 in 1880. | ---------- | 60,899 | ---------- | ---------- |
| Enrolled in public schools | 64,341 | 63,235 | ---------- | 1,106 |
| Average daily attendance | 48,966 | 43,943 | ---------- | 5,023 |
| Attending private schools | 3,076 | 3,562 | 486 | ---------- |
| Youth 5 to 15 out of school | 3,715 | 4,445 | 730 | ---------- |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Organized school districts | 2,010 | 2,027 | 17 | ---------- |
| Number of public schools | 2,528 | 2,657 | 129 | ---------- |
| Graded schools | 489 | 502 | 13 | ---------- |
| High schools | 47 | 60 | 13 | ---------- |
| Average length of term in days. | 105.3 | 97.15 | ---------- | 8.15 |
| Number of school-houses | 2,248 | 2,214 | ---------- | 34 |
| School-houses unfit for use | 292 | 233 | ---------- | 59 |
| Built during the year | 25 | 20 | ---------- | 5 |
| Having maps and globes | 1,175 | 1,746 | 571 | ---------- |
| Estimated value of school property. | $2,329,913 | $2,113,851 | ---------- | $216,062 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching | 580 | 559 | ---------- | 21 |
| Women teaching | 2,880 | 3,026 | 146 | ---------- |
| Whole number of teachers | 3,460 | 3,585 | 125 | ---------- |
| Teaching successive terms | 1,378 | 1,483 | 105 | ---------- |
| Teachers from normal school | 377 | 345 | ---------- | 32 |
| Average monthly pay of men. | $34 12 | $32 63 | ---------- | $1 49 |
| Average monthly pay of women. | 22 23 | 21 77 | ---------- | 46 |
| RECEIPTS AND EXPENDITURES. | | | | |
| Total income for public schools. | $562,116 | $577,489 | $15,373 | ---------- |
| Total expenditure for public schools. | 565,340 | 577,022 | 11,682 | ---------- |

(From report of Hon. James W. Patterson, State superintendent of public instruction, for the two years above indicated.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

These are, for the State, a superintendent of public instruction, appointed by the governor for 2 years,[1] and a board of trustees for the State Normal School, consisting of the

[1]The superintendent, in addition to the regular duties of his office, is required by an act of 1881 to deliver lectures in not less than 75 towns annually, beginning with the smallest and visiting all the counties in the State.

governor, the State superintendent, and 5 persons appointed by the governor with consent of the council for 2 years.

For towns, school committees are elected by ballot or appointed by the selectmen, of such number, for such term, and with such powers as the electors may determine. One of their number may be chosen by the board to superintend and visit schools, or any town or city may elect or appoint a superintendent of schools.

For districts, there are a moderator, a clerk, and a prudential committee of from 1 to 3 persons. School districts comprising the whole town must, and certain others may, elect a board of education of 3, 6, or 9 members, who have the powers of school and prudential committees.

Women may vote in school meetings and are eligible to all school offices.— (Laws, 1878, 1879, 1881.)

### OTHER FEATURES OF THE SYSTEM.

The public schools are free to all resident children of school age. The law is compulsory in regard to the attendance of all 6 to 16 not attending other schools or otherwise employed. The employment of children under ten years of age and of any child under 16 unable to read and write is forbidden, except in vacation. No child under 16 may be employed unless he has attended school 12 weeks during the preceding year; none under 14, unless he has attended 6 months or the full term of school taught in his district; and none under 12 who has not attended during the entire term. Employers must have a certificate from the school committee as to such attendance before giving employment. Persons having control of children between 8 and 14 are required to have them instructed for at least twelve weeks annually in a public or private school or at home. For violation of this law parents or guardians may be fined $10 for the first and $20 for each subsequent offence; employers, not to exceed $20 for each offence. School committees and boards of education are authorized to elect truant officers, whose duty it shall be to enforce the laws and ordinances in regard to truants and children not attending school between the ages of 6 and 16, and in regard to children employed in manufacturing establishments without attending school as required. Persons proposing to teach, who give satisfactory evidence of good moral character and of suitable temper and disposition for teaching, must be examined by the school committee of the town in such branches as are taught in the schools, and, if found competent, receive certificates, which must be delivered to the prudential committee before they can be employed. No teacher may receive payment for services who has not delivered to the prudential committee a certificate that a register or record has been properly kept and returned at the end of the term. The public schools are sustained from the proceeds of a State literary fund and of a fund created by the sale of State lands; there is also a town tax on polls and ratable estate of $350 for school purposes for every dollar in the $1,000 of State tax which such towns are required to raise for general purposes, but towns may raise a larger amount. The apportionment of the State fund is made according to the number of scholars 5 years old and upwards who have attended the public schools not less than 2 weeks; the town tax is distributed with reference to the valuation of the district for the year or in any manner desired by the voters of the town.— (Laws, 1878, 1879, 1881.)

### GENERAL CONDITION.

The statistics for 1881 show a decrease in enrolment, in average attendance, in length of term, in number of school-houses, in estimated value of school property, in pay of teachers, and in number of teachers from normal schools, and an increase in youth of school age out of school. There was increase in the number of school districts, of public schools, of graded and high schools, of schools having maps and globes, in number of teachers, and of those teaching the same school for successive terms. The State superintendent reported 785 schools with 12 scholars or less and 297 with only 6, most of them in the rural districts. He urges the uniting of districts as provided for by law.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

The public schools of towns and cities are under the control of school committees or boards of education. A superintendent may be elected or appointed, as the people decide. In Concord there is a board of education of 9 members, one of their number being chosen as superintendent of schools. Manchester has a committee comprising the mayor, the president of the common council, and one member from each ward. Dover, Nashua, and Portsmouth have each committees of 12 members. All except Portsmouth have superintendents.

STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Concord | 13,838 | ..... | 2,269 | 1,672 | 73 | $40,945 |
| Dover | 11,687 | 2,329 | 2,029 | 1,437 | 45 | 24,616 |
| Manchester | 32,630 | ..... | 4,350 | 2,818 | 89 | 54,125 |
| Nashua | 13,397 | ..... | 2,606 | 1,951 | 52 | 33,992 |
| Portsmouth | 9,690 | 2,272 | 1,922 | 1,771 | 34 | 23,884 |

ADDITIONAL PARTICULARS.

*Concord* embraces 16 legally organized and 4 fractional districts, besides 4 under special acts. The 24 reported 54 different public schools, with an enrolment of 2,269 and an average attendance of 1,672. Of the 73 teachers employed, 48 had taught the same school for more than one term and 8 were graduates of normal schools; of the 54 schools, 52 were supplied with maps and globes. The 30 school-houses were valued, with sites, furniture, and apparatus, at $165,452. The shortest term of any school in any district was 19 weeks and the longest 30 weeks. Union district reported primary, intermediate, grammar, and high schools, the last offering an English course of 3 years and academic and classical courses of 4 years each. A mixed school was opened and well attended for the winter term. Special instruction in music and drawing was given in all the schools.—(State and city reports.)

*Dover* reported 18 school buildings, containing 44 rooms, with 2,042 sittings for study, valued, with sites, furniture, &c., at $149,300. In public day schools an enrolment of 1,874 and a daily attendance of 1,363 are given; in a night school 155 were enrolled and 74 were in average attendance, their ages ranging from 15 to 40 years. The day schools were taught 167 days by 41 teachers; the night school was open 15 weeks during the winter and employed 4 teachers. An enrolment of 90 in private schools is reported.—(Return and city report.)

*Manchester* comprises but one school district, containing 80 different public schools, among which are one high and 68 graded schools. There were 24 school-houses reported, 1 having been built during the year at a cost of $6,000; all were valued, with apparatus, at $286,200. Of the 89 teachers employed, 75 have taught the same school more than one term and 3 were from normal schools. The length of term was 190 days. An enrolment of 2,000 was given for private schools.—(State report.)

The public schools of *Nashua* are graded as primary, grammar, and high, and in 1881 occupied 17 buildings, with 52 rooms, valued, with sites, &c., at $236,891. An enrolment of 2,606 was given for both day and evening schools, with an average attendance of 1,951 in day schools only. There were 3 men and 49 women engaged in teaching. Special instruction was given in music. There were 20 enrolled in private schools.—(Return.)

*Portsmouth* had 1 high, 9 grammar, and 3 primary school buildings, containing 35 rooms and valued, with sites, &c., at $82,600. The schools were open for instruction 200 days, with 34 teachers and an average attendance of 1,771. The high school offered in 1880–'81 a 3 years' English and a 4 years' Latin course. Of the successful candidates for admission in 1881, 26 elected to take the 4 years' and 20 the 3 years' course. An estimated enrolment of 150 was reported in private schools.—(Return and city report.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL, PLYMOUTH.

The State Normal School was organized in 1871 as a strictly professional school for the training of teachers. The State appropriated for its support in 1881 $8,500 and the city of Plymouth $1,350. The full course comprises 2 years, but students preparing to teach in the primary schools, upon passing the requisite examination, may take a single year's course, one term devoted to the study of methods, the second to practice in the training school. There are 100 children in attendance on the training school, graded to correspond with the 5 lower grades of the city schools; each pupil teacher has a class of ten for ten weeks and then a similar class of another grade for the same length of time. Critic teachers give daily direction to the work which is subject to inspection. There were 35 students enrolled in 1881, only 2 of them young men.—(Return and catalogue.)

### TEACHERS' INSTITUTES.

The law makes no provision for institutes; but teachers, realizing the advantages to be derived from the exercises and association of institutes, have held them at their own expense in various parts of the State.—(Statement of State superintendent.)

### EDUCATIONAL JOURNAL.

No journal of education is published in this State; but information as to New Hampshire public schools is given in the National Journal of Education.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Any town or district may, by so voting, become a high school district and establish a high school. There were 60 such schools reported for 1881, an increase of 13 for the year. In the 31 which furnished statistics there were 31 men and 56 women teaching; 1,155 boys and 1,441 girls in attendance; 920 studying ancient and 384 modern languages.

### PRIVATE SECONDARY SCHOOLS.

The statistics from 40 of the 50 private schools of higher grade reporting to the State superintendent for 1881 show 78 men and 61 women teaching; 1,729 boys and 1,147 girls in attendance; 866 studying ancient and 469 modern languages. Twenty of these schools report libraries with more than 300 volumes, the largest containing 4,000.

For statistics of such schools reporting to this Bureau, see Tables IV, VI, and VII of the appendix, and for summaries of them, the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGE FOR YOUNG MEN.

Dartmouth College, Hanover, continued to be in 1881 the sole institution for superior instruction in this State, and had not yet opened its doors to women in any of the collegiate departments, which are academic, medical, agricultural, and scientific. For the last three see Scientific and Professional Instruction, further on. The collegiate standard is high, the preparatory examination covering as much as the full course of some schools claiming to be colleges. Graduates from approved preparatory schools having courses of at least 3 years are admitted without examination on the certificates of their principals that they have mastered the entire requisites for admission or their equivalents. The academic department has a four years' classical course, with modern languages, mathematics, history, &c. Part of the studies in this for the junior and senior years are to be elective after 1881–'82. The same department has also a Latin-scientific course, which omits Greek and substitutes for it an equivalent amount of mathematical, scientific, and modern language studies. The preparatory examination for this is the same as for the classical, except as respects Greek history and language. After 1882 this preparatory examination will include French.—(Catalogue.)

For statistics of this department, see Table IX of the appendix.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of the 4 institutions that usually report themselves under this head, see Table VIII of the appendix; for summaries of their statistics, a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *New Hampshire College of Agriculture and the Mechanic Arts*, Hanover, was established on the basis of the congressional land grant and in connection with Dartmouth College in 1866. It offers students the English portion of a collegiate course, with such other studies as may prepare them to become intelligent and scientific farmers. An attendance of 41 was reported for 1881 and 14 received the degree of B. S.

The *Chandler Scientific Department of Dartmouth College* had 48 students pursuing its 4 years' course, and conferred the degree of B. S. on 12 in 1881. The course includes instruction in the practically useful arts of life. No other preparatory studies are required than those taught in the common schools of New England.

The *Thayer School of Civil Engineering*, also a department of Dartmouth, provides an exclusively professional training in its 2 years' course, which is really a graduate course. A rigid examination in common and higher branches is required for admission. There were 7 students in 1881 and one degree of civil engineer was conferred.

For further information as to these departments, see Table X of appendix.

### PROFESSIONAL.

There were no schools of *theology* or *law* reporting from this State in 1881.

*Medical* instruction was given in the medical department of Dartmouth College under 8 professors and 5 lecturers. Applicants for admission, unless matriculates of some regular medical college or graduates of some reputable college, academy, or high school, must pass an examination upon entering. For graduation, 2 full courses of lectures of 16 weeks each and 3 years of professional study are required.[1] There were 96 students in 1881; the degree of M. D. was conferred upon 29, some of whom had graduated in November, 1880.

For any further particulars, see Table XIII of appendix.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

New Hampshire has no institution for the education of the deaf and dumb and the blind, but makes provision for their instruction in the Perkins Institution and Massachusetts School for the Blind, Boston; in the Institution for Deaf-Mutes, Hartford, Conn.; and in the Clarke Institution for Deaf-Mutes, Northampton, Mass. Statistics of those thus trained are wanting.

### REFORMATORY AND INDUSTRIAL TRAINING.

The State Industrial School, Manchester, established in 1858, has had during the 23 years of its existence 1,087 inmates, and reported 100 boys and 15 girls in the institution in 1881. They are all taught the common English branches; out of school the boys are engaged in farming, gardening, chair seating, and shoemaking; the girls, in sewing and general housework. About three-fourths of those discharged are known to have become useful and orderly members of society.—(Return, 1881.)

### TRAINING OF ORPHAN AND DEPENDENT CHILDREN.

The *Orphans' Home*, Concord, under Protestant Episcopal influence, admits children between the ages of 1 and 10, and requires boys to leave at 12 and girls at 18. There were 9 boys and 17 girls reported for 1881.—(Return, 1881.)

The *New Hampshire Orphans' Home*, Franklin, a private and non-sectarian institution supported by voluntary contribution, receives children from 3 to 14 and reported 31 inmates in 1881. All are taught common school branches; the boys are employed in farming and printing; the girls, in sewing and housework.—(Return, 1881.)

The *Children's Home*, Portsmouth, receives orphan, motherless, or otherwise homeless children under 12 years of age, and trains them, without distinction of creed or color, in practical home duties and in habits of honesty, truthfulness, purity, and industry, with literary instruction in the public schools. Number admitted to February, 1881, 21; returned to parents, 3; died, 1; remaining, 17.

## OBITUARY RECORD.

### PROF. DAVID CROSBY.

Born in 1807 at Hebron, N. H., he died at his home in Nashua February 25, 1881. Having chosen teaching for his profession and by perseverance and industry having gained the means to complete his studies, he entered Dartmouth College and graduated in 1833. He settled in Nashua in 1836 and opened a high school; a few years later he founded and had incorporated the Nashua Literary Institution, of which he was the principal until failing health led him to give up his school 2 years before his death; he continued, however, to teach a private class at his home to within five or six weeks of his death. In the fifty-six years he was a teacher, he instructed many men who have become famous in the State and nation.

## EDUCATIONAL CONVENTIONS.

### NEW HAMPSHIRE STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual meeting of the State Teachers' Association was held at Portsmouth, December 21–23, 1881. Among those present were Hon. J. W. Patterson, State superintendent; Prof. Warren and Miss Reed, of the State Normal School; Professors Quimby and Ruggles, of Dartmouth; Prof. Elliott Whipple, of the McGaw Normal Institute; Principals Bacheler and Clifford, of Manchester; Principals Jones and Webster, of Boston. The leading subject for papers and discussion was mathematics, although

[1] Besides the required lectures there is offered instruction by daily recitations from the middle of December to the third week in June.

"Methods of instruction in the Chandler Scientific Department of Dartmouth College" was presented by Prof. E. R. Ruggles, of Hanover, and "Methods of teaching physics and chemistry," by Prof. I. J. Osbun, of Salem, Mass. "History" was discussed in an interesting and practical way by Prof. H. P. Warren, of Plymouth, and T. W. Bicknell, of The Journal of Education, Boston. A resolution was adopted that the association approve and indorse Senator Blair's educational bill. The attendance of both teachers and people was not so good as heretofore.—(State report.)

## CHIEF STATE SCHOOL OFFICER.

Hon. JAMES W. PATTERSON, *State superintendent of public instruction, Concord.*

[Term, July 8, 1880, to July 7, 1882.]

## NEW JERSEY.

### STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–18) | 330,685 | 335,631 | 4,946 | |
| Enrolled in public schools | 204,961 | 203,542 | | 1,419 |
| Average monthly enrolment | 125,059 | 119,437 | | 5,622 |
| Average daily attendance | 115,194 | 110,052 | | 5,142 |
| Enrolled in private or church schools | 43,530 | 43,656 | 126 | |
| Whole enrolment in all schools | 248,491 | 247,198 | | 1,293 |
| Children not in school | 81,117 | 87,112 | 5,995 | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Townships and cities | 271 | 274 | 3 | |
| School districts | 1,371 | 1,370 | | 1 |
| Public school buildings | 1,580 | 1,585 | 5 | |
| Departments in these | 3,486 | 3,556 | 70 | |
| Unsectarian private schools | 129 | 197 | 68 | |
| Church schools | 107 | 100 | | 7 |
| Districts with poor school-houses | 177 | 192 | 15 | |
| Districts with passable school-houses | 291 | 300 | 9 | |
| Districts with good school-houses | 545 | 509 | | 36 |
| Districts with very good school-houses | 567 | 584 | 17 | |
| Number of new school houses | 26 | 16 | | 10 |
| Buildings refurnished or remodelled | 65 | 67 | 2 | |
| Average value of school houses | $4,108 | $4,779 | $671 | |
| Valuation of all public school property | 6,244,139 | 6,275,067 | 30,928 | |
| Districts with less than 6 months' school. | 10 | 16 | 6 | |
| Districts with 6 to 9 months' school | 73 | 80 | 7 | |
| Districts with 9 months' school or more. | 1,288 | 1,274 | | 14 |
| Average time of school in days | 192 | 190 | | 2 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 991 | 926 | | 65 |
| Women teaching in public schools | 2,486 | 2,560 | 74 | |
| Whole number of teachers | 3,477 | 3,486 | 9 | |
| Average monthly pay of men | $55 82 | $51 07 | | $4 75 |
| Average monthly pay of women | 32 90 | 32 68 | | 22 |
| Teachers in private or church schools | 572 | 577 | 5 | |
| INCOME FOR SCHOOLS. | | | | |
| Whole receipts for public schools | | $1,914,447 | | |

(From the report of Hon. Ellis A. Apgar, State superintendent of public instruction, for 1880–'81, containing also statistics for 1879–'80, and from returns from the same for both years.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

There is a State board of education, which consists of the trustees of the school fund and the trustees and treasurer of the State Normal School. A superintendent of public

instruction, holding his office at the pleasure of the board and generally chosen for 3 years, is ex officio secretary of the same, president of the State Association of School Superintendents, and an associate member with the principal of the State Normal School in forming a State board of examiners; he is also an ex officio member of all county and city boards of examiners.

For each county, a superintendent is appointed by the State board of education, subject to the approval of the county board of freeholders, holding office at the pleasure of the board. A county board of examiners is composed of the county superintendent and not more than 3 teachers appointed by him for one year.

For each school district there is a board of 3 trustees, all elected by the legal voters of the district at their first annual meeting, and afterwards 1 each year, for 3 years' service. The district trustees of each township together constitute a township board, who meet the county superintendent semiannually at such times as he may designate, to receive communications and suggestions and to submit questions for his advice and opinion in regard to the management of the schools. Women are eligible to the office of school trustee.— (School laws.)

### OTHER FEATURES OF THE SYSTEM.

The public schools are free to all residents 5 to 18, without regard to religion, nationality, or color, and are supported from the proceeds of a State fund and from a State tax equal to $4 for each child of school age, which tax is apportioned for assessment among the several counties in proportion to the amount of taxable property in said counties. Of the moneys annually raised from State tax, 10 per cent., known as the reserve fund, is apportioned by the board of education at its discretion, and 90 per cent. of the amount raised in any county is paid back to said county. If the sums received from the State are not sufficient to maintain schools 9 months in each year, townships may raise an additional amount, and must add, from the interest of the surplus revenue received by them and from other funds not raised by tax, such sums as the town meeting may direct. County superintendents must apportion the State moneys and all other sums received for school purposes according to the number of school children; provided that no district shall receive from all State and county funds less than $200 and districts with 45 or more children not less than $350. To get this aid, districts must provide suitable school buildings and must have maintained a free school for 9 months during the preceding year. Not more than $20 of the school moneys so received may be used for any other purpose than teachers' salaries and fuel. Cities and districts may raise such other sums as they need for buildings, repairs, and general school purposes.

To receive their pay, teachers must hold certificates of qualification and present a duly kept register for the time for which pay is asked; they are required to attend the annual institute held in the county in which they teach, unless excused by the superintendent, their pay continuing during such attendance; they may suspend disorderly scholars, reporting their action to the school trustees for approval, but are not allowed to inflict corporal punishment.

An annual appropriation of $100 for each teachers' institute held in any county or in two or more adjoining counties is made by the State.

The State encourages the establishment of schools for training in mechanical and industrial pursuits by offering to any city, town, or township that will raise $3,000 a like sum for the establishment of such school and an annual contribution, not to exceed $5,000, for its support, if the city or township will do the same; it also encourages the formation of district libraries by giving $20, if the same amount is raised by the district, and a further sum of $10 yearly, if the district shall have given the same.

### CHANGES IN THE SCHOOL LAWS.

Two important additions to the school laws and two important changes were made in 1881 and are incorporated in the above review of the features of the State school system.

One of the additions was the rule as to the admission of pupils to the State schools without regard to religion, nationality, or color. The occasion for its introduction was an effort on the part of a school board in a certain district to exclude one of these classes, whereupon the legislature promptly enacted a law against any such class distinctions in the schools. The other addition was the provision as to the encouragement of industrial training already mentioned.

The changes were (1) as to the basis for the annual State tax for schools, which had been 2 mills on $1 of all property and was made to be $4 for every child of school age; (2) as to the apportionment of the school moneys to the counties, which had been according to the number of school children, and was made 90 per cent. to each county of the amount that it had raised, the remaining 10 per cent. at the discretion of the State board of education to such points as might seem most to need or to deserve it. The apportionment within each county will still be according to the number of children of school age.

### GENERAL CONDITION.

For the first time in many years there appear evidences of some decline in the school life of the State. With 4,946 more children to be educated, there were 1,419 fewer brought into the public schools than in 1879–'80, while 5,622 fewer were in average monthly enrolment and 5,142 fewer in average daily attendance. There was a reduction of $4.75 in the average monthly pay of men, with a falling off of 65 in their number, the places vacated, however, being filled by women. The report shows that there were many more high grade certificates issued, with fewer of the lower grade. There were 70 more departments of public schools established, which at the rate of 50 seats to a department would accommodate nearly two-thirds of the increased number of school age. Of the reduction of about 2 per cent. in average attendance based on enrolment the State superintendent offers no explanation.

### EVENING SCHOOLS.

There was an increase in the number of schools held in the evening for persons employed during the day as well as in the attendance on such schools. New Brunswick abolished its evening schools, and Elizabeth, Gloucester City, and Morristown established such schools; in Hoboken, Millville, Newark, Paterson, and Salem they were continued. There were thus 8 cities with these schools, instead of 6, having 91 more evenings of school, with an increase of 1,576 in enrolment of pupils, of 576 in average attendance, of 18 in teachers employed, and of $1,903 expended for instruction. The percentage of average attendance on enrolment ranged from 33 to 51, the highest being in Newark and the lowest at Salem and Paterson.

### KINDERGÄRTEN.

Of 16 schools of this class on the lists of this Bureau 8 have made reports for 1880–'81 at the date at which this matter goes to press. All were in the upper tier of counties. For information respecting them individually, see Table V of the appendix to this volume; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Each incorporated city or town constitutes a single school district, with its school interests under control of a board of education elected by the people. A city superintendent of schools and such other persons as the board of education may appoint form a city board of examiners.

### STATISTICS. *a*

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Bridgeton | 8,722 | 2,292 | 1,542 | 923 | 28 | $13,123 |
| Camden | 41,659 | 12,637 | 7,935 | 4,196 | 124 | 88,490 |
| Elizabeth | 28,229 | 8,625 | 3,311 | 2,093 | 51 | 35,841 |
| Hoboken | 30,999 | 9,996 | 5,235 | 3,190 | 97 | 73,216 |
| Jersey City | 120,722 | 41,110 | 21,373 | 12,848 | 327 | 184,885 |
| Millville | 7,660 | 2,396 | 2,018 | 829 | 33 | 20,054 |
| Newark | 136,508 | 41,861 | 18,511 | 12,145 | 279 | 214,455 |
| New Brunswick | 17,166 | 6,395 | 2,458 | 1,782 | 48 | 32,749 |
| Orange | 13,207 | 4,015 | 1,510 | 1,001 | 33 | 39,865 |
| Paterson | 51,031 | 14,611 | 9,575 | 5,278 | 113 | 83,683 |
| Plainfield | 8,125 | 2,024 | 1,263 | 838 | 24 | 22,775 |
| Trenton | 29,910 | 7,776 | 3,520 | 2,355 | 66 | 41,565 |

*a* For the sake of uniformity, all the statistics contained in this table are taken from the State report.

### ADDITIONAL PARTICULARS.

*Bridgeton* reported primary and grammar schools, accommodated in 6 buildings containing 28 rooms, with 1,500 sittings for study, valued, with sites, &c., at $38,000. The schools were taught 192 days by 28 teachers. There were 170 enrolled in private schools and 586 in no school.

*Camden* expended $13,249 for the erection, repair, and furnishing of school buildings, and values its entire school property at $466,100. The length of term was 210 days, and 124 teachers were employed. The pay of men averaged $107.50, that of women $34.16, a month. The enrolment in public schools was 7,935; the sittings for study, 6,491. There were 1,587 in private schools, and 3,115 not in school.

*Elizabeth* expended $2,482 for repairs and furniture for its 5 school buildings, which contain 47 rooms, with 2,565 sittings, and are valued at $80,000. An enrolment of 3,311, with an average attendance of 2,093, in day schools and of 442, with an average attendance of 184, in 2 evening schools was given for 1881. The board of examiners issue trial certificates to all persons who pass the required examination; after 3 months of successful teaching a full certificate is granted. Persons holding trial certificates, not teaching, are authorized to act as substitutes and to visit the schools and perform such duties as may be desired. Full third grade certificates are good for only 2 years without renewal; to obtain permanent positions teachers must pass examination for the first or second grade. The 51 teaching in 1880–'81 had all obtained the higher certificates. A permanent position at a good salary as teacher of the lowest primary grade has been given to an experienced teacher in each primary department. New teachers entering the schools are to begin not lower than room 2. There were 2,439 in private schools and 2,875 in no school.

*Hoboken* in 1881 reported to the State superintendent a Saturday normal, 1 high, 4 grammar, and 5 primary schools, and 1 evening school, conducted in 5 buildings, 4 of them belonging to the city, on which $6,432 had been expended during the year for improvements and furniture; the entire school property was valued at $132,500. Day schools were taught 202 days; the evening school (divided into 6 classes, 1 devoted exclusively to teaching English to German pupils), for 4 months. The teachers convene monthly to discuss subjects of interest to their profession. There was an estimated attendance of 1,496 in private schools and 3,265 children did not attend school.

*Jersey City* reported primary, grammar, and high schools and a training school for teachers, conducted in 20 buildings, 17 belonging to the city. An expenditure of $10,344 was made during the year for improvements and the entire school property was valued at $657,150. There was an enrolment of 21,373, although the school-houses will seat but 14,370 comfortably. The schools were taught 200 days by the 327 teachers; the pay of men averaged $124.76 a month; that of women, $29.34. A teachers' association, organized in 1877, holds monthly meetings. Latin, Greek, and German are taught in the high school. There were 9,737 children in private schools and 10,000 not attending school.

*Millville* expended $3,983 in the erection and furnishing of one new building and in repairs on others, and reported its school buildings in good condition, valued, with sites, &c., at $40,000. The schools are graded and a graduating course was established in the high school, the first commencement having been held in 1881. The day schools were taught 200 days; the evening schools, with an enrolment of 482 and average attendance of 226, were taught 63 evenings, and had 15 teachers. There were 75 in private schools and 303 in no school.

*Newark*, for 1881, reported 31 primary schools with 176 classes, and 78 classes in the grammar schools, 12 being of the first grade, from which 267 pupils passed into the high school. The high school, in its classical, scientific, and English courses of 4 years each, had 54 graduates, and in its commercial department 16. The normal training school, requiring graduation from the high school or its equivalent for admission, had 27 such graduates in a strictly professional course of one year. The evening schools were graded as far as possible, and reported an enrolment of 1,712, with an average attendance of 858, for a term of 3 months. Music and drawing are taught in all the schools by special teachers, and German in the high school. The schools occupied 32 buildings, 26 of them belonging to the city, all containing 15,600 sittings for study and valued, with sites, &c., at $910,000. Schools were taught 205 days. There were 6,000 in private schools and 17,350 in no school.

*New Brunswick* maintained its former high standard for regularity and promptness of attendance, reporting 315 pupils in June, 1881, who had not lost a day during the year, some of this number not a day in 5, 8, and 10 years. The schools were accommodated in 6 buildings containing 46 rooms, with 2,175 sittings, valued with sites, &c., at $125,200, and were taught 201 days by the 48 teachers. There were 1,200 in private schools and 2,487 in no school.

*Orange* expended $17,393 for buildings, furniture, and repairs, and in September, 1881, had 4 school-houses, with sittings for 1,371 pupils, valued, with sites, &c., at $100,000. The schools were taught 197 days by the 33 teachers. The high school offers a course of 4 years and one of 3, and had 11 graduates, 10 of them girls. There were 1,000 in private schools and 1,505 in no school.

*Paterson* reported 29 schools and departments, comprising 1 normal and 1 normal training school, 1 high, 8 grammar, 3 primary, and 7 evening schools, and 8 primary departments of other schools. A systematic course of study has been established, giving 5 years to the primary, 4 to the grammar, and 4 to the high school. As only 12 per cent. of those enrolled pass through the grammar schools and but 2 per cent. through the high school, regularity and thoroughness in the primary grades are important. The elementary evening schools, in which the length of term varied, had 1,896 enrolled and

36 teachers; the evening high school, with an average attendance of 26, was taught 72 evenings by 2 teachers, and reported special progress in drawing. The city expended $13,369 for buildings, furniture, and repairs during the year, and valued its school property at $257,100. There were 1,500 in private schools and 3,536 in no school.

*Plainfield* expended $4,975 for the erection and improvement of school-houses and valued its school property at $60,000. The length of term was 200 days. There were 305 in private schools and 456 in no school.

*Trenton* expended $1,470 in improvements for its school-houses, which will seat 2,718 comfortably and are valued, with sites, &c., at $130,000. The schools were taught 200 days by 3 men and 63 women. There were 2,600 in private schools and 1,634 in no school.

## TRAINING OF TEACHERS.

### NEW JERSEY STATE NORMAL SCHOOL, TRENTON.

This school, established in 1855, is the chief agency for the supply of well trained teachers for the public schools and in 1881 received $20,000 from the State for its support. It has an elementary course of 2 years and an advanced course of 3 years; graduates from the former receive State certificates of the third grade, valid for 7 years; those from the latter, second grade certificates, valid for 10 years. An enrolment of 236 was reported for 1880–'81, with 24 graduates from the advanced and 27 from the elementary course; of this number 49 had engaged in teaching. A model school connected with the institution furnishes the pupils of the normal school opportunity for both observation and practice in teaching. Its course of study ranges from elementary English through high school and college preparatory courses. There was an enrolment of 361, with an average attendance of 284 in 1881; of the 7 graduates, 4 had taken the college course.

### FARNUM PREPARATORY SCHOOL, BEVERLY.

Founded about the same time as the State Normal School and preparing students for it, this school receives an annual appropriation from the State. It has primary, intermediate, preparatory, and senior departments, the first 2 with 3 classes each, the last 2 with 2 classes each, thus serving as a first class graded school, with the lowest rates of tuition for Beverly. Its graduates, of whom there were 3 in 1881, may enter the advanced class of the normal school and graduate in 1 year.

### OTHER NORMAL TRAINING.

Normal schools or classes are reported in Hoboken, Jersey City, Newark, and Paterson, and teachers' associations for mutual improvement in school studies and work in Hoboken and Jersey City. One meeting monthly or oftener has been maintained for many years in Burlington County under the leadership of an efficient superintendent, pursuing steadily a regular course of study, and there are others in other counties. Newton Collegiate Institute, Newton, reported normal training, and the Collegiate Institute and Business College, Salem, a 3 years' normal course and an annual teachers' normal institute lasting 6 weeks, consisting of 4 classes, to accommodate those seeking first, second, and third grade and State certificates.

### TEACHERS' INSTITUTES.

Institutes were held during the year in the counties of Atlantic, Burlington, Camden, Cape May, Cumberland, Hunterdon, and Salem. The attendance at all these was good, few teachers being absent except for sickness. Able instructors were employed, and modern methods of teaching were presented and discussed.— (State report.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The information in regard to high schools is meagre and correct statistics cannot be given. Such schools appear in 1881 at Elizabeth, Hoboken, Jersey City, Millville, Newark, New Brunswick, Orange, Paterson, Phillipsburg, Plainfield, Rahway, and Trenton. At Beverly and Trenton some high school studies, preparatory in character, are also pursued in the higher classes under preparation for the State Normal School. An evening high school was maintained for some months at Paterson in addition to the day school. Advanced classes are reported by the superintendent of Camden County, from which graduates may enter the State Normal School or the Agricultural College at New Brunswick.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools specially preparatory to college, see Tables IV, VI, and VII of the appendix to this volume, and for

summaries of the same, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR MEN.

The *College of New Jersey*, Princeton (non-sectarian), maintained in 1881 (which was the one hundred and thirty-fourth year of its existence) its classical, scientific, elective, and graduate courses at the high standard of former years. An attendance of 488 in both academic and scientific departments was reported; among these were 7 fellows, 41 graduate and 12 special students. The list of students contained names of representatives from 30 States and Territories, as well as from Bulgaria, India, Scotland, and Thrace. Every graduate obtaining a six hundred dollar fellowship must devote one year to study under the direction of the professors in the department for which the fellowship was provided, and must reside in Princeton, unless, by vote of the faculty, he be allowed to study at an approved foreign university, in which case he must from time to time furnish written reports of his work to the professors in his department. The museums and apparatus have been increased during the year; a portion of Nassau Hall was arranged for the use of the museum, and an observatory was erected and equipped, said to be equal to that of any similar institution in the United States.—(Catalogue, 1880–'81.)

*Rutgers College*, New Brunswick (non-sectarian), founded in 1770, reported for 1881 no changes in its courses of study, which comprise classical, scientific, special, and graduate courses. Its students numbered 6 resident graduates, 87 in the classical and 40 in the scientific department, and 11 special students.—(Catalogue.)

*St. Benedict's College*, Newark, founded in 1868, and *Seton Hall College*, South Orange, founded in 1856 (both Roman Catholic), have preparatory departments and classical and commercial courses of study; the former reported 50 students for 1881; the latter, 110, with 13 graduates, and 33 in the Diocesan Seminary.—(Catalogues.)

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

For statistics of schools of this class reporting for 1881, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The institutions of this character in the State are *Rutgers Scientific School*, New Brunswick; the *John C. Green School of Science*, Princeton, and the *Stevens Institute of Technology*, Hoboken.

Rutgers Scientific School, constituted by act of the legislature the State College for Agriculture and the Mechanic Arts, offers full 4 years' courses of study in civil engineering and mechanics and in chemistry and agriculture; also, special 2 years' courses in chemistry and in agriculture. Provision is made for graduate studies.

The John C. Green School of Science, a department of Princeton College, has 2 courses in general science: one of 4 years, to be pursued by candidates for the degree of B. S.; the other of 2 years, for students who have received a first degree and who are candidates for that of M. S. Graduate, advanced, or special students enjoy every facility for study and research.

Stevens Institute of Technology, essentially a school of mechanical engineering, has a course of 4 years, each year divided into a preliminary term (during which the sophomore, junior, and senior classes devote 8 hours a day to experimental mechanics and shop work) and 3 regular terms. Beginning with 1882, fuller requirements for admission will be made in mathematics and in English, an examination in rhetoric having been added. A new workshop, fitted up and furnished with machine and other tools at his own expense, was presented to the institute by President Henry Morton in May, 1881.

For statistics of these scientific schools, see Table X of the appendix, and a summary of the same in the report of the Commissioner preceding.

### PROFESSIONAL.

The only professional schools reporting in 1881 were *theological*, viz: the German Theological School of Newark, N. J., at Bloomfield (Presbyterian); Drew Theological Seminary, Madison (Methodist Episcopal); the Theological Seminary of the Reformed Church in America, New Brunswick; the Theological Seminary of the Presbyterian Church, Princeton; and the Diocesan Seminary of Seton Hall College, South Orange (Roman Catholic). The 4 first named have full 3 years' courses and require candidates for admission who are not college graduates to pass an entrance examination. The Seminary at Princeton has also a graduate course of 1 year. The theological course at Seton Hall College

comprises 1 year of philosophy and 4 years of theology. The Seminary of the Reformed Church received gifts for the improvement of its library, the maintenance of Hertzog Hall, and the endowment of 2 scholarships, amounting in all to $90,000.—(Catalogues and returns.)

For statistics of theological schools, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF DEAF-MUTES AND THE BLIND.

From a written report of the State superintendent for 1881, it appears that 153 deaf-mutes from New Jersey[1] were being educated at different institutions in Connecticut, Massachusetts, New York, and Pennsylvania, at a cost of $44,824, and 34 blind at institutions in New York and Pennsylvania, at a cost of $9,934.

### EDUCATION OF THE FEEBLE-MINDED.

In the Pennsylvania Training School for Feeble-Minded Children, Elwyn, there were 50 pupils from New Jersey in 1881, for whose training and improvement the State paid $12,454.—(Letter from State superintendent.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The *New Jersey State Reform School* for boys, Jamesburg, reported for 1880 an average of 258 inmates, who were being trained in the school room, on the farm, and in the shop. No report has been received for 1881.

The *State Industrial School for Girls*, Trenton, established in 1870, receives children between the ages of 7 and 16, and reported 25 inmates at the close of 1881, who were receiving instruction in the common English branches as well as in household work. There were 10 discharged and 15 indentured during the year.—(Return.)

The *Newark City Home*, a reformatory and industrial school supported by the city, receives both boys and girls. Its eighth annual report states that 83 inmates were received and 64 paroled in 1881. Evidences of progress made in learning and good conduct are noted. The boys are taught farming and brush making; the girls, tailoring, dress-making, plain sewing, and mending. Regular school instruction in the English branches and vocal music is given every day. A system of credits and demerits for disciplinary purposes has superseded the severer forms of punishment.—(Annual report.)

### EDUCATION OF ORPHAN AND DEPENDENT CHILDREN.

Of some 15 institutions for sheltering such children and training them in studies and industries till they can be placed at service or in trades, only 4 have made reports for 1880–'81 at the time at which this goes to press. These are the West Jersey Orphanage, Camden; Children's Home, Burlington County, Mt. Holly; Newark Orphan Asylum, Newark; and Paterson Orphan Asylum, Paterson. They report, in all, 18 teachers in studies or industries, 1,225 cared for since the foundation of the associations or institutions, and 171 remaining at the date of their reports.

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATIONS.

Of meetings of the State Teachers' Association and the State Association of School Superintendents no account is contained in the State report for 1881. The only account that has reached the Bureau is an announcement and programme in the New-England Journal of Education of the State Teachers' Association to be held at Long Branch, July 6–7 of that year.

## CHIEF STATE SCHOOL OFFICER.

Hon. ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

Mr. Apgar has served by successive reëlections since 1867.

[1] A bill is said to have passed the legislature in 1882 providing for the establishment of a State institution for the deaf and dumb, to be located at Trenton.

## NEW YORK.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–21) | 1,641,173 | 1,662,122 | 20,949 | |
| In common schools | 1,031,593 | 1,021,282 | | 10,311 |
| In average daily attendance | 573,089 | 559,399 | | 13,690 |
| Attending private or church schools | 108,567 | 108,309 | | 258 |
| Attending academies | 30,909 | 31,114 | 205 | |
| Attending normal schools | 5,753 | 5,944 | 191 | |
| Attending colleges | 3,641 | 6,251 | 2,610 | |
| In medical schools | 2,579 | 3,069 | 490 | |
| In law schools | 653 | 603 | | 50 |
| Whole number under instruction | 1,183,695 | 1,176,572 | | 7,123 |
| SCHOOLS AND DISTRICTS. | | | | |
| School districts | 12,017 | 12,001 | | 16 |
| Public school-houses | 11,899 | 11,894 | | 5 |
| Log school-houses | 83 | 78 | | 5 |
| Frame school-houses | 10,077 | 10,073 | | 4 |
| Brick or stone school-houses | 1,739 | 1,743 | 4 | |
| Average school term in days | 179 | 178 | | 1 |
| Volumes in district school libraries | 735,653 | 707,155 | | 28,498 |
| Valuation of public school property | $30,747,509 | $31,091,630 | $344,121 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 7,992 | 7,669 | | 323 |
| Women in the same | 22,738 | 23,157 | 419 | |
| Whole number | 30,730 | 30,826 | 96 | |
| Teachers licensed through normal schools. | 1,068 | 1,095 | 27 | |
| By State superintendent | 1,083 | 964 | | 119 |
| By local officers | 28,579 | 28,767 | 188 | |
| Teachers employed 28 weeks or over | 20,597 | 20,731 | 134 | |
| Teachers' institutes held | 79 | 77 | | 2 |
| Teachers attending institutes | 15,404 | 13,209 | | 2,195 |
| Average attendance on each | 195 | 171 | | 24 |
| Average annual pay of teachers | $369 56 | $375 06 | $5 50 | |
| Average monthly pay | 41 40 | 42 24 | 84 | |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for public schools | $10,412,363 | $10,895,765 | $483,402 | |
| Whole expenditure | 10,412,378 | 10,923,404 | 511,026 | |
| STATE SCHOOL FUND. | | | | |
| Common school fund | *a*$3,251,286 | *a*$3,276,602 | $25,316 | |

*a* Not including the United States deposit fund, which in 1878 amounted to $4,014,521.

(From reports of Hon. Neil Gilmour, State superintendent of public instruction, for the two years indicated.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

General educational interests continued to be under the supervision of a State superintendent of public instruction, elected by the legislature for a term of three years, and of a board of regents of the university,[1] having oversight of academic, collegiate, and professional training.

For the local management of the common school interests there still were district school commissioners (nearly answering to county superintendents elsewhere), elected by the people for 3 years; boards of district trustees of 1 or 3 members, the term of a sole trustee being 1 year, but if 3 trustees were elected, there being an annual change of 1; in union districts, boards of from 3 to 9 members take the place of the district boards.

### OTHER FEATURES OF THE SYSTEM.

The common schools of the State continued to be free to all persons 5–21 years of age residing in the district, and also to non-residents at the discretion of the trustees. To supply this free schooling, the State levies an annual tax; this in 1881 was 1.14 mill on $1, which, with the income from the United States deposit fund and common school fund, amounted to about $3,400,000; while the people by voluntary local taxation raised about $7,400,000 more. According to law the greater part of these large sums is paid for teachers' wages; for buildings, sites, furniture, and repairs; for apparatus, libraries, colored schools, and various incidental expenses; for training teachers in academies, institutes, and normal schools under State direction. The remainder, about $130,000, is divided between academies, Cornell University, Elmira Female College, the school commissioners, department of public instruction, regents of the university, and a few remaining Indian schools.

The annual apportionment of the school money is made by the State superintendent under specific direction of the school law. To entitle a district to its quota, the trustees of the preceding year must have reported that a common school was taught by a qualified teacher or teachers during the legal school year of 28 weeks of 5 days each. The basis of apportionment, heretofore partly on the number of children of school age and partly on average attendance, has been changed. The portion of the fund formerly distributed on the basis of average attendance is now given practically on the basis of aggregate attendance, the aggregate attendance in each school district being now divided by 140, the number of days in the legal school year. The State superintendent believes that this amendment will tend to lengthen terms in the respective districts.

To be a legally qualified teacher and entitled to pay from the public money, one must have a diploma from a State normal school or a certificate of qualification from some one of the school officers authorized by law to give such certificates.

It is the duty of every school commissioner to organize in his district, once in each year, a teachers' institute, and to induce, if possible, all the teachers in his district to attend (which they do without loss of pay for time thus spent), the commissioner being always subject to the advice and direction of the State superintendent.

The State annually appropriates $50,000 for district libraries; but, notwithstanding the existence of various legal provisions intended to preserve the libraries and extend the field of their usefulness, the number of volumes reported in them falls off year by year, and the State superintendent has repeatedly recommended that the money appropriated for books be used in the purchase of apparatus or devoted to the establishment of village and township libraries.

The law passed in 1880 conferring upon women the right to vote in district school meetings and to hold school offices being found inadequate, it was amended in 1881. Under its liberal construction by the department of public instruction, women now enjoy the same privileges as men in these respects, and the State superintendent confidently predicts a continuance of the improvement in school interests which has already resulted from the change.

In the absence of any statutory provision respecting a legal school month, a calendar month is held to be such by the State department of education.

### GENERAL CONDITION.

The statistics of 1880–'81, compared with those of 1879–'80, show that while there were 20,949 more youth to be taught, the enrolment in the public schools fell off 10,311 and the average attendance 13,690. The State superintendent does not ascribe this to any decline of interest in the public schools, but to the business activity of the year, which led many of the youth over 14 into manufacturing and business life. On the contrary,

[1] This board is composed of the governor, lieutenant governor, secretary of state, and superintendent of public instruction, with 19 other persons elected for life service, and styled "Regents of the University of the State of New York."

he thinks that the system has increased in efficiency in greater proportion than the attendance has fallen off, and that the results attained justify the large expenditures necessarily incurred. While there was a decline of 258 at private or church schools and of 50 at law schools, the colleges showed an advance in attendance of 2,610, the medical schools of 490, the normal schools of 191, and academies of 205. With these gains there was still a decrease of 7,123 in the whole number under instruction. School districts fell off 16 and school-houses 5. Log houses are gradually disappearing and giving place to brick or stone buildings. School property advanced $344,121 in value. The school district library system showed its usual decline in the number of volumes, which this year reached 28,494. As to teachers, the review of the school year is a little more encouraging. While there were 323 fewer men teaching in the public schools, there were 419 more women, being a total gain of 96. Of the 30,826 employed, 20,731 taught for the full term, a gain of 134 over the previous year; 27 more held normal school diplomas; 188 more, licenses from local officers, though there were 119 fewer licenses from the State superintendent. Teachers' institutes were held in 58 counties, in 18 of which 2 sessions were held, besides 1 for the benefit of the teachers on the Indian reservations, making 77 in all. The falling off of 2,195 in attendance of teachers while only 2 fewer institutes were held is a fact indicating decline of interest on the part of teachers and weakness in the system of optional attendance. In teachers' wages there was no appreciable advance, though the school income was increased by $483,402; expenditures were $511,026 greater. There was a gain of $25,316 in the value of the school fund, exclusive of any gain that may have taken place in the United States deposit fund, the amount of which has not been reported since 1878.—(State report.)

### INDIAN SCHOOLS.

The remnants of 7 tribes of Indians still retain reservations in the northern section of the State and are included in the public school system of the State. They reported for 1880–'81 a school population of 1,607, an enrolment of 1,175, and an average daily attendance of 570; there was an increase of 17 in children of school age and of 11 in enrolment, but a decrease of 55 in average attendance. For the support of these schools the State annually appropriates about $9,000.

### KINDERGÄRTEN.

The report of 1879–'80 presents a list of 52 of these schools. Thus far in 1880–'81 but 28 have presented statistics. Among these are 4 important normal training schools, 1 for deaf-mutes, and several free Kindergärten for the children of the poor, while 3 have been discontinued. For further information, see Table V of the appendix.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Cities are generally organized under special charters which provide that the public schools shall be under the supervision of boards elected by the people, these boards varying in number and title. Usually also a superintendent is chosen by the board.

In New York City the mayor appoints a board of education composed, since 1873, of 24 commissioners. He also appoints 3 inspectors of common schools for each of the eight school districts into which the city is divided. One-third of both the board and inspectors are liable to change each year. A superintendent of schools and 7 assistant superintendents are elected by the board of education for terms of 2 years, and also 5 trustees for each ward, 1 of the 5 being changed each year.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Albany | 90,758 | 35,411 | 13,975 | 8,986 | 252 | $195,112 |
| Auburn | 21,924 | 6,855 | 3,184 | 2,307 | 68 | 42,019 |
| Binghamton | 17,317 | 4,778 | 3,000 | 2,037 | 64 | 47,482 |
| Brooklyn | 566,663 | 199,100 | 96,077 | 53,194 | 1,338 | 1,083,560 |
| Buffalo | 155,134 | 60,000 | 25,212 | 14,225 | 439 | 349,385 |
| Cohoes | 19,416 | 8,518 | 3,240 | 1,485 | 53 | 37,383 |
| Elmira | 20,541 | 6,032 | 4,198 | 2,971 | 80 | a70,939 |
| Hudson | 8,670 | 3,220 | 1,245 | 806 | 21 | 12,329 |
| Ithaca | 9,105 | 2,703 | 1,918 | 1,365 | 32 | 27,787 |
| Kingston | 8,780 | 2,704 | 1,660 | 1,098 | 32 | 23,814 |
| Lockport | 13,522 | 4,000 | 2,745 | 1,596 | 44 | 30,132 |

a Including $8,978 payment of indebtedness incurred in previous years.

*Statistics*—Continued.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Long Island City | 17,129 | 5,717 | 3,837 | 2,179 | 50 | $39,697 |
| Newburgh | 18,049 | 5,912 | 3,325 | 2,129 | 64 | 44,757 |
| New York City | 1,206,299 | 393,000 | *a*257,944 | *a*127,003 | *a*3,172 | 3,690,283 |
| Ogdensburg | 10,341 | 3,886 | 2,222 | 1,151 | 30 | 22,252 |
| Oswego | 21,116 | 7,988 | 3,780 | 2,618 | 66 | 45,462 |
| Plattsburgh | 8,283 | 2,160 | 1,371 | ..... | 26 | 13,344 |
| Poughkeepsie | 20,207 | 6,002 | 2,760 | 1,915 | 62 | 40,653 |
| Rochester | 89,366 | 37,000 | 13,381 | 8,788 | 255 | 214,179 |
| Rome | 12,194 | 3,129 | 1,700 | 1,427 | 31 | 15,243 |
| Saratoga Springs | 8,421 | 2,639 | 1,634 | 1,097 | 32 | 22,222 |
| Schenectady | 13,655 | 4,844 | 2,340 | 1,527 | 41 | 25,464 |
| Syracuse | 51,792 | 18,598 | 9,379 | 7,174 | 185 | 128,839 |
| Troy | 56,747 | 18,700 | 8,332 | 4,833 | 143 | 101,366 |
| Utica | 33,914 | 12,048 | *b*5,318 | *b*3,399 | 107 | 79,259 |
| Watertown | 10,697 | 3,245 | 2,092 | 1,300 | 48 | 29,594 |
| Yonkers | 18,892 | 6,467 | 3,231 | 1,719 | 52 | 53,543 |

*a* In addition there was an enrolment in evening schools of 16,096, average attendance of 6,158, and 271 teachers.
*b* Including evening schools.

ADDITIONAL PARTICULARS.

*Albany* made important additions to its school buildings, having completed one with 616 sittings, valued with lot and furniture at $19,942; and in place of an old one erected another, said to be a model of completeness; still a third was being remodelled and materially improved. This gave to the city 26 public school buildings, affording 11,857 sittings; school property was valued at $765,397. A decrease of 73 in enrolment from the preceding year and of 285 in average membership was attributed to enlarged opportunities for industrial employment. An official examination as to how many had left school during the year to engage in some permanent employment, a useful line of general investigation, showed the number to be 870. Tardiness was reduced 50 per cent., but the half day absences increased 2.6 per cent. There were 649 cases of truancy (with not more than 500 truants, the superintendent thinks). The superintendent suggests the appointment of truant officers to enforce the provisions of the compulsory education act, and advocates the establishment of an ungraded school for the instruction and reformation of truants. Of the 252 teachers reported, 227 were females. The schools were taught 197 days and the average number of days lost by these teachers was only 2.8. Discipline had been all that could be desired. On an average attendance of nearly 9,000 there were only about 6 cases of corporal punishment daily. The courses of study remained substantially the same as 2 years ago. The system of written examinations in all the schools except the high continued to work well, the classes marked excellent exceeding those of last year by 386. A quotation exercise which had worked well in the high school was recommended for the lower grades. The progress in reading was satisfactory, sight reading being general. The study of language was increased, doing away with the old method of parsing, the result being seen in the fact that 290 passed the regents' examination, being 66 more than the year before. Great improvement in penmanship was secured by using pen and ink in the second and third year grades. Free hand drawing received increased attention, and was to be extended to the senior class of the high school, thus making a continuous course from the lowest to the highest grade. This, with music, French, German, and chemistry, was taught by special teachers.—(City report and return.)

*Auburn* classed its public schools as high, grammar, and primary. The 11 school buildings were found to be insufficient for the increased school population, but a proposition to increase the accommodations was negatived by a vote of the people. Three of these 11 buildings with 39 rooms were occupied by the primary schools, 7 with 16 rooms by the grammar, and 1 with three rooms by the high school, together affording sittings for 3,334 and valued, with other school property, at $154,200. Only about 40 per cent. of the youth of school age were found in the schools, while enrolment increased 135 and average attendance 75. Of teachers (all women but 2) there were 2 more than the year before. Two special teachers in music and drawing were employed. Discipline was reported as generally good, the only exceptions occurring under unskilful and inexperienced teachers. There were 110 fewer cases of corporal punishment, and the superintendent reported the year as one of exceptional quiet and substantial progress. Private or parochial schools occupied 3 buildings, with an enrolment of 1,200 and 17 teachers.—(City report and return.)

*Binghamton* enrolled 63 per cent. of its school population of 4,778 and retained 43 per cent. of the enrolment in average daily attendance. Of these 8 per cent. were too young to attend profitably. In the period from 8 to 13, inclusive, which years come under the provisions of the compulsory school law, the absenteeism reached 9 per cent.; in that from 14 to 16, inclusive, when youth begin business life, 26 per cent.; in that from 17 to 18, inclusive, which closes the system of public school instruction, 25 per cent.; in that from 19 to 20, which lies entirely beyond the grades of city schools, 26 per cent. The school system embraces 7 ward schools, a grammar and a high school; these are all arranged in 12 grades, each, except the first, covering 1 year of three terms, the seventh and eighth constituting the grammar, the other 4 the high school grade. There was a loss of 147 in enrolment and of 128 in average daily attendance, while in teachers there was a gain of 6, there being 58 women and 6 men teachers. No special teaching in music, drawing, or penmanship appears. In the 8 school buildings reported, the primary schools occupied 2,038 sittings; the grammar, 574; the high school, 185. School property was valued at $197,349; enrolment in private or parochial schools was estimated at 528. (City report and return.)

The *Brooklyn* board of education, consisting of 45 members, divides the general supervision of the public schools among 21 standing committees; more special supervision is intrusted to local committees. There were 57 school buildings, all in good condition. The entire school property was valued at $4,943,553. While the buildings afforded sittings for 66,300 pupils and average attendance was 53,194, the enrolment for the year was 96,077. From 3,000 to 5,000 in the primary classes were crowded into basement rooms and old dwelling houses. It was estimated that from 5,000 to 10,000 more would attend the public schools if better accommodations were provided; not less than $400,000 were deemed necessary to make suitable provision. The expenditure of $1,037,901 during the year was inadequate for the needs of the schools, but the city refused to furnish the additional accommodations desired and thousands of children were obliged to wait, while thousands more were taught in half day sessions. The schools continued to be classed as primary, intermediate, and grammar, but in some grades more was required than could be accomplished in the time allowed; and over 100 inexperienced young girls are annually placed over classes of infant pupils. An intelligent review of the courses was called for. The city school system includes the educational departments of 9 orphan asylums and industrial schools partially supported by religious societies or individuals. These schools are under the same jurisdiction as the public schools, and during the hours allotted to secular studies, from 9 to 3, no religious instruction is given. During the year 2,294 children were taught by well qualified teachers and enjoyed better accommodations than the public school pupils; they were sustained at a cost to the public of $42,971. There were taught during the winter 13 evening schools, including 2 high schools; in the first division of the school term there was an enrolment of 7,610 pupils under 201 teachers; in the second division, 5,328 pupils under 192 teachers. Music and drawing were taught by special teachers. The work in penmanship showed special improvement as the result of using pen and ink in the primary classes, instead of slate and pencil. To abate the evil of inexperienced teachers in the primary schools, it was decided to form classes on the Kindergarten plan, and ask for $5,000 to pay teachers to be employed in this work. The establishment of industrial schools for the thousands of poor children not in the public schools was urged upon the attention of the board as a measure both of economy and safety to society.—(City report and return.)

*Buffalo*, with a school population of 60,000, an increase of 4,000, had 42 school buildings, valued, with other school property, at $780,000, and 20,433 volumes in the school library, valued at $19,694. The enrolment advanced 897 and average daily attendance 230. One additional teacher was employed and the expenditures were $3,829 higher. Only 42 per cent. of the school population were enrolled in the public schools, and but 24 per cent. of it were in average daily attendance.—(State report.)

*Cohoes* reported 7 school buildings, and a school library of 1,638 volumes, which, with buildings and sites, were valued at $86,800. The school population increased 527 and enrolment 566, but in average daily attendance there was a loss of 65; 10 more teachers were employed and $4,000 more expended. There were registered in public schools only 38 per cent. of the school population, while only 17 per cent. of it appeared in average daily attendance. This showing from the State report of 62 per cent. of school population as not registered and 83 per cent. of it not in daily attendance in the public schools cannot be explained in the absence of any official report from the city superintendent.—(State report.)

*Elmira* had 8 school buildings, a gain of 2 over the previous year, affording 3,825 sittings. The older buildings were remodelled and thoroughly repaired; school property was valued at $316,000. As reported last year, the schools were classed as primary, intermediate, advanced, and academic, each having 3 divisions of 1 year. As compared with 1879–'80 the statistics of attendance, teachers, and expenditures show only slight

changes; 69 per cent. of the school population was enrolled and 71 per cent. of the enrolment was in average daily attendance. The promotion of teachers according to meritorious service, instead of on yearly examinations, was continued. The evening schools heretofore reported were discontinued.—(Return and proceedings of board of education.)

*Hudson* reported 3 brick school buildings, and a school library of 1,000 volumes, valued with other school property at $31,000. With an increase of 87 in enrolment and the same number of teachers as last year, the city expended for its public schools $3,318 less than in the previous year. The school population increased 245, but only 38.6 per cent. of it was enrolled in the city schools and only 25 per cent. of it was in average daily attendance.—(State report.)

*Ithaca* erected 1 school building during the year, making 6 in all. The 6 afforded 1,730 sittings for study and were valued with other school property at $60,200. There was a slight decrease in attendance, but this was caused by the prevalence of scarlet fever during the spring term. The average daily attendance was 50.5 per cent. of school population, exceeding that of most of the cities in the State. The board had absorbed, during the year, all the elementary schools in the city except a Kindergarten and a preparatory school for Cornell University. The number of teachers remained the same. The schools, taught 191 days of the year, were classed as primary, intermediate, grammar, and high, with grades covering 12 years, 4 of which are spent in the high school. Vocal music was taught in all the courses. Estimated enrolment in private or parochial schools, 75.—(City report and return.)

*Kingston* had 8 school buildings, affording sittings for 1,671 pupils. The schools are classed as preparatory, high, and academic. The preparatory includes primary, junior, and senior courses, each having 3 grades, making 9 years of work below the high school and academy. The studies of the high school are not distinctly given. Those of the academy are arranged under 3 courses, one in literature and science and a collegiate preparatory, each of 3 years, with a higher English course, embracing all the advanced English branches included in the other courses. There were 75 pupils, 67 of whom pursued the advanced English course, and 10 graduated with honor. A large class from the high school was sent up, 49 of its 81 pupils having passed the regents' examination, not including those who had passed after entering the academy. With no change reported in the school population, there was a considerable falling off in enrolment, a slight loss in average daily attendance, and a loss of 5 teachers. The fact that many of the older students, in consequence of business activity, had begun active life accounts in part for the decrease. The number of days of study lost by pupils was 782 more than last year. The standard for promotion in all the departments was raised, yet nearly all examined passed. Music and drawing entered into the instruction of all the courses.—(City report.)

*Lockport* reported 6 school buildings and a school library of 3,881 volumes; value of school property, $110,600. In enrolment there was a gain of 154 and in average daily attendance of 40, although expenditures fell off $1,440. The schools registered 68 per cent. of the school population, and retained 40 per cent. of it in average daily attendance. There were 6 private and parochial schools, with 400 pupils enrolled. In the absence of a city return and report for 1880–'81 no further information can be given.—(State report.)

*Long Island City* had for its 5,717 school population 7 school buildings, 4 of them leased. One of those built by the city at a cost of $20,000 is said to be the only excellent school building in the place. All, with sites, were valued at $65,000. The schools, classed as primary and grammar, were taught by 50 teachers and enrolled 67 per cent. of the school population; 57 per cent. of the enrolment were in average daily attendance. Private and parochial schools enrolled 203 pupils. Few public school pupils remain to complete the grammar course. New methods of teaching grammar, arithmetic, geography, and history were adopted with gratifying results.—(City report.)

*Newburgh* reported slight changes in its public schools. In school population there was a gain of 15; in teachers, including 2 in evening schools, of 6; with an increase of $622 in expenditures; while in enrolment there was a loss of 23, and in average daily attendance of 90. The free schools enrolled 56.25 per cent. of the school population, and 64 per cent. of the enrolment were in average daily attendance. The board had 6 school buildings, with 2,500 sittings, of which 1,500 were used by the primary, 600 by the grammar, and 150 by evening schools, and 250 by the high school. School property was valued at $192,000. Schools were in session 200 days. Enrolled in private and parochial schools, 701.—(Return.)

*New York City* reported, for its 393,000 school population, 130 school buildings, with 150,484 sittings, all valued, with sites and other school property, at $11,775,000. During the year 3 new buildings, with sittings for 4,900 pupils, were completed and occupied, which, with other improvements, gave a net gain of 5,450 sittings. To provide this additional school room and sustain the schools during the year cost, as shown in the table,

$3,690,283. Yet with this immense outlay 9,189 children were refused admission to the schools for want of room. It was a serious question whether the board would be able to gain upon the steady advance of the school population, of whom there were 8,000 more than in 1880. Under the care of the board of education, and sharing in the school fund, were 299 schools, consisting of a normal college for girls (with a training department), 46 grammar schools for boys, 46 for girls, and 12 for both sexes, 69 primary departments of grammar schools, 44 separate primary schools, 4 colored schools, 48 industrial and reformatory schools, orphan asylums, &c., 27 evening schools, and 1 nautical school; giving a total in the 299 schools of 274,040 pupils, 133,161 of them in average attendance. To these should be added 40,000 in private and parochial schools. Of those in the public system, 2,043 were in the normal college and 1,611 in the training school connected with it. There were 1,317 colored children enrolled, 107 in the city nautical school, 24,130 in corporate schools, and 16,096 in evening schools. The statistics of attendance compared with 1879–'80 show a gain of 8,458 in the number taught and of 1,691 in average attendance. There were 3,443 teachers employed (excluding 77 special teachers, but including the 271 engaged in evening schools), of whom 418 were men and 3,025 women, the total of whose salaries was $2,541,508. Of these, 37 were in the normal college and 27 in its training department and 199 in the corporate schools. During the year licenses were given to 389 applicants for teachers' certificates. The first licenses are provisional, to be made permanent when the teacher has given proof of ability to do satisfactory work. As to the quality of instruction given and discipline maintained, the figures show, as the result of examinations, that of 2,690 classes instructed in the primary departments, the grammar, primary, and colored schools, 1,827 were marked excellent, 819 good, 42 fair, and 2 indifferent; while in discipline of the same schools, out of 2,749 classes, 2,498 were reported excellent, 232 good, 15 fair, 3 indifferent, and 1 bad. Only 97 pupils were suspended (this being 100 less than 2 years before and 53 less than the previous year), and 20 of these were restored. This degree of discipline was obtained without resorting to corporal punishment. To facilitate promotions from the primary departments and primary schools, the course of study is arranged in 6 grades, each requiring no more than can be accomplished in 5 months by a child of ordinary capacity, so that one in the lowest primary grade can reach the lowest grammar grade in 3 years. Changes made in the way of teaching reading, spelling, arithmetic, grammar, composition, and history gave satisfaction. Of the whole number of classes in reading, only 2 per cent. were deficient; of 2,690 in spelling 2,277 were excellent; of 2,690 in arithmetic 1,765 were excellent, 790 good, and 118 fair, this being regarded as among the studies most successfully taught. Of 1,889 in penmanship 1,596 were excellent. Slate writing continued to be an important element in the work of the lower grades. In United States history there was an average gain of 4 per cent. in proficiency. Instruction in some department of elementary science was given orally to all the grammar grades, and to the primary in object lessons; of 2,690 classes examined, 2,078 were rated excellent. In drawing general progress was reported, showing an average proficiency of 93 per cent. In the graded course of music the reports show satisfactory results. German and French were studied in 83 of the 104 grammar departments. The nautical school for the training of boys desiring to be seamen, which began eight years ago, continued to be a useful feature of the public system, having had during the year a monthly attendance of 107. On the annual summer cruise the ship sailed 9,000 miles, after which the school was examined by the Chamber of Commerce, and 46 graduated, nearly all of whom immediately found places. More than 60 graduates of the school are now serving as officers. The corporate schools were held under the auspices of 16 reformatory, benevolent, and industrial societies. Of the 24,130 children taught in these schools, 10,978 poor children who could not attend the public schools were registered in the schools of the Children's Aid Society. In the 25 primary evening schools conducted during the year under the system adopted by the board in 1880 there was great improvement in punctuality, regularity, scholarship, and discipline. All under 13 were excluded, and there was an increase of 810 adults over last year. The board endeavored through these schools to meet the needs of foreign immigrants desiring to learn English; a graded course of instruction for them was adopted during the year, and out of the 15,150 pupils enrolled in evening schools below the evening high school 1,712 were foreigners studying English, and there were 3,840 other foreign pupils engaged in the same study. On admission 1,452 of the whole number of pupils could not read and 1,625 could not write; 2,157 studied reading, 1,795 arithmetic, 568 composition, 2,773 penmanship, and 988 book-keeping. The work done by the truancy department is worthy of especial notice. During the year 17,378 visits were made, of which 11,536 were to homes, 4,223 to schools, and 1,619 to stores and factories. The cases investigated numbered 8,990; out of these 2,132 truants were returned to school and 395 non-attendants placed in school, 2,331 were kept at home by parents, 1,675 by sickness, and 252 by poverty, while 359 had been withdrawn from school and gone to work or left the city.— (City report and return.)

*Ogdensburg* provided 10 buildings for its school population of 3,886, and a school library of 3,675 volumes, the whole valued at $62,575. There was a loss of 158 in school population, a gain of 152 in enrolment and of 37 in average attendance, and an increase of $3,888 in expenditures. The number enrolled in public schools was 57 per cent. of the school population, and the average attendance was a fraction more than 29 per cent. of the same. Allowing for the 572 in private schools, there still remained 1,092 not in school.—(State report.)

*Oswego* reported 14 school buildings, with 3,760 sittings, which provided for only 47 per cent. of its school population. School property was valued at $168,380. The public schools were classed as primary, junior, and senior, with a 3 years' course in each, and high, with a 4 years' course, besides an unclassified school. School statistics generally show a slight reduction, with the exception of expenditures, which rose $6,531. Only 47.3 per cent. of the school population were enrolled. Private and parochial schools enrolled 1,268.—(Return.)

*Plattsburgh* had 6 school buildings, 5 being used by the primary schools, with 1,010 sittings; the intermediate and grammar departments occupied rooms in the high school building and had 286 sittings, the high school using the 88 remaining seats. With lot and furniture, the high school building cost $45,000; total value of school property, $57,000. The schools, taught by 26 teachers and classed as primary, intermediate, grammar, and high, were graded to cover 12 years, of 3 terms each, giving to the primary and grammar 3 years each, to the intermediate 2, and to the high 4 years. Private and parochial schools enrolled 80. Teachers of primary schools may, at their discretion, dismiss those children who have completed their exercises for that session an hour before the regular time of closing.—(Manual and return.)

*Poughkeepsie* reported 10 school buildings, with 2,770 sittings. It had a school library of 10,900 volumes. The school buildings, sites, and property were valued at $145,102. Its 10 schools continued to be classed as introductory, primary, grammar, and high, with grades covering 12 years, and including the second department of the high school in the grammar grade, each grade occupied 3 years. Compared with 1879–'80, there was a loss in schools of 2, in enrolment of 369, and in average attendance of 105; in teachers there was a gain of 2, and an increase of $2,819 in expenditures. Efforts were made to reduce irregularity and tardiness. Only 19 cases of suspension were reported and promotions increased over 3 per cent. An unusually high average was reached in the regents' examinations, especially in the grammar grades. In drawing there was a decided revival of interest, and the year's work was satisfactory. Private and parochial schools enrolled 828.—(State and city reports and city return.)

*Rochester* reported 27 school buildings, with 13,030 sittings, which was 351 less than the enrolment in the public schools and 23,970 less than the school population. Allowing for the 3,500 in private and parochial schools, there remain 20,470 not provided for in the city school system. The public schools, classed as primary, grammar, and high, were taught by 255 teachers, including a teacher of German. In enrolment there was a gain of 510. The statistics of 1880–'81, including the number reported in the private and parochial schools, gave a total of 16,881 under instruction during the year, yet this was under 46 per cent. of the school population.—(Return.)

*Rome*, with a school population of 3,129, had 8 public school buildings, with 2,050 sittings, valued, with other school property, at $75,250. The public schools, reported as primary, grammar, and high, were taught by 3 male and 28 female teachers, including 1 special teacher in drawing, during 198 days. The enrolment of 1,700 during the year was 54.3 per cent. of the school population; the average attendance included 46.6 per cent. of the school population and nearly 84 per cent. of the enrolment. Private and parochial schools enrolled 465.—(Return.)

*Saratoga Springs* had 12 school buildings, with 1,726 sittings; with other school property, these were valued at $69,300. School population, enrolment, average attendance, and teaching force fell off slightly. The public schools continued to be classed as primary, junior, grammar, and academic, the last having a course of 3 years. Singing, calisthenics, and drawing were taught throughout the entire course, the music being under a special teacher. Schools were in session 200 days and were taught by 5 male and 27 female teachers. An evening school, taught by the principal of the grammar department, enrolled 34 pupils, with an average attendance of 17. The attendance for the year shows good teaching, the enrolment being 61.9 per cent. of the school population, while nearly 70 per cent. of the enrolment was in average daily attendance. Including 319 in private and parochial schools and 34 in the evening school, nearly 75 per cent. of the school population was under instruction.—(City report and return.)

*Schenectady* had for its 4,844 school population 9 school buildings and a library of 3,100 volumes, valued, with other school property, at $76,800. There was a slight gain in school population and enrolment, the latter being 48.3 per cent. of the former, while the

average daily attendance reached 65 per cent. of the enrolment. In the 4 private and parochial schools there was an enrolment of 500.— (State report.)

*Syracuse* had 19 school buildings with 8,333 sittings, being 1,046 less than the number of pupils enrolled and 10,265 less than the school population. The buildings, with other school property and a district library of 14,163 volumes, were valued at $804,900. The public schools, classed as primary, junior, senior, and high, were taught 196 days by 11 male and 175 female teachers, including 2 special teachers in drawing and penmanship. An evening school, enrolling about 50 pupils, was taught by 1 male teacher. The school population increased 316 and enrolment 103; in average attendance there was a loss of 252. The average daily attendance embraced nearly 75 per cent. of the enrolment. Adding the 1,862 enrolled in private and parochial schools to those in the public schools, there were 11,241 under instruction, being a fraction over 60 per cent. of the school population.— (State report and return.)

*Troy* reported 14 public school buildings and a district library of 1,100 volumes, which with buildings and lots were valued at $235,850. The statistics show that with an increase of 236 in school population enrolment fell off 406, average daily attendance 780, and number of teachers 5; the schools cost $2,278 more. Only 44.5 per cent. of the children of school age were enrolled during the year, and only 58 per cent. of the enrolment was in average attendance. In the 20 private and parochial schools there was an enrolment of 1,200.— (State report.)

*Utica* in 1880–'81 had 18 public school-houses with 4,690 sittings, a library of nearly 8,000 volumes, and other school property, all valued at $708,571. The total of sittings, including 1,400 in the private and parochial schools, furnished school room for only 50.5 per cent. of the children of school age. The enrolment in the public schools was as follows: in the primary, 2,614; in the intermediate, 1,500; in the advanced, 671; in the academy, 172; in the ungraded, 85; in the 2 evening schools, 276. The statistics show that while there was a gain of 236 in school youth and of 5 in teachers, there was a loss of 173 in enrolment, of 328 in average daily attendance, and a decrease of $5,330 in expenditures. Besides the 97 regular teachers, there were 5 special ones in penmanship, music, drawing, French, and German, and 5 substitute teachers. The average daily attendance embraced nearly 64 per cent. of the enrolment. Discipline was well maintained, there being only 2 cases of suspension for tardiness, 29 for misconduct, and no expulsions. The schools below the academy are the primary, with a 2 years' course, and the intermediate and advanced, with 3 years each. The evil of grading schools too rigidly was avoided by so arranging the classes in each grade that a pupil could be promoted when proficient without being delayed for those behind him.— (City report and return.)

*Watertown* reported 9 school-houses, a district library of 4,000 volumes, and other school property, valued at $99,000. The statistics of attendance for 1880–'81 show 64.4 per cent. of school population enrolled in the public schools, including 100 in private and parochial schools. The average daily attendance reached 62 per cent. of the enrolment.— (State report.)

*Yonkers* for 1880–'81 reported 5 public school-houses, a district library with 2,961 volumes, and other school property, valued at $128,993. Private and parochial schools enrolled 1,492. Of the enrolment 53 per cent. was in average daily attendance.— (State report.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

Eight schools of this class, to train teachers for serviceable work in the State school system, have been established by law at Albany, Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego, and Potsdam, the oldest being that at Albany (1844), the two youngest those at Buffalo and Geneseo (1871). All are under the general supervision of the State superintendent of public instruction, the regents of the University being associated with him in the case of the school at Albany. All have connected with them model or practice departments, and all but those at Albany and Oswego had also, at the date of the last reports, academic departments, relics of former academies, not reckoned as integral parts of the normal schools. Except at Albany, where the same rule formerly obtained, each county is restricted in the number of normal pupils it may enter at these schools to twice the total of its representatives in the State assembly; and all such pupils must be at least 16 years of age.[1] They must pass a satisfactory examination, to be admitted to the first year of any class, with corresponding advance in age and in qualification for admission to advanced classes. The course at Albany is of 2 years; at the other schools it is of 2, 3, or 4, according to the grade of position sought, the divisions being into elementary English, advanced English, and classical. The instructors in the 8 schools in 1881 numbered 120; the graduates for the year, 273. The statistics of attendance it is more difficult to give with certainty, but according to a table in the State report for 1881 the whole number of normal students was 2,930.

[1] At Albany males must be 18.

### OTHER NORMAL SCHOOLS.

The *Normal College of New York City* (the annual reports of which cover a calendar year, not the State school year), December 31, 1881, had 1,214 normal students on its register, with an average attendance of 1,127; it admitted from the common schools, on competitive examination, 702 and graduated from the required 3 years' course 309 and from the voluntary 4 years' course 20. In the training department 1,612 children had been taught by 726 pupil teachers. During the 11 years of its existence up to 1881, the college had graduated 2,500 teachers, over 1,000 of whom were then doing good work in the common schools of the city. It was found, however, that the supply of teachers was exceeding the demand, and measures were taken to reduce the number of graduates as nearly as possible to the number required to fill the vacancies in the city schools. With this view it was determined to add a fourth year of required study to the course, and graduation of students was to be omitted in 1882. It was believed that the more extended course, the increased age of the teachers when beginning their work, and the greater maturity of mind consequent upon the higher studies of the fourth year course would greatly improve the system of public education. The two examinations each year heretofore required for admission were reduced to one.—(City report.)

A training school at Syracuse, organized 1880, with a course of 20 weeks, giving time for 2 classes in a year and consisting of female graduates of the high school who wished to become teachers, graduated 15. It was proposed to extend the 20 weeks' course to the entire high school year.—(City report). Alfred University showed in its latest circular a normal course of 4 years in its college department; St. Lawrence University, a teachers' class in which regular and systematic instruction was given by the president. The city of Utica reported a normal course of 2 years, English and scientific, with certificate of studies pursued. Binghamton was considering the expediency of adding a training department to its school system. The school authorities of Brooklyn proposed to organize 2 training schools, one in the eastern and the other in the western part of the city, and an appropriation of $100,000 was called for to erect suitable buildings.

There were in New York City 4 schools to train teachers for Kindergarten work. For their statistics, reference is made to Table V of the appendix.

### TEACHERS' CLASSES IN ACADEMIES AND COLLEGES.

The law of 1877 which provides that the regents of the University may designate academies and union schools in the several counties of the State in which normal instruction shall be given also provides that every school so designated shall instruct a class of not less than 10 nor more than 25 of such students, that each scholar admitted to these classes shall continue under instruction not less than 10 successive weeks, and that payments shall be made at the rate of $1 for each week's instruction of each scholar. Owing to the insufficiency of the income from the United States deposit fund, the only classes appointed for 1880–'81 were in the spring term of the 100 institutions of this character designated.—(State report.)

### TEACHERS' INSTITUTES.

During 1880–'81 there were held 77 institutes in 58 counties, with an attendance of 13,209 teachers, averaging 227 to each county and 171 to each institute held. The report gives 74.8 per cent. of attendance on the number of teachers in the counties where the institutes were held. The cost to the State was $16,937, an average of $292 to each county and of $1.28 to each teacher. An important advance was made by the superintendent in the employment of a corps of professional institute conductors; and, although there was a decrease of 2,195 in attendance from the previous year, there was none, it is claimed, in the interest manifested and the good done. In 18 of the counties 2 institutes were held and also 1 at Salamanca for the benefit of the teachers on the Allegany and Cattaraugus Indian reservations.—(State report.)

### EDUCATIONAL JOURNALS.

The following school journals continued their issues in 1880–'81: the School Bulletin, monthly organ of the State Teachers' Association, published at Syracuse, was in its seventh and eighth volumes; the School Journal, which had dropped the New York part of its title, and was published weekly at New York City, continued, but without clear indication of its volumes; the Teachers' Institute, published monthly at the office of the School Journal, was in its third and fourth volumes; the Kindergarten Messenger, transferred from Milwaukee to Syracuse, and published monthly from the office of the Bulletin, was in its fifth volume; the American Kindergarten Magazine, monthly, New York City, was in its fourth volume; the Industrial News, published monthly by the Inventors' Institute, Cooper Union, New York City, was in its second volume; while the Sanitary Engineer, in its fourth volume, and Scientific American, in its forty-fifth volume, both published in New York City, gave a large amount of information on the

subjects indicated by their titles. Several of the missionary journals gave also some educational information. In place of the Industrial Monthly came America, also a monthly, New York City, devoted to the industry, trade, finance, and policy of the United States.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

According to the report of the regents of the University of the State of New York for 1879–'80 (the latest at hand) there were 254 academies and academic departments of union schools subject to the visitation of the regents, and according to the State report for 1880–'81 there were 31,114 pupils in these schools, for which the State appropriated $42,915. The scheme of the regents' higher examinations for these secondary schools, as revised by the University Convocation of 1879, aims to adapt the examinations to the widely differing courses of study in these schools rather than compel the schools to conform their courses to an inflexible standard. An academic diploma is now granted to those students who have completed either an English or classical course; considerable freedom of choice as to the various studies is allowed, but common English branches are prescribed. To those who pass an examination in these prescribed branches, a certificate of progress is given, called the regents' intermediate certificate. The other English branches of study are divided into 2 groups, and any one having the intermediate certificate who passes a satisfactory examination in any 4 studies of both groups is entitled to receive the regents' academic diploma. The classical series of examinations as a uniform basis of admission to the colleges of the State are substantially the same as adopted by the University Convocation of 1865.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and for summaries of these, see the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN, FOR YOUNG WOMEN, OR FOR BOTH SEXES.

The literary colleges recognized by the regents of the University of the State of New York, maintaining a separate collegiate existence and forming, with scientific, legal, and medical schools, also thus recognized, the University of the State, continued to be in 1880–'81, as in the previous year, in the order of their charters: (1) Columbia College, New York (Protestant Episcopal), 1754; (2) Union College, Schenectady (Union Church), 1795; (3) Hamilton College, Clinton (Presbyterian), 1812; (4) Hobart College, Geneva (Protestant Episcopal), 1824; (5) University of the City of New York, N. Y. (non-sectarian), 1831; (6) Madison University, Hamilton (Baptist), 1846; (7) St. John's College, Fordham (Roman Catholic), 1846; (8) University of Rochester, Rochester (Baptist), 1846; (9) Elmira Female College, Elmira (Presbyterian), 1855; (10) St. Lawrence University, Canton (Universalist), 1856; (11) Alfred University, Alfred (Seventh Day Baptist), 1857; (12) Ingham University, Le Roy (Presbyterian), 1857; (13) St. Stephen's College, Annandale (Protestant Episcopal), 1860; (14) College of St. Francis Xavier, New York (Roman Catholic), 1861; (15) Vassar College, Poughkeepsie (non-sectarian), 1861; (16) Manhattan College, New York (Roman Catholic), 1863; (17) Cornell University, Ithaca (non-sectarian), 1865; (18) College of the City of New York, N. Y. (non-sectarian), 1866; (19) Rutgers Female College, New York (non-sectarian), 1867; (20) Syracuse University, Syracuse (Methodist Episcopal), 1870; (21) Wells College, Aurora (Presbyterian), 1870; (22) St. Bonaventure's College, Allegany (Roman Catholic), 1875. Cooper Union for the Advancement of Science and Art, New York, mentioned with these in 1880, will be found among the scientific schools, further on. All the 22 report in some form for 1881, showing fair collegiate courses of 4 years, and all had, as preparatory schools, 254 recognized academies and academic departments of union public schools; in 237 of these, at the date of the last report of the regents, were 31,099 students, of whom 8,578 claimed to be academic and 8,356 had their claims allowed by the regents. In the 22 colleges at the same date there were 3,359 students,[1] under 346 instructors. In the whole course of their existence they had graduated from collegiate classes 13,106, including the graduates of 1880. Eleven of these colleges had philosophical or scientific courses; 5 had special courses, composed of studies in the regular course, but not leading to degrees; 5 had commercial courses of 1 to 3 years; 10 gave instruction in drawing, painting, and music, these arts receiving apparently special attention at Wells, Elmira, Ingham, and Vassar (all for women), and at Syracuse University, where there was a special college of fine arts, with eminent in-

[1] The number given appears to include preparatory as well as collegiate students.

structors, a full 4 years' course, and a graduate course beyond it. To the Latin and Greek taught regularly in the classical courses of the 22 colleges, all added at least 2 modern European languages, some having 3 or 4, and Cornell 5, while 6 included Anglo-Saxon and 6 Hebrew, Cornell and Columbia offering Sanscrit also.

In addition to these colleges of the University come 7 under private or church control, not on the regents' list, and with courses less definitely collegiate than the others. Of these 7 the Brooklyn Collegiate and Polytechnic Institute presents evidence of good work in its classical course, while in its scientific course it aims at especial thoroughness. The other 6—St. Francis and St. John's Colleges, Brooklyn; Canisius and St. Joseph's Colleges, Buffalo; St. Louis College, New York, and the College and Seminary of Our Lady of Angels, Suspension Bridge—appear to have all remained still below the regents' standard, though St. John's, Canisius, and that at Suspension Bridge show an improvement since the last report.

Two of the regents' colleges, Elmira and Hobart, improved their buildings in 1880–'81; Columbia College extended its instruction in modern languages, and received (subject to a life interest of relatives of the testator) a bequest of $650,000 from the estate of the late Stephen Whitney Phœnix, of New York, to promote scientific research; the University of Rochester had its endowment fund increased by $256,800, Mr. John H. Deane, of New York, giving $100,000 of it and Mr. John B. Trevor, of New York, $50,000. St. Lawrence and Cornell Universities and Hamilton College also received gifts which brought the total of educational benefactions for the year in this State up to nearly $1,000,000.— (Ninety-fourth report of regents, catalogues, and returns.)

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Five of the collegiate schools above mentioned as under the general direction of the regents and forming parts of the University of the State are for young women: Elmira, Rutgers, Vassar, and Wells Colleges, and Ingham University, while Alfred, Cornell, St. Lawrence, and Syracuse Universities give women equal opportunities with young men. Twenty other schools that claim to be for the superior instruction of young women are on the lists of this Bureau and may be found in Table VIII of the appendix. An examination of their catalogues and circulars shows that comparatively few of them approach the standards of the 5 regents' colleges for women. The Normal College of New York City, however, though its chief aim is to prepare young women from the city grammar schools to be teachers, carries its pupils through a 4 years' course of training which for thoroughness and fulness may fairly be termed collegiate. In this college in 1881 were 1,214 students, with an average attendance of 1,127, under 37 instructors; in the 5 regents' colleges for women there were, in the same year, 326 collegiate students, with 3 resident graduates, under 88 instructors; students in art and music, some probably counted twice, 188.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The United States Military Academy, West Point, continued in 1880–'81 its single 4 years' course in literary, scientific, mathematical, legal, linguistic, and military studies, all directed to the preparation of skilled officers for the Army of the United States. Students for the year 230, under 50 instructors.

The schools of science reported by the regents of the University in their ninety-fourth annual statement were the Rensselaer Polytechnic Institute, Troy; Columbia College School of Mines, New York, and the Cooper Union for the Advancement of Science and Art, also in New York. The Rensselaer Institute in 1880–'81, as in several preceding years, concentrated its entire work upon the preparation of civil engineers in a course covering 4 years, offering, however, in its summer vacation, a 6 weeks' course in assaying to its graduates and students and others qualified to take it—students, 104; instructors, 16. The Columbia College scientific work will be noticed further on. That of the Cooper Union included, besides 3 free schools of industrial art, a free school of telegraphy for women and a free night school of science, in which last instruction was given in mathematics, physics, engineering, astronomy, &c. The former school had 45 pupils in 1880–'81; the latter, 1,335, of whom 390 received certificates of proficiency; instructors in the 2 schools, 17.[1]

Of the 22 literary colleges included in the ideal university of the State, 13 had in 1881 scientific courses of 3 to 5 years. Elmira, Hamilton, Hobart, Vassar, and Union Colleges went beyond this by giving instruction in practical astronomy, with the aid of well equipped observatories, Union having also a course of 4 years in civil engineering, as had Syracuse University, while the University of the City of New York had a 3 years'

[1] The whole number taught in the regular classes in the Union for 1880–'81 was 3,018, and the capacity of the institution was enlarged in that year by the addition of another story to its height at a cost of $70,000 to Mr. Cooper, who added also $30,000 to its endowment fund.

course in the same. Columbia College, New York, and Cornell University, Ithaca, went still further, Columbia having a school of political science, with a 3 years' course following the collegiate, and in its school of mines 5 parallel courses of 4 years in mining engineering, civil engineering, metallurgy, geology and paleontology, and chemistry (analytical and applied), beyond all which came graduate courses; while Cornell, in addition to its regular 4 years' courses in science, science and letters, and in philosophy, had a 2 years' course in history and political science, with 4 years' courses in agriculture, in mechanic arts, in military science, in architecture, in civil engineering, in mathematics and astronomy, in chemistry and mineralogy, and in natural history. Its degree of civil engineer, moreover, was held so high that 5 years of study were necessary to obtain it, the 4 years' course securing only that of bachelor of civil engineering; this was also the rule at Syracuse. At the University of the City of New York, the degree of civil engineer was given at the conclusion of its 3 years' course; at Union College, the Rensselaer Institute, and the Columbia College School of Mines, at the conclusion of their 4 years' courses, Columbia, however, seeming to press its studies with a special thoroughness, which imposed the need of work in vacation as well as in the college terms.

A considerable amount of scientific study is presented in the "special courses" of the Chautauqua Literary and Scientific Circle, which has its point of summer study at Chautauqua, N. Y., and its centre of correspondence at Plainfield, N. J. This circle is fast approaching the proportions of a university in the variety of the courses it offers and the vast number of students under its direction.

PROFESSIONAL.

*Theological* instruction was given in 14 schools and departments reporting for 1880–'81. The following had 3 years' courses of study and for admission required a collegiate course or its equivalent: Auburn Theological Seminary (Presbyterian); Hamilton Theological Seminary (Baptist), which had a course for non-graduates also; General Theological Seminary, New York City (Protestant Episcopal); Union Theological Seminary, New York City (Presbyterian), which also requires that the student shall complete the full course there or elsewhere; Rochester Theological Seminary (Baptist), including a German department; St. Andrew's Divinity School, Syracuse (Protestant Episcopal); Theological Course of Alfred University (Seventh Day Baptist); Bonaventure College and Seminary, Allegany (Roman Catholic); the theological department of Hartwick Seminary (Lutheran); in the last 2 of these the 3 years' course follows an academic course. Of the others Canton Theological School (Universalist) and the Seminary of Our Lady of Angels, Suspension Bridge (Roman Catholic), each had a 4 years' course, including preparatory studies; while St. Joseph's Provincial Seminary, Troy (Roman Catholic), had 4½ to 5, also inclusive of preparatory studies. De Lancey Divinity School, Geneva (Protestant Episcopal), retains students until prepared for ordination, without regard to time; while the Christian Biblical Institute, Stanfordville (Christian), requires for admission only a belief in the Bible as inspired and a common school education. Newburgh Theological Seminary (United Presbyterian) was suspended in 1878.—(Catalogues and returns.)

In connection with the various other schemes of study organized at Chautauqua, a school of theology was instituted in 1881, with a course meant to cover 4 years, to be pursued privately by those that undertake it, but with regular presentation of papers and reports of progress to instructors; a B. D. diploma was promised on the completion of the course.

For statistics of theological schools reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

*Legal.*—Four law schools reported for 1880–'81, as follows: The Albany Law School, a department of the Union University, Albany, continued its 1 year course of 36 weeks. It had a faculty of 9 professors and 54 students.

The law department of Hamilton College, Clinton, advanced its course of study from 1 year for collegiate students and 1⅛ for others, as heretofore reported, to a 2 years' course of 36 weeks each year for all. It had a faculty of 2 professors and 21 students.

The Law School of Columbia College, New York City, had a course of 2 years, of about 31 weeks each. Graduates of literary colleges are admitted without examination; others must be 18 years of age, must have received an academical training, including such a knowledge of Latin as is required for admission to the freshman class of the School of Arts. With a faculty of 6 professors there were 471 students, 254 of whom had received a degree in letters or science; 120 graduated. Graduating its first class of 27 in 1860 its alumni now number 2,470. The annual charge per scholar for tuition is $100.

The Law School of the University of New York City reported a 2 years' course of 32 weeks each year, having apparently dropped its preparatory course since 1879. Its

faculty consisted of 6 professors, with an attendance of 70 students, of whom 37 graduated.—(Catalogues and return.)

For other statistics, see Table XII of the appendix, and a summary of it in the report of the Commissioner preceding.

*Medical.*—Eight regular, 3 eclectic, and 2 homœopathic schools of medicine report for 1880–'81.

Of the regular schools, Long Island College Hospital, Brooklyn; the medical department of the University of Buffalo, at Buffalo, and the medical department of the University of the City of New York required in 1881 only 3 years of study under a medical preceptor and attendance on ungraded lecture courses of 20 weeks a year. The College of Physicians and Surgeons connected with Columbia College, New York, uniting with these in the first requirements, called for 8 weeks more of lecture attendance each year, making 56 weeks of instruction in its 2 years' course against 40 weeks in the others. It also, in common with the medical department of the City University, offered a 3 years' graded course; both stimulated study with high prizes for successful work. Long Island College Hospital offered, too, a 3 years' graded course. The Woman's Medical College of New York Infirmary, New York, and the College of Medicine of Syracuse University, Syracuse, required instruction in regularly graded lecture courses of 3 years, which courses in the former were of 32 weeks each year and in the latter of 36 weeks; both also required of all candidates for admission without academic or collegiate diplomas a preliminary examination. Into the same class with these two, as respected preliminary examination and required graded courses of 3 years, but not as respected length of each year's course, came in 1880–'81 Albany Medical College, Albany (a department of Union University, Schenectady), and Bellevue Hospital Medical College, New York City, each with lecture courses of but 20 weeks a year. Bellevue, however, to the disappointment of the friends of higher training, the next year only offered a graded 3 years' course without requiring it.

Three eclectic medical schools continued their instructions, the College of Physicians and Surgeons, Buffalo, the Eclectic Medical College of the City of New York, and the United States Medical College, in the same city. The first two had only the minimum requirements of such schools, 3 years of study under a medical tutor and attendance on 2 full lecture courses of 20 weeks each, with a thesis; the third added about 3 weeks to these requirements.

The homœopathic colleges were 2, as before: the New York Homœopathic, apparently for men only, and the New York Medical College and Hospital for Women. The instruction in both covered, as in previous years, a 3 years' graded course of study, which in the former was required from 1880 and in the latter seems to have been so strongly urged as to be virtually the rule, though graduation after 2 full lecture courses was allowed on evidence of 3 years' study.

*Dentistry.*—The New York College of Dentistry, New York City, continued to receive and graduate students that had had 2 years of instruction from a preceptor or 2 in its own infirmary courses (from March 1 to October 1 each year) and that had attended 2 regular lecture sessions of 20 weeks each (October to March each year), had deposited in its museum satisfactory specimens of dental work, and had passed creditably the examinations of the professors of operative and mechanical dentistry.

*Pharmacy.*—The College of Pharmacy of the City of New York, organized in 1829 and chartered in 1831, received in 1881 a coadjutor, the Albany College of Pharmacy, chartered in that year. Both presented the usual requirements of such schools, 4 years of pharmaceutical experience and 2 years of study in their courses.

## SPECIAL INSTRUCTION.

### EDUCATION FOR POLITICAL LIFE.

Columbia College, New York City, and Cornell University, Ithaca, have responded to the pressing call for schools of political science, and have provided regular courses of study. Since 1880 there has been in the former a 3 years' course following graduation from the usual college course; while in the latter the course in history and political science, which has existed for several years, has been greatly expanded and will eventually embrace all the important topics connected with political and social science.—(Register.)

### TRAINING IN ART AND TRADES.

The following collegiate institutions had departments of painting and drawing: Alfred University, Wells College for Women, St. Francis and St. Joseph's Colleges, and Rutgers Female College; while Elmira College, Ingham University, and Vassar College (all 3 for women) and the University and College of the City of New York had each a college of arts with courses of 2 to 3 years, and Syracuse University had a college of fine arts, with a 4 years' course and one for graduates beyond it.—(Catalogues.)

The art school of the *National Academy of Design* continued to include instruction in the high arts.— (Present Age.)

The technical school of the *Metropolitan Museum of Art*, New York City, classes its instruction as follows: Moulding and carving, with a special class for artists and amateurs in cartoons for work in fresco, 5 nights a week; drawing and designing in 2 classes, with courses of 2 and 3 nights a week; carriage drawing and construction, 3 nights a week, and, for women, day instruction in decoration in 2 classes, with courses of three afternoons a week. Lectures on subjects connected with the work are given on Saturday nights. Schools of wood and metal work were to be added in 1881. Statistics of the year are wanting.— (Circular and Industrial News.)

The *Society of Decorative Art*, New York City, organized in 1878, provides a place for the exhibition and sale of women's art work, induces women with talent for art work to cultivate it, aids their efforts by instruction, and procures orders for decorative pottery, porcelain, cabinet work, draperies, and embroidery. As the society limited itself to the higher order of work, a demand was soon felt for a similar institution filling a broader field. In May, 1878, the *New York Exchange for Woman's Work* was opened, with the motto, "Anything a woman can do can be done at this exchange;" in 1881 it paid its consignors $23,743, retaining a commission of 10 per cent.— (Philadelphia Daily Evening Telegraph.)

The technical art school at *Cooper Institute*, New York City, had departments of engraving, wood carving, photography, and drawing in which free instruction was given. The success of the school is shown in the fact that a number of graduates of the normal drawing class were employed by jewellers, house decorators, lace makers, carpet manufacturers, bookbinders, &c. In 1879–'80 the photo-crayon class earned $5,755, with a much larger earning in 1880–'81. The engraving class was constantly employed by Scribner, Harper Bros., the Smithonian Institution, &c. During 1880–'81 more than $20,000 were earned by the pupils in and out of the school, all going directly to them and none applied to the support of the institution.— (The Present Age.)

The *New York Trade Schools* were established for the purpose of training efficient practical mechanics, experience having shown that a more thorough education can be given in a trade school than in a workshop. The courses of instruction, as drawn up with the advice of the proprietors of many leading houses in the city, are plumbing and sanitary engineering, house, sign, and decorative painting, with special courses in mixing colors, fresco painting, polishing, and repairing hard woods.— (Report.)

The *Mosier Noonday Class*, connected with the smith and machine department of Brewster & Co.'s carriage manufactory, New York City, began in September, 1881, and is conducted by J. L. H. Mosier, superintendent. The workmen devote a part of their nooning to reading technical books; writing, drawing, and book-keeping are studied at home. This school is for apprentices only, and attendance on it is made a part of the contract in employing them. The experiment has proved a great success.

The *Ladies' Art Association of New York and Brooklyn* present courses in drawing and painting from life; drawing from cast; photograph coloring, water color and crayon; painting on china, enamel, and underglaze; principles of design; embroidery; botany; and geometry. Children's classes were taught the rudiments of free hand and mechanical drawing, with use of brush, principles of form and color, and their application to manufactures.— (Circular.)

The *Woman's Institute of Technical Design*, New York City, was opened by Mrs. L. E. Cory, November, 1881, with 5 students, and closed in the following June with 30. Instruction was given in wall papers, calico designs, and flower painting, and there was a carpet and oil cloth class. The results were encouraging, the designs for carpets made by the young women having been sold for reproduction in the factory.— (Woman's Journal.)

Art needlework was taught in all its varieties by the *School for Art Needlework*, in New York City.

*Fitch's Institute*, Buffalo, endowed by Mr. Benjamin Fitch and intended to resemble Cooper Union, will include a female training school in connection with the Charity Organization Society of Buffalo; the institute received from Mr. Fitch property valued at $200,000.— (School Journal.)

*Household Art Rooms*, Utica, is the name of an organization whose object is the promotion of mural decoration. To further this, the society made arrangements in 1881 for a course of lectures in 1882 on the summer resorts of the ancient Romans, their daily life, their houses, and their mural decorations, in landscape, genre, and mythological paintings.— (Household Art Rooms.)

### INDUSTRIAL TRAINING.

The *Kitchen Garden Association*, New York City, is a school for teaching little girls, especially of poor parents, the various branches of household industry suggested by the

need of improving the ways of living among the poor and of discouraging the tendency among girls to look upon housework as debasing. Instruction is given in 6 lessons of 1 month each in the details of domestic work, beginning with kindling fires, waiting on doors, bed making, sweeping, &c.; laundry processes, scrubbing, and laying a dinner table in the order of its courses follow; then a lesson is given on the parts of beef, mutton, &c., and how to cook and carve each; lastly, children learn to knead bread, turn tiny rolls, cut out biscuit, and make pies. Appropriate songs attend all the lessons and make them attractive. Through an ingenious adaptation of the Kindergarten system, the children acquire the essential principles of good household service.—(Report.)

The *Workingmen's School of the Society for Ethical Culture*, New York City, aims to combine industrial training with ordinary school work, and to use it not only for creating mechanical skill, but also for educating the mind. Laying the foundation of its work in the Kindergarten, its effort is to carry it forward in graded courses of 2 years each, the work lessons being given in the last 2 hours of 2 days in each week. In the first 2 years, covering the period from 7 to 9 years of age, potter's clay is used instead of wood, the school desks, with suitable tools, serving for work tables. At 9 years of age the plan is to begin work on wood with a small saw; at 11, to begin to handle the scroll saw, in wood first and afterwards in zinc; and at 13, to begin instruction in carpenter's work with a complete outfit for a workshop. From the simplest household utensil the pupil is to go on to more difficult and extensive work, from which, after 2 years' training, he may advance to carving and turning. Up to the close of 1880–'81, this experiment appears to have been a success, bringing a refreshing change into the school life of the children by its connection of industrial and literary training.—(Report of principal for 1880–'81.)

The *New York Cooking School*, under the general management of Miss Juliet Corson, its secretary and superintendent, aims to teach the best methods of cheap and good cookery. The full course of instruction is given in twelve lessons, and embraces marketing, cooking, serving, and carving, with the chemistry of food and the physiology of nutrition. Economy is inculcated, and both housekeepers and cooks are required to learn by practice and comparison proper methods of bringing the best and cheapest dishes to a well appointed table. This school is now widely known as the pioneer of a movement that has reached nearly every city in the United States, and is redeeming American cookery from its wasteful methods and unwholesomeness. While the advantages of the school are not ignored by the rich, its benefits are chiefly enjoyed by the middle classes and the poor.—(Circular.)

Eleven mission institutions train large numbers of poor children at once in common school branches and in some useful industry, in 1881 giving training to 13,859, as follows:

The *Brooklyn Industrial School Association and Home for Destitute Children*, established in 1854, attends to the ordinary education of its pupils, but gives especial prominence to the support of industrial schools, of which in 1881 it had 6 in different parts of the city; 5 of these reported 875 pupils, the kitchen garden being used in 3 of them.—(Report.)

The *Industrial School Association of Brooklyn*, established in 1869, with work similar to the above, had under its care 276 children trained in school and domestic industries.

The *Brooklyn Children's Aid Society* divided its work into 6 departments, embracing industrial and sewing machine schools, with kitchen garden exercises. In the sewing machine school 326 had received lessons. In the 2 industrial schools 703 were under instruction.—(Report.)

The *Five Points House of Industry*, New York City, taught 1,031 pupils in 1881, by whom 3,487 articles were made in the sewing department and 21,225 mended; 54 pupils learned to sew well, 10 to run the sewing machine; 11 worked by turns in the kitchen, 34 in the bed rooms, while 30 were just learning to sew. In the type room, besides doing the work on the Monthly Record, the boys did job work, earning between $500 and $600, while some had gone out to earn their living in printing establishments.—(Monthly Record.)

The *Industrial Schools of the Children's Aid Society*, New York City, in 1880–'81 had 21 day and 11 night schools, enrolling 9,662. During the last 12 years 113,000 poor children had been prepared for servants, apprentices, clerks, factory hands, and artists, 10,500 were sent to the public schools, 2,800 truants were brought in, and 7,500 were sent to places of employment. Since its organization it had trained from the poor and vagrant children about 60,000 for useful work and found places for them, had sheltered 200,000 in its lodging houses, and had taught over 50,000 poor little girls in the 21 industrial schools; of these not a score had entered on a criminal life or had become drunkards or beggars, though four-fifths were the children of criminal or vicious parents.—(Report.)

The *Industrial Department of the Young Woman's Christian Association*, New York City, in 1881, secured positions for nearly 1,200 women; gave to 114 the making of over 2,000 garments, paying them good prices; trained 62 girls to become competent seamstresses; and assisted 335 young women in getting safe homes and 225 women in securing boarders.

The *New York House and School of Industry* gives sewing work to poor women and trains young girls to various industries. Of these 40 have become skilled seamstresses and readily found employment. In housework 12,516 garments had been made, employing 180 destitute women. In the industrial school there were 199 children.

The *Wilson Industrial School for Girls*, New York City, sustained a day school where girls were instructed in the common English branches and sewing by hand and making their own garments, which, by a system of credit, they earn. There were 310 on the roll.—(Annual report.)

The *Industrial School of Rochester*, occupying in its twenty-fifth year an enlarged building free from debt, received 121 poor children during 1881, and had 83 in average attendance in the day school. The kitchen garden was used in domestic training, and cookery classes were in successful operation.—(Report.)

The *House of the Good Shepherd*, a home in Rockland County for orphan and destitute children, endeavors to train poor children for farm work, trades, and industries suitable for girls, and to educate deserving and earnest minded youth who wish to work their own way and elevate their position. Every one able is obliged to work. There were 52 inmates during the year 1881.—(Report.)

The *Children's Friend Society*, Albany, aims to provide an ordinary school for the poor children it gathers in, and also to train them in important branches of housework and sewing. In 1879, the last year for which there is a report, there were 242 children in attendance.—(Report.)

### TRAINING OF NURSES.

The training schools for nurses reporting in 1880–'81 are the Brooklyn Training School, opened in 1880, which had 12 pupils in its 2 years' full course; the New York State School for Training Nurses, organized 1870, which in 1881 had 6 instructors and 7 pupils; the Buffalo General Hospital Training School, organized in 1878, which had trained in its 2 years' full course 33 and graduated 5; the Charity Hospital Training School, which had instructed in its 2 years' course 130, enrolling 40 and graduating 6 in 1881, and of whose 90 graduates during its existence of 6 years 75 were known to continue in the profession; the Mt. Sinai Training School, New York City, had 26 pupils in its 2 years' course; the New York Hospital Training School had instructed in all 70 in its course of a year and a half, and 26 during the year, graduating 12; and the New York Training School for Nurses in the Bellevue Hospital had trained 148 in its full 2 years' courses since 1873 and 64 during the year. Of the 148 graduates, 120 were known to continue in the work; and the House and Hospital of the Good Shepherd, Syracuse, reported nurse training work in 1879–'80. All required, for admission, a common school education, good moral character, firm health, and ages between 20 and 36.

### EDUCATION IN MUSIC.

The *New York College of Music*, incorporated in 1878, arranges its course of instruction in departments of vocal sight-reading; piano; violin; theory and harmony; vocal; and organ; besides chamber music and operatic departments for advanced students in piano playing and vocal training; all under 16 professors, with 854 students, in 1881–'82. Diplomas in art and degrees in musical science are conferred by the president and corporation, on the recommendation of the director and faculty and under the authority of the State of New York.—(New York College of Music.)

The *Baxter University of Music*, Friendship, was reported in 1881 as a fully organized institution in every branch of musical learning; there were graduating courses for church, society, orchestral, and band musicians, with lectures and a series of concerts accompanying the courses. No statistics are given.—(Report.)

### SCHOOLS FOR TRAINING IN ORATORY.

Several schools of this kind are known to exist in the city of New York, but no information concerning them for 1880–'81 has been received.

### TRAINING IN SEAMANSHIP.

The Nautical School of the Port of New York, on the school ship St. Mary, is for the training of pupils in the elements of an ordinary school course, with instruction in the science and art of navigation. The sea service and school training occupy each about half a year. The enrolment for 1881 was 107. The boys were examined in the spring in school studies under the superintendence department of the city schools; in October, in the presence of 15 shipmasters, they were successfully put through their drill in seamanship; 47 were graduated.—(State and city reports.)

### EDUCATION OF THE DEAF AND DUMB.

In the 6 State institutions for this purpose there were 1,323 pupils in 1880–'81, a decrease of 12 from the previous year. Of these, 649 were State pupils and 455 county, while

128 were supported by the State of New Jersey and 91 by parents, guardians, or friends. Of the whole number the New York Institute for the Instruction of the Deaf and Dumb, New York City, had 519; the New York Institution for the Improved Instruction of Deaf-Mutes, 137; the St. Joseph Institute for the Improved Instruction of Deaf-Mutes, Fordham, 239; the Central New York Institution for Deaf-Mutes, Rome, 168; the Western New York Institution for Deaf-Mutes, Rochester, 132; Le Couteulx St. Mary's Institute for the Improved Instruction of Deaf-Mutes, Buffalo, 128. Increased importance was attached to the industrial departments in most of these schools, as through them both males and females, when leaving school, may have some means of self support besides the mental training. From year to year, instruction in the arts of design was becoming more and more important, developing taste and skill which were highly gratifying. A number of recent graduates, both male and female, were devoting themselves to artistic work as a specialty with pecuniary success. Articulation and lip reading received more or less attention in all the schools, but more especially in the 2 institutions in New York City, where, under the most approved methods, the results were very encouraging. One graduate passed a successful examination for admission to the Columbia College School of Mines, and was successfully pursuing the course in civil engineering, depending entirely on lip reading. The institution at Rochester had introduced the Kindergarten teaching with increased usefulness, as by experience it was found to be of great value in the instruction of deaf-mute children. During the year printing was added to the trades taught, and a daily paper was issued, made up of items from the school exercises, with little incidents of school life and bits of news from the daily papers, using the simplest language possible, the difficulty in finding books simple enough for the young children having led to the idea of this paper. This institution had, for the three previous years, occupied rented property belonging to the city, but in 1881 the city had executed a lease giving to the institution the property, valued at $81,000, for 25 years at $1 per annum. During the year the New York Institution No. 2 removed from its old location on Broadway to its beautiful home on Lexington avenue. It is said that there is no finer structure for deaf-mutes in the world. The ground was given by the city on a 99 years' lease at $1 per annum, the building costing $140,000.—(State report.)

### EDUCATION OF THE BLIND.

The *New York State Institution for the Blind*, Batavia, registered 170 pupils during 1880–'81, boys 86, girls 84, and was arranged in 3 departments, literary, musical, and industrial. In the literary, besides the ordinary English branches, instruction was given in rhetoric, zoölogy, physiology, natural and moral philosophy, with exercises in declamation and composition. The Kindergarten class was continued with increasing interest and success. In the musical department 120 were instructed in instrumental music, 10 of these upon the pipe organ. An orchestra of 8 instruments was taught through the year, while a class of 14 were instructed in harmony and musical composition, some of whom were subsequently employed in teaching. The tuning class of 18 had made good progress and were tuning their own instruments. In the industrial department broom making was the principal industry for the males, while the females were taught hand and machine sewing, knitting, and ornamental needlework.—(Report.)

The *New York Institution for the Blind*, New York City, had 236 inmates in 1880–'81. It arranged its system of instruction in 3 departments, literary, musical, and industrial: the literary embraces a course of studies of 7 grades, going as high as algebra, geometry, logic, mental, moral, and natural philosophy, science of government, rhetoric, and composition; in the musical department instruction is given in voice culture, chorus singing, piano and organ playing, theory and practice of teaching, staff and Wait systems of musical notation, and piano tuning. In the industries the males are taught cane seating, mattress making, and the manipulations of piano action and strings necessary in piano tuning.—(Report.)

### EDUCATION OF THE FEEBLE-MINDED.

The New York Asylum for Idiots, Syracuse, established in 1851, has made no report of its work for 1880–'81 to this Bureau. In 1879–'80 it had an average of 289 under instruction in simple elementary studies and industrial occupations.

### REFORMATORY INSTITUTIONS.

The State reformatories are the New York House of Refuge, Randall's Island, and the Western House of Refuge, Rochester, each with educational and industrial departments for both sexes, the State being districted between them. During the last year the former had an average attendance of 741 and had cared for 19,969 inmates since 1825. Statistics for 1881 are wanting for the latter school.

In addition to these there were kindred institutions under the care of benevolent organizations, viz: (1) The State Reformatory, Elmira, which had received 1,238 during five years up to September, 1881; (2) the New York Catholic Protectory, Westchester

County, which had 2,833 under its care in 1880–'81; of these, 795 left during the year physically and morally improved and more than 500 of them fitted to earn their own living; a large proportion of the boys were placed on farms in Nebraska. (3) The Catholic Protectory, Buffalo, mentioned in the report of board of charities as among the most important in the State, furnishes the Bureau no information since 1876. The following provide only for girls and, though reformatory in character, the inmates are not committed: the Association for Befriending Children and Young Girls, the New York Magdalen Benevolent Society, both in New York City, the latter caring for 166 in 1881, and the House of Shelter, Albany, with no statistics.

The great number of children brought under these reformatories and the large annual expenditures for their support place them among the most important public charities in the State.

## EDUCATIONAL CONVENTIONS.

### UNIVERSITY CONVOCATION.

The regents of the University of the State of New York have held, under this title, since 1863, an annual meeting with the instructors of the various colleges, normal schools, and academic institutions under their direction, uniting with these, since 1868, the trustees of such institutions. Its annual session at Albany July, 1881, is reported to have been unusually interesting. The most marked feature of the meeting was a paper on the relation of the General Government to the education of the people, the conclusion being that Congress should appropriate a fund in aid of education and determine all conditions of its apportionment; that after such apportionments have been made by Congress and accepted by the States they should be entirely controlled and administered by the States. The meagre report at hand from a State newspaper mentions only the reading of other papers on education, on chairs of pedagogy in colleges, and a few more the titles of which are not given. Dr. David Murray, who had been appointed secretary of the board at a meeting in January, was said to be showing a vigorous and progressive spirit, which, with a genial manner, gave promise that the convocations of the future would be more successful than those of the past. It was thought that the time of the convocation should be changed from July to January, in the hope of calling out a larger and more representative attendance. Hon. Henry R. Pierson was elected chancellor.—(School Bulletin.)

### STATE TEACHERS' ASSOCIATION.

The thirty-sixth anniversary of the New York State Teachers' Association was held at Saratoga July 5–7, 1881, and was called to order by the president, Prof. Jerome Allen. The meeting was characterized by certain indications of progress: the attendance of teachers and leading educators was large and the interest shown encouraging; the membership was greatly increased; the drift of sentiment in addresses and papers read was toward improvements in theories and practice; the subjects introduced and discussed were those most directly touching the issues of the day in educational matters. The president gave the keynote to the spirit of the session, saying: "All over the land new methods of education are being talked about. Our meetings should state the diagnosis of the diseases in our schools and point distinctly to the remedies. It is far more important to reduce our illiteracy than to lessen our public debt. The education needed as a remedy must be supplemented by religious or at least moral training. Our mistake has been that in running away from sectarianism we have run away from religion as well. If the State is bound to prevent children from growing up in ignorance, she is equally bound to prevent them from growing up in idleness or vice. Why should the State wait until an aimless life has blasted character and influence before it does what it ought earlier to have done?" After this address, which was listened to with great interest, came reports of committees on "The condition of education," "Improved methods of education," "The advancement of education," and "Nearsightedness in schools." Besides these there were elaborate papers on "Reading," on "Institutes and institute instruction," "Recent criticisms on our public schools," "Latin in high schools," "Genealogy of the modern lecture and its place in educational agencies," "Educational journalism," followed by remarks on "Industrial education in the public schools." The exercises were enlivened by recitations, music, and an excursion to Lake George, when, after the appointment of officers for the ensuing year, the association adjourned to meet at Yonkers in 1882.—(Annual report.)

### ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

At the last meeting of this association, at Utica, December, 1880, it was voted to hold its next session in January, 1882, in order that the persons elected school commissioners at the general election of 1881 might act officially in the proceedings, their terms beginning on the first day of January, 1882. Reports of this meeting are wanting.—(State report.)

## OBITUARY RECORD.

### SUPERINTENDENT SAMUEL S. RANDALL.

Born in 1809, at Norwich, N. Y., and dying in the city of New York, June 3, 1881, Mr. Randall filled much of his seventy-two years of life with useful labor for the educational interests of his native State and of its chief city. Having supplemented early school studies with a brief course at Hamilton College, he prepared for the bar in the office of Hon. Daniel S. Dickinson, and was admitted to practice in 1834. Gen. John A. Dix was at that time secretary of state and superintendent of public instruction, and for the management of the latter interest secured the aid of Mr. Randall before he had gone far into the practice of the law. The young assistant proved to be the man for the place and the occasion, doing his work so well that he was retained till the close of General Dix's long incumbency, and then was reëngaged for the same duties by Hon. John C. Spencer, who in 1839 succeeded General Dix. Two years later, 1841, his valuable services received honorable recognition in his appointment to the deputy superintendency, an office apparently created for him, and which he held till 1846, again from 1849 to 1852, and once more for a part of 1854. While acting thus as deputy, the full duties of the superintendency twice devolved upon him, and were performed so satisfactorily that when, in 1853, a movement was begun to separate the department of public education from the office of the secretary of state, it was generally supposed that Mr. Randall's faithful work and intimate acquaintance with the State school system (which he had done much to improve) would lead to his election to the superintendency. Political influences stood in his way, however, then; but two months later (in June, 1854) he was elected to the superintendency of schools in New York City. He accepted the position, and held it for 16 years, bringing up the city system, then in its infancy. Resigning on account of failing health, his deputy, Mr. Henry Kiddle, succeeded him, and he gave much of his remaining strength to the preparation of an excellent History of the Common School System of the State, published in 1871. For the preparation of this history he was fitted, not only by his personal acquaintance with the system and by careful study of the State records at Albany, but also by two preceding works, A Digest of the Common School System, published in 1844, and The Common School System of the State of New York, published in 1851, with a smaller one on Mental and Moral Culture, 1844. To all these are to be added a History of the State of New York, for the use of schools, published in 1870, and First Principles of Popular Education and Popular Instruction, 1868, with 15 valuable reports on the school system of New York City. Full of years and worn with labors, he at last rested, honored with the title of "father of the school system of New York," which system he certainly did more than almost any other single man to put into efficient operation.

### ASSISTANT SUPERINTENDENT ALEXANDER J. SCHEM.

Professor Schem was born in Westphalia, Prussia, in 1826; entered, 1843, the University of Bonn; completed his university studies at Tübingen, and came in 1851 to America. Here he taught modern languages at Mount Holly, N. J., and in 1854 became professor of Hebrew and modern languages in Dickinson College, Carlisle, Pa., where he continued for some years. The intelligence displayed here in his contributions to the newspapers attracted the attention of the literary men engaged on Appleton's Cyclopædia, and he was invited to New York to aid them. Continuing in this work for eleven years, he established such a reputation for varied scholarship that when Johnson's Cyclopædia was planned he was employed on this also. In 1874 he became one of the assistant superintendents of the public schools of New York City, under Henry Kiddle, continuing such until his death. During this period he united with Mr. Kiddle in preparing a very useful Cyclopædia of Education, published by Steiger in 1877, and then, with others, was engaged on the Theological Encyclopædia of Drs. McClintock and Strong. These are but specimens of the literary labors that he undertook in connection with his school duties. The multitude of these labors, however, told upon his system, and led to his premature death, which occurred May 21, 1881.

### BISHOP ERASTUS O. HAVEN, D. D., LL. D.

This accomplished man, whose life was marked by a succession of honors, was born in Boston, Mass., November 1, 1820; he graduated at Wesleyan University, 1842; was principal of a private academy at Sudbury, Mass., during 1842–'43; then taught in Amenia Seminary, N. Y., till 1848; served the next five years as pastor of important Methodist churches in New York City and vicinity, and from 1853 to 1856 was professor, first of Latin, then of rhetoric and English literature, at the University of Michigan, Ann Arbor, during which time Union College, N. Y., conferred on him the degree of D. D. In 1856 he was induced to return to Boston as editor of Zion's Herald, the chief Methodist paper of New England. Here again his ability and scholarship were recognized by

the governor in an appointment to the Massachusetts board of education (of which he was chosen chairman) and by the people in two successive elections to the State senate; while from Ohio Wesleyan University came like recognition in an honorary degree of LL. D. After seven years' work in Boston he was recalled in 1863 to the University of Michigan to take the place of the retiring chancellor, Rev. Dr. Henry P. Tappan. His excellent administration here doubled in six years the funds and the attendance, with such improvement in literary quality and discipline as to place the institution in the front rank of the institutions of its class in the United States. This work accomplished, he felt at liberty to undertake a like one for an infant university of his own church, the Northwestern, at Evanston, Ill., not far from Chicago. He went there as president in 1869; "found it," says a later president, "a small college; made it a university in fact as well as name." Such successful college work led to the selection of him by his church as secretary of its board of education in 1872, and to his election as chancellor of one of its most important institutions, Syracuse University, Syracuse, N. Y. He accepted both positions, carrying into the latter the work of the former, without compensation, and, although burdened with this extra labor, he added largely to the attendance on the university, strengthened its courses, brought its medical school up to the standard of the highest in the country, and much improved its college of fine arts. In 1880 he was elevated by his church to its highest office of bishop, and was assigned the Pacific coast as his field of labor. Beginning that labor at San Francisco and along the coast from January, 1881, within six months he was prostrated with malarial fever in Oregon, and died August 3, 1881, leaving the reputation of a model educator and a most genial, lovable, and many-sided man.

### GEORGE PAYNE QUACKENBOS, LL.D.

Born in New York City, September 4, 1826, and graduated at Columbia College in 1843, Dr. Quackenbos spent a year in teaching at the South, and then, returning to his native city, became principal of the Henry Street Grammar School, subsequently occupying for twenty years the same relation to a "collegiate school" at the corner of Fourteenth street and Sixth avenue. To this long experience in teaching we owe a series of text books for school use that have made his name familiar not only throughout the United States, but in England and its colonies, and even in Japan. First Lessons in English Composition came out in 1851; Advanced Course of Composition and Rhetoric and a School History of the United States, in 1854; a Natural Philosophy, in 1859; English Grammar, in 1862; a Primary Arithmetic and an Elementary Arithmetic, in 1863; a Practical Arithmetic and an Elementary History of the United States, in 1868, with a larger History of the United States, in 1876; besides all which he edited a revised edition of Spiers and Surenne's French and English Dictionary. These books secured so wide a welcome that teaching had at last to be relinquished and his whole time given to the revision and improvement of the volumes that were aiding others in their school work. In this congenial occupation some peaceful and useful years were passed; he died July 24, 1881, at New London, N. H.

### DR. JAMES P. WHITE.

This esteemed physician and instructor, born in Livingston County, N. Y., March 14, 1811, died September 28, 1881. A practitioner of great intelligence and a student in European schools, as well as in America, he early rose to eminence in his profession, became one of the chief agents in the establishment of the Medical Department of the University of Buffalo, was a professor in it from the outset, had been its president for some time before his death, and was also first vice president of the American Medical Association.

## CHIEF STATE SCHOOL OFFICER.

Hon. NEIL GILMOUR, *State superintendent of public instruction, Albany.*

[First term, April, 1874–1877; second, April, 1877–1880; third term, April, 1880–1883.]

**Mr. Addison A. Keyes has been assistant superintendent during most of Mr. Gilmour's incumbency.**

## NORTH CAROLINA.

SUMMARY OF SCHOOL STATISTICS.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| SCHOOL POPULATION AND ATTENDANCE. | | | | |
| White youth of school age (6–21) | 291,770 | 293,780 | 2,010 | |
| Colored youth of school age (6–21) | 167,554 | 174,292 | 6,738 | |
| Whole number of school age | 459,324 | 468,072 | 8,748 | |
| White youth in public schools | 136,481 | 140,311 | 3,830 | |
| Colored youth in public schools | 89,125 | 100,405 | 11,280 | |
| Whole number in public schools | 225,606 | 240,716 | 15,110 | |
| Average attendance of white pupils | *a*90,512 | *b*87,436 | | 3,076 |
| Average attendance of colored pupils | *c*57,290 | *b*55,384 | | 1,906 |
| Whole average attendance reported | 147,802 | *d*142,820 | | 4,982 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts reported | 6,392 | 6,240 | | 152 |
| Number of public school-houses | 3,766 | 3,711 | | 55 |
| Number of free schools for whites | *e*3,523 | *f*3,781 | 258 | |
| Number of free schools for colored | *e*1,789 | *f*1,901 | 112 | |
| Whole number reported as free | *e*5,312 | *f*5,682 | 370 | |
| Average time of school in days | 54 | *g*48 | | 6 |
| Reported valuation of public school property. | $179,561 | $220,442 | $40,881 | |
| TEACHERS AND THEIR PAY. | | | | |
| White men teaching in free schools | 2,006 | 2,620 | 614 | |
| White women teaching | 721 | 986 | 265 | |
| Colored men teaching | 1,034 | 1,007 | | 27 |
| Colored women teaching | 369 | 389 | 20 | |
| Whole number of free school teachers | 4,130 | 5,002 | 872 | |
| Average monthly pay of whites | $21 91 | $22 25 | | |
| Average monthly pay of colored | | 19 82 | | |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for public schools | *h*$523,555 | *i*$698,772 | $137,197 | |
| Whole expenditure for public schools | 352,882 | 409,659 | 56,777 | |
| STATE SCHOOL FUND. | | | | |
| Amount of available State fund | $200,000 | $100,000 | | $100,000 |
| Estimated whole amount (including portion not now available). | 531,555 | 431,555 | | 100,000 |

*a* In 74 counties.
*b* In 87 counties.
*c* In 72 counties.
*d* In 87 out of 96 counties.
*e* In 81 counties.
*f* In 85 counties.
*g* Only 6 months of 1881 reported.
*h* Includes $132,266 on hand at beginning of the year.
*i* Includes $170,286 on hand at beginning of the year.

(From reports of Hon. John C. Scarborough, State superintendent of public instruction, for the two years indicated.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

A State board of education and a State superintendent of public instruction (who is ex officio a member of the board) have general charge of educational interests. County school affairs are supervised by county boards of education composed of the commissioners of each county assisted by county superintendents. These last were provided for in 1881, the office of county examiner being at the same time abolished. County superintendents are elected biennially by county boards of education and of magistrates in joint session. For each district, a school committee of three persons is elected by the county board of education.

### OTHER FEATURES OF THE SYSTEM.

Under the constitution the public schools have long been supported by the income of a State school fund, by county school funds, and by State and county capitation taxes, the sum of the last two not to exceed $2 a head. Under the school law of 1881 there are also given to the schools a general tax of 12½ cents on the $100 of property and credits in the State and a poll tax of 37½ cents. If these funds should not be sufficient to maintain schools four months in each school year, under the new school law a special tax for the amount necessary must be levied by the county commissioners. School funds are apportioned by the State board to counties, and by county boards to the several districts,[1] according to the number of children therein between 6 and 21, the county boards specifying how much is for white and how much for colored schools. The district school committees are required each year to take a census of youth of school age, designating race and sex, and forward their enumerations to the county superintendent. The funds and schools for white and colored children must be kept separate. Schools aided by public funds are free to all residents of the district 6 to 21. Teachers are examined by county superintendents, from whom they receive certificates valid for 1 year in the county where issued and graded according to qualification. Institutes may be organized by county boards of education, who are authorized to appropriate annually $100 of county school funds for the purpose; and when such institutes are held teachers are required to attend. Teachers must make report at the close of every term to the county superintendent and the district school committee; county superintendents, annually to the State superintendent, and he to the governor.— (School laws, 1881.)

### GENERAL CONDITION.

With an increase of 8,748 youth of school age, the enrolment reported was 15,110 higher. To sustain the public schools there seem to have been raised $137,197 more than in 1879–'80, and there was a reported addition of $40,881 to the value of State school property. Information from other than official sources indicates that several religious associations in other States did much to improve the teaching force in North Carolina by providing normal schools, more or less permanent in character, which seem to have been well attended; in two or three instances enterprising towns secured teachers, set up graded schools, and carried them on with enthusiasm. The figures, however, do not on the whole indicate progress; for, while the want of uniformity in the returns for the two years unavoidably vitiates to some extent comparisons which might otherwise be safely instituted, it is clear that there was a large falling off in the average attendance, especially of white pupils, and there is an evident incongruity in the increase of 872 teachers reported and the decrease of 55 in the number of school-houses occupied.

The State superintendent recommends that the school system as organized under the law of 1881 be continued for the present, and hopes much from the county superintendency and the arrangements for improving teachers that have been recently introduced.

### KINDERGÄRTEN.

Several Kindergärten reported statistics for 1879–'80, but only one sent a report of statistics for 1880–'81. The school connected with Charlotte Female Institute, Charlotte, had 9 pupils under Kindergarten training. A Kindergarten department was a feature of the Franklin Normal School in 1881, while the absence of such a department from the university normal course was a marked change from former sessions.

## CITY SCHOOL SYSTEMS.

### LEGAL PROVISIONS.

In townships of 5,000 inhabitants and upward (with two or three exceptions), a tax for the support of graded schools was authorized in 1877; but it could not exceed one-tenth of 1 per cent. on property and 30 cents on the poll.

[1] According to the new law, all the school funds thus assigned to a district may be used to build school-houses, if the school committee so determine. Under this law 38 new ones are said to have been built in one county.

### STATISTICS OF RALEIGH.

Only two cities in this State, Raleigh and Wilmington, had in 1880–'81 over 7,500 inhabitants, the minimum limit of those cities from which statistics are given in Table II of the appendix.

*Raleigh*, with a population of 9,265 and 4,388 youth of school age (1,960 whites and 2,428 colored), reports an enrolment in public schools of 1,778 (650 whites and 1,128 colored). About 200 white and 50 colored children were enrolled in private and parochial schools. Public schools were taught 196 days by 23 teachers, of whom 6 were men. The property used for school purposes was valued at $5,000.—(Return.)

*Wilmington* had 17,350 inhabitants according to the census of 1880, but no report of its public schools has been received since 1879.

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

Ten schools called State normal schools appear in the State report as held in some part of 1881 with a total attendance of 1,363 pupils, of whom 1,138 were engaged in professional studies and 225 were in preparatory or practice schools. Five of these schools were summer normals, holding sessions of 4 or 6 weeks during the vacations of the public schools. One-half of the schools were for colored pupils.

The *North Carolina University Normal School*, Chapel Hill, established by the State in 1877, held, as usual, a six weeks' session in the university buildings during vacation, 338 pupils being enrolled under 18 instructors and 11 lecturers. Instruction in elocution was a novel feature of the work. Tuition was free. The State appropriation for the year was $2,000.

The *State Colored Normal School*, Fayetteville, also organized in 1877, enrolled 63 preparatory and 46 normal pupils under 3 instructors, and now presents a 3 years' course of study, one year having been added during 1880–'81 in consequence of a demand for colored teachers of a higher grade. Certificates of competency to teach, however, are still given to students who complete the junior year. Tuition is free. The State appropriates $2,000 a year to the school. Up to 1881 $500 had been received from the Peabody fund, but in that year this was reduced to $205, owing to the establishment of various other normals which needed assistance.

*Franklin Normal School*, Franklin, established by the State board in 1881, is a summer normal of 4 weeks, giving free tuition and receiving aid from the State, the county, and the Peabody fund. There were 127 normal students enrolled under 4 teachers and 3 lecturers, besides 52 in a model school.

*Elizabeth City State Normal*, Elizabeth City, a 6 weeks' school, established in 1881, reports $500 received from the State, tuition free, and 64 students attending.

*Newton State Normal School*, Newton, established by the State in 1881, is a summer vacation school of 5 weeks, held in the buildings of the Catawba High School. It received from the State an appropriation of $500, and had, according to the State report, 127 normal students, besides 80 children in a Kindergarten, both under 9 resident instructors and 8 others.

*Wilson State Normal School*, Wilson, a summer normal of 5 weeks, organized in 1881, received $500 from the State, $100 from the county, and $200 from the Peabody fund; it enrolled 154 pupils, under 10 instructors and 9 lecturers.

*New Berne State Normal School* (for colored students), established in 1881, in a course extending over 3 years of 21 weeks each, aims to give a first class training to those expecting to teach. There were 63 students enrolled during the year under 3 instructors and 2 lecturers. Tuition was free.—(Return.)

Besides this at New Berne, 3 other normal schools for the colored race were established in 1881: one at Franklinton, with 4 teachers and 65 pupils; another at Plymouth, with 3 teachers and 91 pupils; and a third at Salisbury, with 2 teachers and 63 pupils.

### OTHER NORMAL TRAINING.

*Graham Normal College*, Graham (organized as such in 1881), has preparatory and normal departments of study, the latter with junior and senior classes. Instructors, 4; students not given.

*Whitin Normal School*, Lumberton, organized in 1876, aims to prepare pupils for governing and teaching the public schools for colored pupils in a course of study extending through 4 years of 6 months each, the sessions being held in the summer to allow pupils to teach at other seasons. There were 30 normal and 53 other pupils during 1880–'81, under a principal and 4 pupil teachers.

*Wilmington Normal School*, Wilmington, organized in 1865 by the American Missionary Association, had 236 pupils enrolled during the year under 6 instructors.

*Tileston Normal School*, Wilmington, opened in 1872 and sustained by the American

Unitarian Association and Soldiers' Memorial Society, graduated 7 pupils during 1880–'81. Further statistics are not given.—(The Lighthouse.)

The *State University*, Chapel Hill, instituted in 1881 a teachers' course of 2 years, embracing all the studies required by law to be taught in the public schools, with some higher ones and theory of teaching.

The *Normal Department of Shaw University*, Raleigh, organized in 1866, reports a 3 years' course of study, with 211 students during the year, under 9 instructors.

### TEACHERS' INSTITUTES.

Under the new school law, above referred to, the board of education in any county may appropriate any sum not over $100 out of the school funds for one or more teachers' institutes in their county, or the county commissioners of two or more adjoining counties may appropriate a like amount for a joint institute. In case such institute is provided for and announced the public school teachers of the county or counties thus acting are required to attend the institute, though there appears to be no penalty for non-compliance with this rule. Thirty-three such institutes for white and 11 for colored teachers are reported by the State superintendent to have been held in 22 counties, with an attendance of 703 whites and 169 colored. Two counties had each 2 institutes for whites; one had 3; another 4, and one (Henderson) had 5 within the year.

### EDUCATIONAL JOURNALS.

The North Carolina Educational Journal, the official organ of the State Teachers' Association, a monthly published at Chapel Hill, Rev. J. F. Heitman, editor, issued its first number January 15, 1881. It is intended to be a medium of communication and a vehicle of information for the teachers of the State and for others engaged in the work of education.

The Lighthouse and Tileston Recorder, a monthly published at Wilmington by the Tileston Normal School, although principally devoted to the interests of the Tileston Normal School in that place, contains some general educational information and much to aid teachers in improving their methods of discipline and instruction.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

No information has reached this Office as to the number of high schools in the State or of pupils attending on them. The North Carolina Educational Journal mentions the graded schools of Salisbury, Fayetteville, Raleigh, Wilson, and Goldsboro', and notices the sessions of Clinton, Cary, Webster, Franklin, and Waynesville high schools, but does not indicate whether these last are under public or private control and does not give statistics of attendance.

### OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools, such as business colleges, academies, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix, and for a summary of them, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of North Carolina, Chapel Hill, for young men only, offers classical, scientific, and philosophical undergraduate courses and graduate instruction leading to the degrees of PH. D., M. A., and M. S.; also, courses in music, law, and medicine. The president's report for 1880–'81 shows that the university was in excellent condition. The number of students attending and the receipts for tuition had increased, additional work had been done in the higher departments of chemistry, and students in natural history were required to do laboratory work. New apparatus had been bought for the departments of physics, chemistry, and natural history, and an annual appropriation was made by the trustees for the increase of the university library. General good order prevailed among students; very little hazing was done, and its complete disappearance was confidently expected.—(North Carolina Educational Journal.)

Of 8 other universities and colleges, all but 3 are exclusively for men; Rutherford College, Rutherford; Weaverville College, Weaverville (both non-sectarian), and Shaw University, Raleigh (Baptist), admit both sexes. Three of the 9 (the State University, Rutherford College, Rutherford, and Weaverville College, Weaverville) are non-sectarian in influence, 2 (Biddle University, Charlotte, and Davidson College, Davidson) are under the care of Presbyterians, and 2 others (Shaw University, Raleigh, and Wake Forest College, Wake Forest) under that of the Baptist Church, while the Evangel-

ical Lutherans control North Carolina College, Mt. Pleasant, and the Methodist Episcopal Church South controls Trinity College, Trinity. All, at date of last report, provided preparatory departments; all presented the ordinary classical collegiate course of 4 years or its equivalent, although in 3 the arrangement was that of independent schools. All but two added scientific courses, generally of 4 years; 3 had commercial or business courses, 3 musical, and 2 normal. Six gave instruction in French, 6 in German, 2 in Hebrew, 4 in theology, 3 in law, and 2 in medicine.—(Catalogues and returns.)

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Of 8 or more colleges and seminaries for young women, half of them at least being authorized by law to confer collegiate degrees, 4 report statistics for 1880–'81. These had a total of 382 pupils enrolled, of whom 256 were in collegiate classes. Music, French, German, drawing, and painting form a part of the course of study in nearly all these schools. For statistics of those reporting, see Table VIII of the appendix, and for a summary of their statistics, see the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

In the scientific course of the State University are grouped studies that relate especially to the practical pursuits of life, including agriculture, surveying, and engineering. The full course covers four years and leads to the degree of B. S. There is also a philosophical course of 4 years for those who wish to study only one ancient language, which may be either Latin or Greek. This leads to the degree of PH. B. Shorter optional courses are arranged when necessary in general science and in agriculture. Pupils who have not the literary training requisite for admission to the regular college classes may enter on studies connected with agriculture and the mechanic arts if they possess suitable qualifications for these studies. The agricultural experiment station has been removed from the seat of the university to Raleigh, where a suitable building has been provided for its use by the board of agriculture.

Biddle and Shaw Universities and Davidson College have courses in general science covering 4 years, Trinity College has one of 3 years, and Weaverville College one whose length is not reported. Rutherford and Wake Forest Colleges, in which the arrangement is that of independent schools, included schools of natural science.

#### PROFESSIONAL.

*Theological* instruction is given in the theological course of Trinity College (Methodist Episcopal South), either in collegiate classes or apart from them, the course requiring, in the latter case, from 2 to 3 years for completion; in the School of the Bible, at Wake Forest College (Baptist), which does not report the length of its course, but had 14 students enrolled during 1880–'81; in Biddle University (Presbyterian) for colored students, where there was a 3 years' course in theology with 10 pupils engaged in it; and in Shaw University (Baptist), also for colored students, which reported 40 students in a 2 years' course. For further statistics, see Table XI of the appendix, and for a summary of them, the report of the Commissioner preceding.—(Catalogues.)

*Legal* instruction was given at date of last reports in the law department of the University of North Carolina in a 2 years' course of 9 months each year, and in that of Trinity College in a 3 years' course of 40 weeks each.—(Catalogues.)

*Medical* instruction was given in a department of the University of North Carolina, which presents a medical course extending over 2 years of 9 months each, and in Shaw University, where a department has been opened for the education of colored physicians. Two large buildings have been erected for the latter school, one on a site donated by the State, and the first term was to begin November 1, 1881.—(Catalogue.)

## SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The North Carolina Institution for the Education of the Deaf and Dumb and the Blind, Raleigh, organized 1849, is strictly an educational institution, supported by the State, for the moral, intellectual, and physical training of the young deaf-mutes and blind of both sexes. There are separate departments for the white and colored, the buildings being situated a mile apart, but both under the same principal and enjoying equal privileges. The course of study embraces all the common English branches, with vocal and instrumental music for the blind. Each pupil is required to work two hours and a half every day, the employments for the males being mattress, broom, and basket making, and chair seating for the blind, and shoe making for the deaf and dumb. The girls in both departments sew, knit, and do the mending for all. The blind girls are also

taught bead work. Everything is provided free of charge, except clothing and travelling expenses. There were 109 pupils under instruction during 1881 and 99 present in December of that year.— (Report, 1877–'78, and Annals of the Deaf and Dumb.)

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

A North Carolina Teachers' Association was organized in 1878 to promote the cause of education in the State and especially to coöperate with the State board in perfecting the common school system. The constitution provides for one regular annual meeting and such other special meetings as shall be determined on. The annual meeting for 1881 was held at the State University, Chapel Hill. Fifty new members were admitted, officers appointed for the ensuing year, resolutions passed indorsing the North Carolina Educational Journal as the organ of the association, and, after some other business was disposed of, an address on the dignity and importance of the teacher's profession was delivered by County Superintendent Edmund Alexander. A discussion on the question "How can quackery be banished from the teaching profession?" was engaged in by several members. The executive committee was then charged with the duty of making arrangements for future discussions, when the association adjourned to meet at the call of the president.— (North Carolina Educational Journal.)

### ASSOCIATION OF COUNTY SUPERINTENDENTS.

A State Association of County Superintendents was organized in September, 1881, agreeably to resolutions adopted at a meeting of county superintendents held in June at the University Normal School. These resolutions recognized the fact that the new school law creating the office of county superintendent was intended to improve the system of public schools in the State, that the people were justly impatient with its slow progress, and that improvement could only be brought about by ridding the State of incompetent teachers. It was resolved that in the appointment of teachers all outside influences should be firmly resisted, rigid examinations strictly adhered to, and merit made the only test.

About 25 superintendents assembled in Raleigh, September 7, in response to the call. State Superintendent Scarborough called the convention to order; officers were elected, and the association appointed to meet annually on the first Wednesday of July. Addresses were delivered by the State superintendent and others, means of enlightening the public mind on the subject of education were discussed, and after the adoption of resolutions the association adjourned.— (North Carolina Educational Journal.)

### WESTERN TEACHERS' ASSOCIATION.

A Western North Carolina Teachers' Association was formed in 1881 during the session of the Newton Normal School. Its purpose is to coöperate with the State association in efforts to advance the interests of education. The constitution and regulations of the two associations are the same.

### COUNTY TEACHERS' ASSOCIATIONS.

In many counties of the State monthly teachers' associations have been organized, with the object of increasing popular interest in the schools as well as aiding in the improvement of teachers. Of the Davie County Association, organized in July, 1881, at Mocksville, additional meetings are reported for August, September, and October. The one in August was addressed by the State superintendent on the subject of general education. At the October meeting addresses were delivered by several members, the topics being "Sustaining the public schools," "The duty of the State to educate her people," "The best incentives to study," "The influence of education on the individual and national character," and "The necessity of religious or moral instruction." At a meeting of the Rowan Association, held in October, among other subjects discussed was that of "Corporal punishment in the schools." The conclusion reached was that this means of discipline should not at present be entirely abolished, but that it should be used by teachers with great caution. At the November meeting of Iredell County Teachers' Association State Superintendent Scarborough gave an earnest lecture on the subject of education, which was well calculated to awaken the interest of his hearers.

## CHIEF STATE SCHOOL OFFICER.

Hon. JOHN C. SCARBOROUGH, *State superintendent of public instruction, Raleigh.*

[Third term, January 1, 1881, to January 1, 1885.]

## OHIO.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Whites of school age (6–21) | 1,022,571 | 1,039,041 | 16,470 | |
| Colored of school age (6–21) | 23,654 | 24,296 | 642 | |
| Whole number of school age | 1,046,225 | 1,063,337 | 17,112 | |
| Whites in public schools | 737,627 | 734,462 | | 3,165 |
| Colored in public schools | 9,511 | 10,296 | 785 | |
| Whole number enrolled | 747,138 | 744,758 | | 2,380 |
| Average monthly enrolment | 585,335 | 577,751 | | 7,584 |
| Average daily attendance | 476,279 | 468,141 | | 8,138 |
| Pupils in private schools | 28,650 | 30,362 | 1,712 | |
| DISTRICTS AND SCHOOLS. | | | | |
| Township districts | 1,346 | 1,344 | | 2 |
| Subdistricts in these | 10,872 | 10,923 | 51 | |
| City, village, and special districts | 684 | 693 | 9 | |
| District divisions in these | 753 | 791 | 38 | |
| School-houses in township districts | 10,888 | 10,945 | 57 | |
| School-houses in city, village, and special districts. | 1,255 | 1,290 | 35 | |
| Public school-houses | 12,143 | 12,235 | 92 | |
| Public school rooms | 16,247 | 16,381 | 134 | |
| Rooms for elementary schools | 15,680 | 15,806 | 126 | |
| Rooms for high schools | 567 | 575 | 8 | |
| School-houses built | 442 | 432 | | 10 |
| Cost of school-houses built | $711,835 | $649,499 | | $62,336 |
| Value of public school-houses and grounds. | 21,851,718 | 22,103,982 | $252,264 | |
| Average time of schools in days | 150 | 155 | 5 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 11,326 | 11,453 | 127 | |
| Women teaching in public schools | 12,358 | 12,517 | 159 | |
| Whole number of teachers employed. | 23,684 | 23,970 | 286 | |
| Teachers permanently employed | 9,388 | 9,617 | 229 | |
| Teachers in primary and grammar schools. | 22,986 | 23,196 | 210 | |
| Teachers in high schools | 698 | 774 | 76 | |
| Teachers in colored schools | 225 | 254 | 29 | |
| Teachers in private schools | 247 | 207 | | 40 |
| Average monthly pay of men | $56 00 | $37 00 | | $19 00 |
| Average monthly pay of women | 39 00 | 28 00 | | 11 00 |
| INCOME AND EXPENDITURE. | | | | |
| Receipts for public schools | $7,526,224 | $8,129,326 | $603,102 | |
| Expenditure for public schools | 7,704,449 | 8,133,622 | 429,173 | |

(From reports and returns of Hon. Daniel F. De Wolf, State commissioner of common schools, for the two years indicated.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

No important change having been made in the school law, there is still, for supervisory work, a State commissioner of common schools, elected by the people for 3 years, under whom are boards of education elected by the people in cities, villages, special districts, and township districts and subdistricts.

For testing the qualifications of teachers, there are boards of examiners of 3 members: the State board is appointed by the State commissioner; county boards, by the probate judge of the county; boards in cities and villages of not less than 2,500 inhabitants, by their boards of education; all the members of these boards serve 3 years. Cities with 10,000 or more inhabitants may have 3, 6, or 9 examiners. City boards have almost always superintendents for their schools.

### OTHER FEATURES OF THE SYSTEM.

The law provides for the establishment by each board of education of a sufficient number of schools for the free education of all youth of school age within the districts under its control. Each township board must establish at least one primary school in each subdistrict. Any board may establish schools of higher grade also where necessary; in cities evening schools may be opened for such as are employed during the day. Separate schools for colored children may be organized and schools may be established at children's homes, orphan asylums, and county infirmaries. The schools must be taught not less than 24 nor more than 44 weeks. Attendance for at least 12 weeks is required of all sound children from 8 to 14 not receiving instruction elsewhere. The public schools are sustained from the interest of a common school fund and from the proceeds of a State tax of 1 mill on $1 of all taxable property, when no other rate is fixed, which must be used for the payment of teachers only. All contingent expenses are to be met and money for the purchase of sites and erection of buildings must be raised by a district tax not to exceed 7 mills on $1, except in Cincinnati, where the limit is 5 mills, and in Cleveland, where it is 4½ mills. The State common school money is apportioned to the counties and by them to the districts and parts of districts in proportion to the enumerated youth of school age, any district failing to return the required enumeration not being entitled to receive any portion of the fund. No person may be employed as a teacher in the common schools without a certificate of moral character and qualification from a board having competent jurisdiction; those employed, except in certain specialties, must present such certificate and the required reports in order to receive pay. Text books (which must be used 3 years without change) and courses of study are determined by local boards, and all studies must be taught in English unless the teaching of German is demanded by 75 freeholders who represent 40 pupils in such school. The law provides for school libraries in districts through an appropriation from the contingent fund; in cities, through a tax of one-tenth of a mill on the dollar of taxable property.

### GENERAL CONDITION.

The statistical summary for 1880–'81 shows some slight advances, but is discouraging on the whole. With $603,102 more in receipts for schools than in the previous year and with $429,173 more disbursed for them, we find 10 fewer school-houses erected, and the cost of those constructed $62,336 less. With an increase reported in the pay of teachers of both sexes in the country districts, the State school commissioner nevertheless estimates a falling off of $19 in the average pay of men for the whole State and of $11 in that of women. It appears that, although there were 17,112 more children of school age, there was a decline of 2,380 in enrolment, of 7,584 in the average number on the monthly register, and of 8,138 in average daily attendance. This compared with an increase of 12,487 in the enrolment during the preceding year, of 13,455 in average monthly enrolment, and of 16,289 in average daily attendance is almost inexplicable in connection with the excellent work of the able State commissioner and the closer supervision introduced into the greater part of the cities of the State. The commissioner, however, remarks that "the present system in the rural districts of Ohio seems to tend to evils which only very positive and persistent effort will even measurably remedy," and he classifies these evils under various heads: (1) the schools are too small for effective work and unnecessarily expensive by reason of want of size; (2) the schools being isolated, old methods of discipline and teaching are preserved after their vitality has ceased and new and better methods have been introduced elsewhere; (3) the undertaking to supply the wants of a neighborhood in a single school, together with the absence of records of scholarship, involves useless repetition of the same work; the other evils the commissioner dwells upon chiefly grow out of the conflicting provisions of the school law.

KINDERGÄRTEN.

For statistics and other information as to the 7 or 8 schools of this class reporting from Ohio for 1880–'81, with note of others that have not reported for that year, see Table V of the appendix to this volume.

## CITY SCHOOL SYSTEMS.

OFFICERS.

There are in all cities in this State boards of education, consisting of 1 or 2 members for each ward, elected biennially or annually, in those with over 10,000 inhabitants, except Cincinnati and Cleveland;[1] in cities with less than 10,000 and over 2,500 inhabitants the boards consist of 3 or 6 members for the whole city, elected triennially, with annual change of one-third, unless the board, by a majority of its members, provides for the election of as many members as the city has wards. The boards of education must appoint in each city boards of examiners and may appoint city superintendents of schools.

STATISTICS.*a*

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Akron | 16,512 | 4,719 | 3,195 | 2,485 | 56 | $86,228 |
| Bellaire | 8,025 | 3,114 | 1,565 | 967 | 23 | 17,668 |
| Canton | 12,258 | 4,367 | 2,838 | 1,977 | 53 | 45,817 |
| Chillicothe | 10,938 | 3,387 | 1,893 | 1,478 | 44 | 34,577 |
| Cincinnati | 255,139 | 87,997 | 35,592 | 27,279 | 661 | 687,152 |
| Cleveland | 160,146 | 52,412 | 24,836 | 17,017 | 439 | 420,219 |
| Columbus | 51,647 | 15,899 | 8,014 | 6,103 | 153 | 183,777 |
| Dayton | 38,678 | 11,225 | 6,502 | 4,670 | 130 | 142,814 |
| Fremont | 8,446 | 2,351 | 1,040 | 718 | 17 | 14,950 |
| Hamilton | 12,122 | 4,895 | 2,008 | 1,477 | 36 | 38,543 |
| Ironton | 8,857 | 2,990 | 1,805 | 1,232 | 30 | 16,886 |
| Lima | 7,569 | 2,560 | 1,504 | 1,076 | 26 | 15,658 |
| Mansfield | 9,859 | 3,021 | 2,004 | 1,530 | 38 | 25,823 |
| Newark | 9,600 | 3,880 | 1,853 | 1,305 | 40 | 22,865 |
| Portsmouth | 11,321 | 3,567 | 2,215 | 1,905 | 43 | 34,162 |
| Sandusky | 15,838 | 6,290 | 2,519 | 1,869 | 49 | 48,660 |
| Springfield | 20,730 | 6,352 | 3,134 | 2,348 | 61 | 68,739 |
| Steubenville | 12,093 | 5,973 | 2,350 | 1,784 | 41 | 27,430 |
| Tiffin | 7,879 | 3,379 | 1,281 | 964 | 30 | 20,097 |
| Toledo | 50,137 | 17,579 | 7,677 | 5,001 | 130 | 152,344 |
| Youngstown | 15,435 | 5,820 | 2,568 | 1,821 | 42 | 33,464 |
| Zanesville | 18,113 | 5,930 | 3,061 | 2,203 | 71 | 52,841 |

*a* The statistics for Bellaire, Ironton, Lima, Mansfield, Portsmouth, and Youngstown are from the State report for 1881; the others, from city returns.

ADDITIONAL PARTICULARS.

*Akron* classed its schools as primary, grammar, and high; it reported 8 school buildings, containing 56 rooms, with 2,987 sittings for study, and valued its school property at $208,200. There were 180 enrolled in the high school, with an average attendance of 131. The schools were taught 194 of the 200 school days by 56 teachers, with special teachers for music, drawing, and penmanship. An estimated enrolment of 750 was given for private and parochial schools.—(State report and city return, 1881.)

*Bellaire* reported 5 school-houses, valued, with sites, &c., at $50,000; a school session of 185 days; and an enrolment of 57, with an average attendance of 35, in the high school. German was studied by 40 pupils.—(State report, 1881.)

*Canton* accommodated its primary, grammar, high, and evening schools in 7 buildings containing 50 rooms, with 2,604 sittings for study, and reported a session of 189 days; special teachers for music and penmanship; an enrolment of 86, with an average attendance of 66 and 14 graduates, in the high school; 208 pupils studying German, 2,679 music, and 800 drawing. An estimated enrolment of 600 in private schools was reported.—(State report and city return, 1881.)

*Chillicothe* reported 5 buildings, with 48 rooms and 1,825 sittings for study, valued, with sites, &c., at $170,400. There were 417 studying German, in which language instruction is given by special teachers in all grades above the second primary. There was an enrolment of 93, with 9 graduates, reported for the high school, and 350 in private schools.—(City report and return, 1881.)

[1] Cincinnati has a board composed of 12 members at large and of 25 others, each of the latter representing a ward; it has also 36 local trustees of districts. Cleveland has a board of 18 members, 1 for each ward.

*Cincinnati*, in 1881, had 28 district, 4 intermediate, 2 high, and 9 evening schools for white pupils; 6 district, 2 intermediate, 1 high, and 2 evening schools for colored; and a city normal school—all accommodated in 53 buildings, containing 647 rooms, with 36,881 sittings for study, valued, with sites, &c., at $2,000,000. There were 41 graduates in the Hughes High School, 54 in the Woodward, 11 in the Gaines (colored), and 37 in the evening high school; also 37 in the English and 16 in the German department of the normal school. Special teachers are employed for music, drawing, and penmanship. German is taught in 28 district, 12 intermediate, and the high and normal schools, about one-half the pupils enrolled receiving instruction in that language. The teachers' normal institute, with English and German departments, held its sixteenth annual session September, 1881. The principals' and first German assistants' associations held monthly meetings during the year, in which questions as to courses of study and methods of instruction were considered. The custom of celebrating authors' days by reading essays on their lives and works and by the recitation of selections from their writings has continued and grown. On the 26th of April, 1881 (the birthday of Uhland and Alice Carey), 26,000 pupils of all grades took part in the exercises, and on December 3 a suitable celebration in honor of Oliver Wendell Holmes was held. In order to give special instruction in the early history of the State and county, the anniversary of the settlement of Ohio, April 7, was observed as "pioneer day" by the high and normal schools with appropriate essays, declamations, and readings. The city school for deaf-mutes enrolled 40 pupils and had an average attendance of 34. The University of Cincinnati offers free instruction to bona fide residents of the city of either sex, and reports five courses of study, leading to degrees, and a normal course. A department of metallurgy and assaying was added during the year. There was an attendance of 453 in 1881, of which number 334 were in the school of design. Private schools had 25 buildings, containing 285 rooms, with 17,000 sittings for study, and an enrolment of 16,435, with an average attendance of 14,953, and 355 teachers.—(City report and return, 1881.)

*Cleveland* expended $76,126 for the erection and furnishing of school buildings within the year, and reported 42 school-houses, containing 461 rooms, with 22,498 sittings for study. The schools were classed as primary, grammar, and high, with a 4 years' course in each, the high school offering Latin-English, classical, German-English, and English courses. The last had been made more thorough in English language and literature and in mathematics. There was also, beyond the high school, a city normal, with 4 instructors, 51 students, and 29 graduates in 1881, 25 of which number engaged in teaching; while besides the ordinary schools was an unclassified school, to which refractory pupils might be sent from the graded schools. Special teachers of music, drawing, elocution, book-keeping, penmanship, and German were employed; all pupils received instruction in music and drawing, while 8,240 were studying German. Schools were taught 195 days. An estimated enrolment of 9,865 was given for private schools.—(State and city reports and city return.)

*Columbus* had 26 school buildings, with 169 school and 15 recitation rooms, and 7,570 sittings for study, all valued at $718,384. It reported 1 high, 52 grammar, and 82 primary schools taught 195 days by 155 regular and 2 special teachers. The per cent. of attendance on average enrolment was 97 in the high and 95 in primary schools. The classical course in the high school is specially commended, and is said to secure more rapid advancement than the college class of Cincinnati schools. A class of 76 graduated in 1881. German was taught in some of the schools to 2,185 pupils; the number of children from American families attending German-English schools is annually increasing. A Saturday normal school, for teachers desirous of further preparation for their work and members of the senior and junior classes of the high school intending to become teachers, reported an enrolment of 109; while 2,107 are said to have been in private schools.—(City report and return.)

*Dayton* rated its school property at $360,000, which included 14 buildings with sites, &c., containing 146 rooms, with 6,340 sittings for study. It classed its schools as district (with primary and grammar grades), intermediate, and high, and reported a 7 years' course in the district schools, 1 in the intermediate, and 4 in the high school. Four night schools were maintained: one for instruction in free hand drawing, with 290 students of both sexes; one for industrial drawing, with 113 male students; and 2 for common branches, with 131 male students. The attendance in the drawing schools showed a marked increase over that of 1880 and continued good to the close of the term. A special class in free hand drawing for mechanics, lasting six weeks of the session, enrolled over 100 students. A number of young men who have been members of the industrial drawing class have obtained excellent positions on account of the skill acquired in drawing. A city normal school, with a course of one year, had 21 students, all girls, with 11 graduates, 7 of whom engaged in teaching. Estimated enrolment in private and church schools, 1,802.—(City report and return, 1881.)

*Fremont* reported 7 school-houses, with 14 school and 7 recitation rooms, containing

1,100 sittings for study, valued, with sites, &c., at $54,000. The schools were taught 185 days by 19 teachers, with an average daily attendance of 38 to each teacher. Special instruction was given in music and German to 1,027 pupils in the former and 150 in the latter study. It was estimated that 450 were enrolled in private schools.—(State report and city return, 1881.)

*Hamilton* expended $38,543 for the support and improvement of its schools and valued its school property (which included 5 buildings, with 35 rooms and 2,100 sittings) at $125,000. The schools were classed as primary, grammar, and high, were taught 195 days, and had 36 teachers, with a special teacher of music. There were 769 studying German. There was an estimated enrolment in private schools of 1,000 pupils, with an average attendance of 800, under 8 teachers; these schools had 1,200 sittings.—(State report and city return, 1881.)

*Ironton* reported to the State commissioner an expenditure of $16,887 for the support of its schools; 9 school buildings, containing 30 school rooms, exclusive of those used for recitation, valued, with grounds, &c., at $45,000; 7 men and 23 women teaching; a session of 190 days; an enrolment of 1,746 in graded schools, with 67 per cent. in daily attendance; 59 in the high school, with 91 per cent. in attendance and 13 graduates; and 63 studying German.—(State report, 1881.)

*Lima* rated its school property (which included 2 school-houses, with 23 rooms, exclusive of those used for recitation only) at $75,000, and expended $15,658 for school purposes during the year. The schools were taught 190 days by 2 men and 24 women, with an enrolment of 1,389 in lower grades, of whom 71 per cent. were in daily attendance, and 115 in high schools, with 78 per cent. in attendance. There were 31 studying German, 88 Latin, 950 music, and 1,389 drawing.—(State report, 1881.)

*Mansfield* had a school session of 180 days, an enrolment of 1,892 in primary grades, with a daily attendance of 76 per cent., and 112 in the high school, with 81 per cent. in attendance. It employed 2 men and 36 women as teachers. There were 2,004 studying music and 1,892 drawing. School property, including 6 school buildings, with 33 school rooms, was rated at $150,000.—(State report, 1881.)

*Newark* classed its schools as primary, grammar, and high, with one colored and an orphan home school, and had an enrolment of 1,217 in primary, 456 in grammar, 106 in high, 44 in a colored school, and 30 in an orphans' home school. The schools were taught 183 days by 40 teachers, and occupied 6 buildings, containing 37 school and 6 recitation rooms, with 1,950 sittings, valued, with grounds, &c., at $95,350. Special instruction was given in drawing and writing. There were 4 private schools, with 300 pupils.—(Return, 1881.)

*Portsmouth* reported 6 school buildings, with 43 rooms and 2,200 sittings, valued, with sites, furniture, and apparatus, at $182,000. The schools were taught 190 days by 43 teachers, and had an enrolment of 2,100 in the lower grades, with a daily attendance of 76 per cent.; while in the high school were 115, with 89 per cent. in attendance and 18 graduates. There were 250 receiving instruction in German and 1,400 in drawing.—(State report and city return, 1881.)

*Sandusky* reported 6,290 children of school age, with an enrolment of 2,519 in public and 880 in private schools, or about 54 per cent. in all, while the percentage of daily attendance on enrolment was 74 in public and 64 in private schools. Public school property (which included 10 school buildings, containing 51 rooms, with 2,770 sittings) was valued at $170,000. The schools were taught 195 days by 49 teachers and were classed as primary, grammar, and high, the last having 146 pupils and graduating 17. German was taught by special teachers to 911 scholars. Private schools had 4 buildings, 17 rooms, 780 sittings for study, 15 teachers, and 880 pupils enrolled, with 580 in daily attendance.—(State report and city return, 1881.)

*Springfield*, comparing the statistics for 1881 with those for 1880, reported an increase of 613 in enumeration and of 175 in enrolment; the total enrolment was 49.3 per cent. of the enumeration, a loss of 2.3 per cent.; the average attendance was 74.9 per cent. of the number enrolled, a loss of 1.8 per cent. The entire number in all the schools present and punctual at every session during the year was 144, which is 180 less than the number for the previous year. Of the $68,739 expended for school purposes, $19,862 were used for the erection and furnishing of school buildings; and the city had, at the close of the year, 11 school-houses, with 59 school and 3 recitation rooms, affording 3,186 sittings. The schools were taught 193 days by 61 regular and 4 special teachers. All pupils enrolled received instruction in drawing and vocal music; in both, creditable progress was reported, especially in original designing by the higher primary and grammar grades and in the high school. German was taught in 3 of the schools to 449 pupils with gratifying results.—(City report and return, 1881.)

*Steubenville* reported an increase of 5 in general and of 74 in average enrolment, while 58 more were in average daily attendance. It had 6 school buildings, with 35 school and 7 recitation rooms, which, with grounds, &c., were valued at $127,000. The schools

were classed as primary, grammar, and high, with a 4 years' course in each of the first two and a 3 years' course in the high. There were also night and colored schools. In all there were 43 teachers, with a special teacher of penmanship. The schools were taught 195 days; 109 pupils studied German. An enrolment of 450, with average attendance of 400, was given for private schools.—(City and State reports and city return.)

*Tiffin* valued its school property, including 5 buildings with 30 rooms, at $40,000. The school rooms afforded 1,456 sittings, more than sufficient for the enrolment of 1,281 and average attendance of 964. The schools were graded and reported 104 in the high school, with 10 graduates; a session of 192 days; special teacher for music; 245 studying German, 1,282 music, and 716 drawing. An estimated enrolment of 600 was given in private schools.—(State report and city return, 1881.)

*Toledo*, with a school population of 17,579, enrolled 7,677 in public and 2,000 in private schools and reported 23 public school-houses, which contained 118 school and 15 recitation rooms, with 7,000 sittings, and were valued at $596,000. An average of 5,001 pupils were taught 195 days by 130 teachers. There were 1,257 studying German. The schools were graded, and the high school enrolled 222, with daily attendance of 173 and 43 graduates.—(State report and city return, 1881.)

*Youngstown* reported to the State commissioner 7 school-houses with 38 rooms, valued with grounds, &c., at $195,000; an expenditure of $33,464 for school purposes; a session of 190 days; an enrolment of 2,482, with an average attendance of 1,747 in the lower schools, and of 86, with 74 in attendance and 11 graduates, in the high school. There were 70 studying Latin, 92 German, and 2,500 music.—(State report, 1881.)

*Zanesville* classed its schools as primary and secondary, each with a 3 years' course, senior with 2 years', and high with 3 years' English and 4 years' English-Latin course; also colored schools and a normal school. The daily attendance in all was 72 per cent. on total enrolment and 92 on the average number belonging. The schools were in session 197 days, and school property, including 17 school-houses, with 76 rooms, was valued at $200,000. Special teachers of music and writing were employed. There were 3,000 studying drawing and 208 German. Private schools reported 15 school rooms and 500 pupils.—(City report and return.)

## TRAINING OF TEACHERS.

### PUBLIC NORMAL SCHOOLS.

Although the State makes no provision for the education of teachers, there are normal schools, with model schools attached, connected with the public school system in the cities of Cincinnati, Cleveland, and Dayton, and Saturday normal classes in Columbus and Toledo. The Cincinnati school was established in 1868 and a German department added in 1871. The standard of admission was higher for 1881 than for any previous year, with an enrolment of 56, of whom 53 graduated. Of the 56, all but 20 were graduates of the city high schools. The standard has been raised and the course is now strictly professional, extending through 1 year. Practice in the training schools (in which there are 6 classes), under the supervision of 3 critic teachers, is required. The Cleveland school, established in 1874, had 4 instructors, 51 students, and 29 graduates, of which number 25 have since engaged in teaching. The requirement for admission is a diploma from the Cleveland high school or some academic institution of equal grade. In the latter case, an examination in high school branches is exacted. The Dayton school, established in 1869, had a department of theory and one of observation and practice, with one year as the minimum time for completion of the course; for 1881 it reported 4 instructors, 15 students, and 8 graduates, 7 of whom engaged in teaching. The Columbus Saturday normal (open to members of the senior and junior classes of the high school who contemplate teaching, and to teachers engaged in teaching who desire further study and instruction) enrolled 109 and had a session of 28 days.

### PRIVATE NORMAL SCHOOLS.

The private normal schools reporting as such to this Bureau for 1881 are: (1) *Northwestern Ohio Normal School*, Ada, which, in teachers' courses of 2 and 3 years, had 1,100 pupils classed as normal, besides 301 others, under 26 instructors, and graduated 17; (2) *Ashland College Normal and Training School*, Ashland, which had a 4 years' course, with 8 instructors and 67 normal students; (3) *Ohio Central Normal and Kindergarten Training School*, which, organized at Worthington in 1872 and removed to Fayette in 1881, had English and classical normal courses of 2 and 3 years, a class for training Kindergartners, and a normal institute at the close of the spring term; (4) *Geneva Normal School*, Geneva, which had 52 students in a 4 years' teachers' course and 59 in other departments, under 7 instructors; (5) *National Normal University*, Lebanon, which had a 2½ years' teachers' course and a summer normal institute of 8 weeks, and reported 1,752 pupils classed as normal, with 30 others, under 25 instructors, graduating 79; (6) *Mansfield Normal College*, Mansfield (organized 1878), which had also a summer institute and a teachers' course of 3 years, in which were enrolled about 375 pupils, under 6 instructors; (7) *Western Re-*

*serve Normal School*, Milan, which, in a 3 years' normal course, had 30 students, besides 44 in other departments, under 3 instructors; and (8) the *Normal Department of Mount Union College*, Mount Union, which reported 110 normal students, under 7 instructors.

Millersburg Normal School, Millersburg, formerly reporting, was closed June 9, 1881.

In addition to those above mentioned, normal departments or teachers' courses exist in connection with Buchtel, Hiram, Franklin, Muskingum, Rio Grande, Scio, Xenia, and Antioch Colleges, and Baldwin, Ohio Wesleyan, and Wilberforce Universities and the University of Cincinnati; also, in the following academies: Grand River Institute, Academy of Central College, Geauga Seminary, Fostoria Academy, Hopedale Normal School, Atwood Institute, Marlborough Union School, Pleasantville Collegiate Institute, Northern Ohio Collegiate Institute, Western Reserve Seminary, and Dague's Collegiate Institute.—(Catalogues and returns.)

For statistics of normal schools reporting, see Table III of the appendix, and for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

### TEACHERS' INSTITUTES.

Fees of 50 cents from each applicant for examination go to make up a teachers' institute fund. The law permits the holding of institutes, of at least 4 days in length, in any county where 30 regular teachers declare in writing their intention to attend. An association of teachers of several adjacent counties may be held for the purpose of providing professional instruction for the teachers of such counties.

There were 85 institutes held during the year, 2 less than in 1880, at a cost of $18,968, with an aggregate attendance of 10,672 persons. All but one had more than 50 in attendance, while 20 had from 150 to 239. Thirty-two were continued two weeks or more; the remainder, one week.

### EDUCATIONAL JOURNALS.

The Ohio Educational Monthly, Salem, the organ of the State Teachers' Association, and the Teachers' Guide, Mallet Creek, also a monthly, continued in 1881 to furnish valuable information as to methods of instruction and government and also as to the progress of educational matters in the State and elsewhere, the former being then in its twenty-second volume, the latter in its seventh.

The Mutes' Chronicle, published weekly at the State institution for deaf-mutes, Columbus, entered upon its thirteenth volume in 1881, and in September of that year changed its title to Vis-à-Vis.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The State commissioner, in comparing high school statistics for 1881 with those for 1880, reported 575 rooms in use, an increase of 8; 514 men and 260 women teaching, a total increase of 76; and an enrolment of 28,362, with a daily attendance of 20,078, in city, village, and special district high schools, a decrease of 495 enrolled and of 143 in attendance; while in township district high schools, with 1,577 enrolled and 877 in attendance, there was an increase of 323 in enrolment and of 80 in attendance. There were 6,821 studying Latin, 480 Greek, and 347 French, a decrease of 319 in Latin and of 71 in French, but an increase of 32 in Greek.—(State report, 1881.)

### OTHER SECONDARY SCHOOLS.

For statistics of private academic schools, preparatory schools, or preparatory departments of colleges, see Tables VI, VII, and IX, and for business colleges, Table IV of the appendix. For summaries of such statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Ohio State University*, Columbus, open alike to both sexes, has a preparatory course of 2 years, corresponding with that of the better grade of high schools, for those who enter directly from the common or district schools, a regular classical course of 4 years, and scientific courses of 3 and 4 years, besides special courses. Graduates of high schools of the State with efficient courses of study are admitted to the freshman class of any course for which their previous study has fitted them. The whole number enrolled in 1880–'81 was 365, while there were 280 in actual attendance in November, 1881.—(Catalogue, 1881.)

The *School of Design of the University of Cincinnati*, organized and opened in 1869 with a class of 30 pupils, has steadily increased, until in 1880–'81 it became substantially a college of art. It offers a thoroughly graded course of instruction and confers upon

students the diploma of the university. The school reported 7 instructors and 312 students in 1881.

The *Ohio University*, Athens, organized in 1809, is the oldest literary institution northwest of the Ohio River. Its existence was provided for as early as 1787 in the purchase made from the United States by the Ohio Company of Associates, whereby two townships were set apart for the purpose of a university and placed under the care of the legislature. Its trustees are appointed by State authority (the governor being ex officio a member of the board) and are required to make an annual report to the State legislature. One student from each county in the State is admitted free of tuition. The State appropriated $20,000 for the improvement of the buildings in 1881 and the regular income was increased by about $3,000 a year.

From 39 colleges, including the three before mentioned, reports in some form have come in for 1881 or for the immediately preceding years. All, except the University of Cincinnati, offered preparatory courses of 2 to 4 years; all had the customary classical collegiate course of 4 years; regular scientific courses were offered in 32,[1] most of them covering four years; while in 8 institutions[2] there were philosophical courses of like length. Twelve had commercial courses, and 18 (previously mentioned under Training of Teachers) presented arrangements for normal instruction; St. Xavier, Mt. Union, and Oberlin Colleges, with the University of Cincinnati, offered literary courses of 4 years. At Ohio Wesleyan University there was a like course for ladies only. Others, to be mentioned under Professional Instruction, had provisions for instruction in theology, law, and medicine. The University of Cincinnati offered graduate courses for the degrees of A. M., M. S., and PH. D. Special, elective, English, German, and French courses were also offered by different colleges, while most gave instruction in modern languages, music, drawing, and painting.

For the statistics of the institutions reporting, see Table IX of the appendix, and for a summary of statistics, a corresponding table in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Thirty of the 39 colleges for young men admit young women also to their advantages for full literary training, besides which 13 schools especially designed for them offer substantially collegiate training, in 5 cases with degrees. All have regular collegiate courses of 4 years; 4 begin with the Kindergarten system; 3 have normal classes or departments; several offer special courses and graduate studies, while all give instruction in music, drawing, painting, and modern languages.

For statistics, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *Ohio State University*, Columbus, offers 4 distinct courses of scientific study, viz, in agriculture and in civil, mining, and mechanical engineering. That in agriculture extends over 4 years, the others 3 years each. A department of horticulture and botany was established and opened to students at the spring term of 1881. The third course of "lectures to farmers," given in January, 1881, by the professors of the university, was attended by 164 farmers.—(Catalogue, 1881.)

Scientific courses, in most cases of 4 years, are found in 30 of the colleges reporting. The University of Cincinnati offers also a 4 years' course in civil engineering.

A department of science and arts was organized in connection with the *Mechanics' Institute of Cincinnati* in January, 1881. Sections of chemistry, mechanics, and engineering have already been formed for special work, and similar sections of electricity and architecture are being organized. Monthly meetings, a course of lectures, and a journal published under direction of the department are the means of instruction used.—(Report of Department of Science and Arts of the Mechanics' Institute.)

The *Case School of Applied Science*, Cleveland, intending to give thorough technical and professional training in the principles of natural and physical science with their applications to the arts, was incorporated in 1880 and opened with a preparatory term of 12 weeks in the spring of 1881. The course of study will extend through 4 years, the first 2 preparatory, the last 2 professional or technical. Under arrangements made in 1881, it was to form the scientific department of Western Reserve University, which was to be established in Cleveland in 1882, with Adelbert College for its classical department. An elegant building for the last had been promised by Mr. Amasa Stone, of Cleveland, as a memorial of a deceased son.

[1] The exceptions here were Hebrew Union, St. Joseph's, and St. Xavier Colleges, Cincinnati; Kenyon College, Gambier; Richmond College, Richmond, and Antioch College, Yellow Springs.

[2] Ashland, Buchtel, Farmers', Marietta, Mt. Union, and Wilmington Colleges, with the Ohio State and Denison Universities.

PROFESSIONAL.

Courses in *theology*, covering 3 years and meant to follow collegiate training, existed in 1881 at German Wallace College, Berea (Methodist Episcopal); Lane Theological Seminary, Cincinnati, and the theological department of Oberlin College, Oberlin (both Presbyterian); Theological Seminary of Evangelical Lutheran Synod, Columbus; Union Biblical Seminary, Dayton (United Brethren); Theological Seminary, Kenyon College, Gambier (Protestant Episcopal); Heidelberg Theological Seminary, Tiffin (Reformed Church); and in like schools of Urbana University, Urbana (New Church), and of the United Presbyterians at Xenia. Courses occupying 1 year at Geneva College, West Geneva (Reformed Presbyterian), and 2 years at Wittenberg College, Springfield (Evangelical Lutheran), were noted in the last reports from these schools; at the Seminary of St. Charles Borromeo, Carthagena, and at that of St. Mary, Cleveland (both Roman Catholic), there were courses nominally of 9 and 5 years, but some academic studies were included. At Wilberforce University, for colored students, the course was of 4 years, partly literary, and at Ohio Wesleyan University, Delaware (Methodist Episcopal), as well as at Hiram College, Hiram (Disciples), studies in theology accompanied the college course.

For statistics of theological schools and departments reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

For instruction in *law* the law school of the Cincinnati College, organized in 1833, has a 2 years' course of study. Candidates for admission to the junior class must give satisfactory evidence of a good English education.

Wilberforce University provides a law department, but makes no report of students in it.

Statistics for Cincinnati College Law School may be found in Table XII of the appendix.

The "regular" *medical* schools reporting for 1880–'81 were the Cincinnati College of Medicine and Surgery, the Medical College of Ohio, and the Miami Medical College, all in Cincinnati; the medical department of Western Reserve University, Cleveland (formed by a union of the Cleveland Medical College and the medical department of Wooster University); Columbus Medical College, Columbus; and Starling Medical College, Columbus. All had the customary 3 years' course of study under a physician, including 2 regular lecture courses of 20 weeks each year in those at Cincinnati and of 24 weeks in the others, the last of which courses must be in the college conferring the degree. The 3 at Cincinnati and the Starling Medical College, Columbus, offered courses of 3 years, and this last was to require such a course after 1882. The school at Western Reserve University, Cleveland, admits women.

The Eclectic Medical Institute, Cincinnati, the Pulte Medical College, Cincinnati (homœopathic), and the Homœopathic Hospital College, Cleveland, open alike to both sexes, require 3 years of study, including attendance on 2 lecture courses of 20 weeks yearly in the first named, 23 weeks in the second, and 22 in the third. All offer 3 years' optional graded courses. The homœopathic schools require a good English education for admission.

The *Ohio College of Dental Surgery*, Cincinnati, and the *Cincinnati College of Pharmacy* have 2 years' courses, in the former of 4 months each year, in the latter of 5 months. The latter requires 4 years of practice with a qualified pharmacist.

For statistics of medical schools reporting, see Table XIII of the appendix, and summary of it in report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Ohio Institution for the Education of the Deaf and Dumb*, Columbus (established 1829), receives pupils from 8 to 21, and reported 512 under instruction for 1881, with a daily average of 426 in attendance and 18 graduates, every one of whom at leaving was able to earn a livelihood. The whole number admitted from the beginning was 1,886. Instruction is given in the common and higher English branches, the school being graded as primary, grammar, and academic; articulation is also taught. The shops were crowded with boys and men; the trades taught are shoemaking, printing, bookbinding, and carpentry.

The *Cincinnati Day School for Deaf-Mutes*, under control of the city board of education, reported an enrolment of 40, with 34 in average attendance.

The *Ohio Institution for the Education of the Blind*, Columbus, reported for 1881 a total enrolment of 243, of which number 49 were new pupils. The daily average was 171; whole number from the beginning, 1,138. Instruction was given in the common and higher English branches, and in music, sewing and knitting by hand and machine· bead

work, cane seating, and broom making were so taught as to enable almost all to support themselves by work after leaving the institution.

### EDUCATION OF THE FEEBLE-MINDED.

The *Ohio Institution for the Education of Idiotic and Imbecile Youth*, Columbus, admits children from 6 to 15 and instructs them in the common English branches. There were 613 inmates in 1880. No report has reached this Bureau for 1881, the central part of its main building having been burned November 19, 1881.

### INDUSTRIAL AND REFORMATORY TRAINING.

The *Industrial School and Home*, Cleveland, maintained by the Children's Aid Society of that city, in 1881 moved into a commodious building donated by Mr. Amasa Stone, and reported 242 children cared for and trained that year, 111 placed in permanent homes, 77 returned to relatives, and 53 remaining at the close of the year.

The *Toledo Industrial School* enrolled 84 in its day school and 177 in its Saturday sewing school.

The *Girl's Industrial Home*, Delaware, reported 318 inmates for 1881; of whom 69 were committed during the year. The common English branches, housework, and dressmaking are taught.

The *Cincinnati House of Refuge* had 266 inmates in 1881, with a daily average of 251; the *House of Refuge and Correction*, Cleveland (for both sexes), had 164, with a daily average of 123; the *State Reform School for Boys*, Lancaster, 734, with a daily average of 557; the *House of Refuge and Correction*, Toledo (for boys only), 239, with a daily average of 170. All, it is believed, aim to instruct their inmates as far as possible in school studies and productive industries, as well as in morals.

### HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

Seventeen homes of this kind, under city, church, or private care, report for 1881 a total of 2,445 inmates, under 215 instructors or other employés. Eleven others, under county control, are reported by the State board of charities to have had 1,297 in the same year, with an average of 773, under 47 officers and teachers. One more, the Soldiers' and Sailors' Orphans' Home, Xenia, under State care, is said by the same board to have had 715 on its roll within the year, and an average of 607, under 38 officers and teachers. Total of inmates for all 3 classes, 4,457, under 300 instructors and assistants. In most cases these children are taught common English studies, as far as may be practicable, and such industries as will fit them for self support.

For further information, see Table XXII of the appendix to this volume, and a corresponding table in the report of the Commissioner preceding.

### EDUCATION IN ART.

Instruction in art in its various forms is given at Cincinnati in the School of Design of the University of Cincinnati, in connection with the Women's Art Museum Association, and in the School of Design of the Ohio Mechanics' Institute; at Columbus, in the Columbus Art School. The School of Design of the University of Cincinnati, free to all bona fide residents of that city, offers a thorough graded course of instruction in all its departments, and reports a faculty of 7 members, with about 300 pupils. The students in wood carving, as far as reported, are all girls. A private wood carving school opened by a lady is said to have been successful, and a Pottery Club, consisting entirely of women, was well attended. The Art Museum, to be located at Eden Park, a suburb of Cincinnati, for the foundation of which Mr. C. W. West offered $150.000 provided the city would raise a like amount, has received from that gentleman $150,000 for its endowment. The Columbus Art School, opened October, 1880, is said to be the only art school in Ohio, except the School of Design in Cincinnati, and to have as full a course of study as any art school in the West.

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

The Ohio State Teachers' Association held its thirty-second annual meeting at Put-in Bay June 28–31, 1881. In the superintendents' section the opening address was delivered by Superintendent W. J. White, of Springfield. Papers on "School examinations" and on "Clerical work of teachers" were read by Superintendent H. N. Mertz and Hon. T. W. Harvey, and discussed by Hon. D. F. De Wolf and W. D. Henkle. In his inaugural address on the "Future of our public schools" before the general association, Prof. John Ogden stated that the greatest want in the Ohio school system was an administrative head, such as a State board of education, and normal schools for the training of teachers, especially for the rural schools, where skilled workers are most needed. Papers

on "Mental science for public school teachers," "The spirit of the teacher," "State assistance," and "English literature for the schoolmaster" were read and discussed. The annual address was delivered by Rev. J. E. Twitchell, on the "Science of religion and the religion of science." After passing appropriate resolutions and electing officers for the ensuing year, the convention adjourned.—(Ohio Educational Monthly, September, 1881.)

### OTHER TEACHERS' ASSOCIATIONS.

The several associations were held as follows: Central Ohio, at Dayton, with 500 teachers in attendance; Southwestern, at Hamilton; Northwestern, at Fostoria; Northeastern, with quarterly meetings, at Cleveland and elsewhere; Southeastern, at Logan; Eastern, at Bellaire; Tri-State, at Toledo; and the State Association of Colored Teachers, at Springfield. The music teachers of the State have organized an association, which was to hold its first meeting in March, 1882.

### OHIO COLLEGE ASSOCIATION.

No notice of the meeting of this influential and learned body of presidents and professors for 1881 has reached the Bureau.

## OBITUARY RECORD.

### HON. WILLIAM DOWNS HENKLE.

The educational interests, not merely of Ohio, but of the whole United States suffered a serious loss when this good man, ripe scholar, able teacher, effective school officer, and useful writer died, November 22, 1881, at Salem, Ohio, aged 53. His father, a Methodist minister, had died at Louisville, Ky., when this son was barely 6 years old, and had left to wife and children an inheritance of poverty. Young Henkle had consequently to hew his own way through life, and he did it well. Returning to his native State after his father's death, first to Urbana and then to Springfield, he attended school for four or five years, and afterward struck out for himself. By shovelling sand and driving teams he was able to buy some books, and, with the aid of a young student, mastered the elements of grammar, arithmetic, and natural philosophy. He then came under the tuition of a Springfield teacher, who was subsequently chief justice of the State, and studied successfully with him Latin and the elements of algebra. At 16 he was graduated from the high school, delivering a Latin salutatory. While teaching school for three years he pursued at Wittenberg College and under a private teacher the study of French, German, Greek, and higher mathematics. Returning with his mother to Urbana, after teaching for another year, at 20 years of age he became principal of the academy in 1848. Thenceforward he grew to be more and more a power for good, securing the organization at Urbana and Mechanicsburg of union school systems, of which he was made successively the head; then taking charge for three years of the classical department of a school at Greenmont, Ind., where he published two valuable works on algebra, and whence he was called to superintend the city schools of Richmond, Ind. The law under which this office had been created being pronounced unconstitutional, he went in 1856 to Indianapolis to be teacher of the high school and an editor of the Indiana School Journal, then just established. He held these positions till August, 1859, when he returned to Ohio as professor of mathematics in the Southwestern Normal School at Lebanon, which he helped to make one of the most popular and successful of its kind. In 1862 he received the Republican nomination for State commissioner of common schools, but failed of election, and for two years was superintendent of the schools of Lebanon, and then for five years of those of Salem. He filled these positions with such marked success that on the resignation of the State school commissionership by Hon. John A. Norris he was selected by Governor Hayes to fill for nearly two years the unexpired term, 1869 to 1871. Returning then to Salem, he was made for four years more superintendent of the schools there, and in 1875 became proprietor and editor of the Ohio Educational Monthly, which, with another paper, Notes and Queries, he filled till his death with the evidences of his sound judgment, large erudition, practical good sense, and educational enthusiasm.

## CHIEF STATE SCHOOL OFFICER.

Hon. D. F. DE WOLF, *State commissioner of common schools, Columbus.*

[Term, January, 1881, to January, 1884.]

## OREGON.

### STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth 4 to 20 years of age[a] | 59,615 | 61,641 | 2,026 | |
| Enrolled in public schools | 37,533 | 34,498 | | 3,035 |
| Average daily attendance | 27,435 | 25,196 | | 2,239 |
| Attending graded schools | 7,824 | 8,918 | 1,094 | |
| Attending private schools | 4,211 | 4,823 | 612 | |
| Number reported not in school | 17,721 | 21,655 | 3,934 | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Organized districts | 1,007 | 1,037 | 30 | |
| Districts reporting | 960 | 988 | 28 | |
| Number of graded schools | 45 | 52 | 7 | |
| Average school term in days | 89.6 | 86 | | 3.6 |
| Number of private schools | 142 | 186 | 44 | |
| Value of public school property | $567,863 | $657,469 | $89,606 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching | 635 | 591 | | 44 |
| Women teaching | 679 | 748 | 69 | |
| Whole number of teachers | 1,314 | 1,339 | 25 | |
| Teachers with first grade certificates | 679 | 691 | 12 | |
| Teachers with second grade certificates. | 635 | 648 | 13 | |
| Average monthly pay of men | $44 19 | $42 26 | | $1 93 |
| Average monthly pay of women | 33 38 | 31 72 | | 1 66 |
| RECEIPTS AND EXPENDITURE. | | | | |
| Whole receipts for public schools | $303,162 | $323,301 | $20,139 | |
| Whole expenditure for public schools | 307,031 | 318,331 | 11,300 | |
| STATE SCHOOL FUND. | | | | |
| Permanent school fund | | $625,000 | | |
| Available fund | | 610,000 | | |

[a] The basis for appropriation of public money; the age for admission into public schools is 6 to 21.

(From report of Hon. L. J. Powell, State superintendent of public instruction, for the two years indicated.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

A State superintendent of public instruction, elected by the people every 4 years, and a State board of education, composed of the governor, secretary of state, and superintendent of public instruction, have general supervision of public school affairs. The local officers are county superintendents of common schools, elected by the people for two years, and district boards of 3 directors and a clerk, elected at district meetings, the directors for 3 years, one going out each year, and the clerk elected for one year.

### OTHER FEATURES OF THE SYSTEM.

Public school moneys are derived from an irreducible State school fund, a county tax of 4 mills on $1 (raised from 3 mills in 1882), and a district tax on real and personal property, the latter levied only when a majority of the legal voters of a district so decide. By a new law, districts may also levy rate bills. The interest from the school fund is divided among the counties in proportion to the children 4 to 20 years old, but the age for admission to public school is 6 to 21. Districts are not entitled to their proportion of this fund unless schools shall have been taught therein for at least three months in each year and a report has been made to the county superintendents by the first Monday in March. County superintendents must make a general report to the State superintendent of public instruction by the first Monday in April of each year, and a finance report to the county court the 30th of June. Any county superintendent failing to perform the various duties required of him becomes liable to a fine of $100, and for failing to report annually to the State superintendent forfeits his office. The State superintendent reports to the legislature biennially. It is the duty of county superintendents to examine teachers and give them certificates of 2 grades, the higher good for 2 years, the lower for 6 months. Life and State diplomas, the latter good for 6 years, are given on examination by the State board of education, which may also issue certificates of first and second grades. If teachers suffer injustice at the hands of the county superintendent they may appeal to the State superintendent, who is authorized to grant them certificates of the same force as those issued by county superintendents. High schools must be supported in all districts containing 1,000 persons 4 to 20 years of age. One or more schools may be taught in the German language in districts having 10,000 or more inhabitants; and by a new law, whenever a city or incorporated town has that number, all school districts or parts of districts within its limits must constitute one school district, its boundaries being the same as those of the town or city. Since 1870 at least (not, as stated in the report for 1880, since 1878), widows with children to educate and liable to taxation for school purposes have had the right to vote at the meetings of the school districts in which they reside. A rule of the State board permits teachers in the public schools to dismiss pupils under 8 years of age after a 4 hours' session or shorten their confinement to 3½ hours by recess.

### GENERAL CONDITION.

With an increase of 2,026 in the number of youth 4 to 20 years of age there were 3,035 fewer children 6 to 21 enrolled in public schools in 1880–'81 and 2,239 fewer in average daily attendance. The average school term was shorter by 3.6 days and the average monthly pay of teachers less by $1.93 for men and $1.66 for women. There were, however, more pupils by 1,094 in graded schools, and 612 more were attending private schools. Thirty more school districts were organized and 28 more sent reports. Seven more public graded schools were taught and 44 more private schools. The number of teachers employed was increased by 25, the number holding first grade certificates by 12. Public school property was valued at $89,606 more than in 1879–'80; receipts for public school purposes were increased by $20,139 and expenditure by $11,300.

State Superintendent Powell thinks the above shows a fair degree of progress, notwithstanding the decrease reported in enrolment and average attendance. The chief exception noted by him to the general satisfactory condition is the falling off in the average length of the school term. This is kept low by the short terms in country districts, many of which were only of 3 months and would probably have been even less had they not been required to be kept up to that point in order to draw public money.[1] The superintendent favors an amendment to the law requiring the levy of a State school tax of 2 mills on the dollar; he also recommends that the minimum school term which shall entitle districts to receive their share of such money be made 6 months. Other needs noted are means for the professional training of teachers and for a more energetic and thorough supervision of the schools. It is recommended that, in the absence of a State normal school, provision be made for county normal institutes of from 2 to 4 weeks, and that all teachers be required to attend them. To secure better supervision, an increase is recommended in the pay of county superintendents. The position of superintendent, it is argued, should command a greater salary than that of the highest teacher, in order that it may be possible to place in it the best teachers and those who will give their whole time to the work.

### KINDERGARTEN.

No note of any instruction of this class in the State during 1881 has reached the Bureau.

[1] These short terms kept down expenditures so much that the per capita of cost on average enrolment was only $8.98 and on average daily attendance only $12.29.

## CITY SCHOOL SYSTEM OF PORTLAND.

### OFFICERS.

In Portland the officials having charge of public schools are a board of 3 directors, a clerk, and a city superintendent.

### STATISTICS.

With a population of 17,577 in the city of Portland, school district No. 1 of Multonomah County, with limits not precisely like those of the city, reported 5,314 between 4 and 20 years of age, 2,972 pupils attending public schools and 2,172 in average daily attendance, an increase since the last report of 322 in the number enrolled and of 216 in average attendance. There were also about 600 in private and parochial schools. The per capita cost of education in public schools was $23.63 on the average number belonging and $24.85 based on that in average daily attendance; the whole expenditure for public schools, $81,371.46, and the estimated value of school property, $170,600. In the high school there were 201 pupils registered and 170 in average attendance under 6 teachers. A class of 21 was graduated in June, 1881. The printed report for the year closing June, 1881, shows an average attendance of 95 per cent. based on the average number belonging and a large decrease in tardiness, though no unusual effort had been made to secure the latter. There were twice as many cases of corporal punishment, but fewer suspensions than the year before. A change was made in the grading of teachers' salaries, giving preference to experience and fitness and recognizing the importance of good teaching in primary grades. The pay of teachers in the lowest grade was raised from $625 to $750 a year, and only teachers of experience and special talent are to be employed in that grade.—(Return and printed report.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS AND NORMAL COURSES.

Ashland College and Normal School, Ashland, first opened in 1879, had 61 normal pupils during 1880–'81 (29 men and 32 women), 4 instructors, and 3 graduates. The full course extended over 3 years of 36 weeks each.[1]—(Return.)

At the University of Oregon, Eugene City, there was in the collegiate department a 3 years' normal course with English studies only, having 9 students in 1880–'81 and 10 entered for 1881–'82. Blue Mountain University, La Grande, and Willamette University, Salem, offered instruction for teachers in normal courses in their preparatory departments; the latter, in a well arranged 3 years' course. Santiam Academy, Lebanon; Wasco Independent Academy, The Dalles; and McMinnville College, McMinnville, also offered like instruction.

The normal department of Christian College, Monmouth, was suspended in 1880–'81

### TEACHERS' INSTITUTES.

The law requires the superintendent to hold annually a teachers' institute in each judicial district, as well as one State teachers' institute.

Sixteen institutes were held during the year and were attended by 733 teachers, an increase over the previous year of 1 institute and 26 teachers. By a regulation of the State board of education teachers in public schools are required to attend the institutes held in their counties under authority of law; for unexcused failure to attend at least one session each year, they are liable either to be reduced in grade or to have their certificates revoked.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The number of public high schools in the State has not been reported by State authority since 1878, when there were 22. In the United States census report for 1880 the number given is 17. According to law, such schools must be sustained in all districts containing as many as 1,000 persons 4 to 20 years of age. The number of graded schools increased by 7 and of pupils in them by 1,094.

### OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools reporting and preparatory departments of colleges, see Tables VI and IX of the appendix, and summaries of them in the report of the Commissioner preceding.

[1] This and the Oregon Normal School, Monmouth, are to be recognized as State normal schools from October, 1882.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN AND FOR BOTH SEXES.

The University of Oregon, Eugene, organized in 1876, comprises collegiate and preparatory departments, the former with classical and scientific courses of 4 years and a normal one of 3 years. The scientific differs from the classical course in the substitution of scientific and modern language studies for Latin and Greek; the degree given on completion of each is A. B. Every county in the State is entitled to a scholarship in the collegiate department and an additional one for each member of the legislative assembly to which such county may be entitled. Candidates for scholarships must pass an examination in the fundamental English branches, including history of the United States. The sexes are admitted on equal terms, and out of 72 students in the undergraduate classes of the collegiate department in 1881, 25 were young women. The president of the board of regents says the attendance during 1880–'81 was generally good, and that the students were industrious and conducted themselves becomingly.

Of 8 other collegiate institutions in the State, 7 admit young women, 1—Willamette University, Salem—providing for them a separate Woman's College, with a lady dean, but instructing them in the same courses and classes as the young men. The only exception to this admission of women is at St. Michael's College, Portland, the literary status of which is as yet uncertain. Corvallis College, Corvallis; Pacific University, Forest Grove; Blue Mountain University, La Grande; McMinnville College, McMinnville; Christian College, Monmouth; Philomath College, Philomath, and Willamette University have arrangements for preparatory instruction, in some cases beginning with primary classes; all have the customary classical and scientific courses of 4 years each, except Pacific University, which makes its scientific course 3 years, and Corvallis College, which divides its studies into 7 separate schools, only one of which, that of mathematics, has a definite term of 4 years. Pacific University has a ladies' course of 3 years; Philomath College, one of 4 years; Christian, Philomath, and Willamette, business courses, the same three, with Blue Mountain University, offering instruction in music, drawing, and painting. For statistics of these institutions, see Table IX.

### SUPERIOR INSTRUCTION OF WOMEN.

Besides the opportunities for collegiate instruction presented at the State University and the 7 other colleges above named, there is one institution approximating collegiate rank that is especially for young women, St. Helen's Hall, Portland, an academic seminary, under the care of the Protestant Episcopal bishop of Oregon and a corps of assistants. For statistics of this, see Table VIII of the appendix.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

General scientific instruction is given, as already noted, by most of the colleges and universities in courses usually extending over 4 years. Besides this, there is opportunity for the study of sciences pertaining to agriculture and engineering in the State Agricultural College, Corvallis, a department of Corvallis College, in its schools of agriculture and engineering. The latter has not yet been fully organized for want of funds; but the general principles of civil engineering are taught; also, drawing, descriptive geometry, and shades and shadows; while other studies belonging to the course are taught in the schools of mathematics and physics. The law provides for the free tuition of 60 young men over 16 years of age, who may be admitted into all departments of the college.

### PROFESSIONAL.

Some *theological* instruction was formerly given in McMinnville College, but there is no mention of such a course in the catalogue for 1880–'81.

The *medical* department of Willamette University, Portland, is the only professional school reporting. The course of study required for graduation comprehends 3 years of work; it includes 2 terms of lectures and a year of preliminary study; there is also a 3 years' graded course. The faculty recommend students to attend 3 terms of lectures before presenting themselves for graduation and encourage them by the offer of free tuition during the last year. In the course prescribed, the lecture terms extend only over 20 weeks each, the minimum required by the American Medical Association. There were 32 students during the year, 30 at date of report, and 13 graduates. Women are admitted to this as to other departments of the university. An examination for admission is required of applicants who are not graduates of college, academy, or high school.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Oregon School for Deaf-Mutes, Salem, founded in 1870, was made a State institution in 1880, and placed under the superintendence of a board of 9 directors, of whom 6 are appointed by the governor and 3 by the Salem Society to Promote the Education of Deaf-Mutes. There were 39 pupils under instruction during 1881 (7 of them semi-mutes), under 3 instructors, of whom 1 was a deaf-mute. No employments have yet been provided. The children are in school from 9 o'clock to 12 and from 1 to 3, the common English branches being taught. The manual method is the one used.

### EDUCATION OF THE BLIND.

The Oregon Institute for the Blind, Salem, was closed in 1879. No later information concerning it has reached this Office.

### SCHOOL FOR INDIAN YOUTH.

A school for the education of Indian youth was opened in Forest Grove March 1, 1880, by the United States Government, Captain M. C. Wilkinson, U. S. A., in charge. The pupils are all instructed in English branches, the boys also in blacksmithing, shoemaking, carpentry, and gardening and other agricultural work, and the girls in sewing and housework. Up to September 14, 1881, there had been 75 pupils received, 29 girls and 46 boys, their ages ranging from 8 to 25 years. The Government, however, has decided not to receive any more who are over 16. All have made satisfactory progress and many have improved wonderfully. They learn easily, work hard and well when they have an incentive to labor, are of good disposition, affectionate, obedient, and are much more easily managed than an equal number of whites.

In the Report of the Commissioner of Indian Affairs for 1881 strong testimony from various sources is presented as to the success achieved alike in school studies, in industrial pursuits, and in general civilizing influences.

## EDUCATIONAL CONVENTION.

### STATE ASSOCIATION.

The twenty-first annual meeting of the State Teachers' Association was held at Salem, beginning August 21, 1881, State Superintendent L. J. Powell presiding. An address of welcome by the former State superintendent, Dr. L. L. Rowland, of Salem, commendatory of teachers' institutes and associations, was read in his absence by Miss Olivia Rowland, and Prof. O. P. Lee, of Eugene City, responded. Bishop J. F. Hurst, of the Methodist Episcopal Church, delivered an address on "Imagination," and D. C. H. Fowler, of New York, one on the need of thorough work in education. "Physical geography" was presented by Prof. W. N. Ferrin, of Pacific University, who urged the importance of teaching this branch in the public schools. Prof. C. W. Roby, of Portland, read a paper on "Education and the State," after which there was a general discussion of Professor Ferrin's paper. Superintendent Rigler, of Polk County, read a carefully prepared paper on the "Necessity for better teachers, and how to secure them," in which he argued in favor of State normal schools, teachers' institutes, educational journals, and better pay for teachers. A general discussion followed, in the course of which Superintendent Moses, of Linn County, spoke of the wisdom of increasing the pay of teachers. Superintendent J. T. Gregg, of Marion County, delivered an address on "Teachers' examinations," and Rt. Rev. B. Wistar Morris, one on the importance of careful early training. On Wednesday, Prof. M. Bailey, of the State University, discussed "Centripetal forces and gravitation;" Miss Christina MacConnell, of Portland, presented an excellent practical paper on "Science in school," and Professor Condon, of the State University, "The rights of evolution, or the sciences in the common schools," and Prof. Joseph Emory, of the State Agricultural College, the "Relation of common schools to colleges," showing the dependence of the lower and higher schools on each other. During the evening session an address was delivered by Rev. J. A. Gray, of Portland, and one by Prof. E. B. McElroy, State superintendent elect; a paper on "Reminiscences of a teacher" was read by Mrs. R. Newcomb, of Portland; recitations were given by Miss A. R. Luse and Miss Georgia Carpenter; and after a chorus by the Salem Glee Club the association adjourned.

## CHIEF STATE SCHOOL OFFICER.

Hon. L. J. POWELL, *State superintendent of public instruction, Salem.*

[Term, September 1, 1878, to September 13, 1882; E. B. McElroy, superintendent elect, then succeeding.]

## PENNSYLVANIA.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (6–21) | | a1, 422, 377 | | |
| Enrolled in public schools | 937, 310 | 931, 749 | | 5, 561 |
| Attending private schools and academies. b | 27, 552 | 26, 710 | | 842 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Public school districts | 2, 193 | 2, 208 | 15 | |
| Districts with libraries b | 166 | 130 | | 36 |
| Graded public schools | 7, 037 | 7, 257 | 220 | |
| Schools with Bible reading b | 13, 277 | 13, 987 | 710 | |
| Schools teaching drawing b | 4, 223 | 4, 916 | 693 | |
| Schools teaching vocal music b | 4, 230 | 3, 999 | | 231 |
| Schools teaching higher branches b | 2, 158 | 2, 240 | 82 | |
| Separate schools for colored youth b | 68 | 66 | | 2 |
| Average school term in days | 146. 74 | 146. 96 | .22 | |
| Number of private ungraded schools b | 354 | 308 | | 46 |
| Private academies and seminaries b | 185 | 205 | 20 | |
| First class public school-houses b | 2, 994 | 3, 369 | 375 | |
| Number having suitable furniture b | 6, 782 | 7, 385 | 603 | |
| Number badly ventilated b | 6, 154 | 5, 861 | | 293 |
| Number unfit for use b | 1, 436 | 1, 238 | 198 | |
| Value of public school property | $25, 467, 097 | $26, 605, 321 | $1,138,224 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 9, 732 | 9, 359 | | 373 |
| Women teaching in public schools | 11, 643 | 11, 993 | 350 | |
| Whole number of teachers | 21, 375 | 21, 352 | | 23 |
| Number employed more than 5 years b | 6, 514 | 7, 163 | 649 | |
| Number employed less than 1 year b | 1, 629 | 1, 644 | 15 | |
| Graduates of State normal schools b | 722 | 860 | 138 | |
| Attended State normals b | 2, 898 | 3, 056 | 158 | |
| Average monthly pay of men | $32 36 | $33 66 | $1 30 | |
| Average monthly pay of women | 28 42 | 29 03 | 61 | |
| RECEIPTS AND EXPENDITURE. | | | | |
| Income for public schools | $8, 046, 116 | $8, 798, 724 | $752, 608 | |
| Expenditure for public schools | 7, 482, 577 | 7, 994, 705 | 512, 128 | |

a United States census of 1880. b Not including Philadelphia.

(From State reports for 1879–'80 and 1880–'81 and returns from Hon. E. E. Higbee, State superintendent.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

Public school affairs are in charge of a State superintendent of public instruction, who is appointed by the governor, with the consent of the senate, and holds office 4 years. He is assisted by two deputy superintendents and four clerks chosen by himself. Local school officers comprise district school directors elected by the people for three years, one going out each year, and county superintendents chosen for three years by the school directors. In cities or boroughs there are boards of directors, one for each ward, having charge of the financial interests of the schools, the purchase, repair, &c., of school-houses, and boards of control, which manage everything else; but wherever the boards of directors of all the wards in a city convey the school property to the board of controllers, the city or borough is to form a single school district under the board of control, and three members are to be chosen from each ward. In cities or boroughs with over 5,000 inhabitants, superintendents (under a law of 1881) may be appointed by the school directors for a term of 3 years. Women are eligible to all school offices.

### OTHER FEATURES OF THE SYSTEM.

The schools are sustained by a State appropriation of $1,000,000 annually and an annual district tax of at least 13 mills on $1 of property; the tax must, in each county, equal its share of the State appropriation. Public schools must be taught from 5 to 10 months in each school year and be free to all resident youth 6 to 21. Teachers must have certificates of fitness to teach, and (under penalty of forfeiture of pay) must make monthly report to the board of directors. Boards of directors must report annually to their county superintendents, and the latter to the State superintendent, who makes annual report to the State legislature. Graded schools, normal schools, and teachers' institutes are a part of the system. Evening and half-time schools are authorized; also, schools for deaf-mutes, these last in any district having 20,000 inhabitants and 8 or more deaf children of school age. Distinctions of race and color in the public schools were abolished by a law that took effect July 4, 1881.

### GENERAL CONDITION.

As may be seen from the preceding summary there were (with about a million and a half youth of school age) 931,749 enrolled in public schools, a decrease of more than 5,000 during the year. It is not possible from the official reports to give the number in daily average attendance. There were 15 more public school districts and 220 more graded schools, the average length of term being about the same. Public school property increased in value by more than a million of dollars. More women were engaged in teaching and fewer men, the average pay of both being slightly increased. The receipts for public school purposes increased by $752,608 and expenditure by $512,128.

Throughout the State, exclusive of Philadelphia, which makes no report on these points, the number of private ungraded schools decreased by 46, that of seminaries and academies increased by 20, while the attendance on both classes decreased. Drawing was taught in 693 more public schools, the higher branches in 82 more, and vocal music in 231 fewer. There were more first class public school-houses and more with suitable furniture; fewer were reported "badly ventilated," but more as "unfit for use." Improvement in the quality of teaching is indicated by an increased number of teachers with long experience (649 more having been employed over 5 years continuously), as well as by the fact that 158 more had attended State normal schools and 138 more were graduates of such schools.

### KINDERGÄRTEN.

For statistics of Kindergärten reporting, see Table V of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

The school government of cities generally appears under the heading State School System preceding. Philadelphia and Pittsburgh, under special laws, have boards of education which do not include the ward boards. Any city of over 5,000 inhabitants may by vote of the directors elect a school superintendent, who must have had skill and experience in teaching.

STATISTICS.

| Cities. | Population, census of 1880. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|
| Allegheny *a* | 78,682 | 9,916 | 8,291 | 207 | $223,883 |
| Allentown *a* | 18,063 | 2,758 | 2,307 | 56 | 62,236 |
| Altoona | 19,710 | 3,054 | 2,535 | 51 | 50,444 |
| Bradford *a* | 9,197 | 1,200 | 700 | 18 | 31,318 |
| Carbondale | 7,714 | 1,821 | 1,212 | 24 | 11,811 |
| Chester | 14,997 | 2,512 | 1,679 | 48 | 26,877 |
| Columbia *a* | 8,312 | 1,399 | 932 | 28 | 13,247 |
| Danville *a* | 8,346 | 1,667 | 1,053 | 28 | 13,076 |
| Easton | 11,924 | 2,291 | 1,688 | 52 | 40,443 |
| Erie *a* | 27,737 | 4,699 | 3,136 | 99 | 68,202 |
| Harrisburg | 30,762 | 5,667 | 3,824 | 109 | 93,825 |
| Johnstown *a* | 8,380 | 1,562 | 1,044 | 29 | 23,622 |
| Lancaster *a* | 25,769 | 3,441 | 2,674 | 68 | 79,960 |
| Lebanon | 8,778 | 1,500 | 1,200 | 30 | 18,881 |
| McKeesport *a* | 8,212 | 1,317 | 775 | 19 | 27,268 |
| Meadville *a* | 8,860 | 1,821 | 1,451 | 36 | 42,302 |
| New Castle *a* | 8,418 | 1,746 | 1,096 | 31 | 26,446 |
| Norristown | 13,063 | 2,218 | 1,599 | 44 | 39,875 |
| Philadelphia | 847,170 | 102,185 | 91,894 | 2,113 | 1,503,052 |
| Pittsburgh | 156,389 | 24,480 | 16,580 | 473 | 413,814 |
| Pottsville *a* | 13,253 | 2,678 | 1,900 | 48 | 32,720 |
| Reading *a* | 43,278 | 7,262 | 5,373 | 145 | 70,893 |
| Scranton *a* | 45,850 | 8,979 | 5,904 | 170 | 90,209 |
| Shamokin *a* | 8,184 | 1,927 | 1,062 | 27 | 14,860 |
| Shenandoah | 10,147 | 2,103 | 1,243 | 28 | 19,393 |
| Titusville | 9,046 | 1,482 | 1,142 | 34 | 54,926 |
| Wilkes-Barre *a* | 23,339 | 4,654 | 2,837 | 68 | 65,533 |
| Williamsport | 18,934 | 3,432 | 2,236 | 65 | 42,846 |
| York | 13,940 | 2,419 | 1,786 | 50 | 23,412 |

*a* Statistics from State report; where not indicated, from city return.

ADDITIONAL PARTICULARS.

In *Allegheny* there was an increase during the year 1880–'81 of 113 pupils enrolled and of 13 in average attendance. The 205 schools were graded as primary, grammar, and high, the high school department having just graduated its first class, numbering 19. The school year was one of steady and satisfactory progress. Drawing was a regular branch of the course of study. Some excitement was caused by the abolition of the school for colored children and the admission of such children into the schools for whites as provided for by law, but it soon died out and no further trouble is anticipated.—(City report.)

*Allentown* reports 676 fewer pupils enrolled in public schools and 103 fewer in average attendance.

*Altoona* reports an increased public school enrolment and average daily attendance; 3,010 sittings for study; public school property valued at $101,620; a high school, with 90 pupils enrolled under 2 teachers; and 900 pupils attending private or parochial schools.—(Return and State report.)

In *Bradford* the schools were graded as primary, grammar, and high, the last having 50 pupils under 2 teachers. About 350 pupils attended private and parochial schools.—(State report and return.)

*Carbondale*, with a decrease of 48 in the public school enrolment, had 125 more in average attendance. The schools were graded as primary, grammar, and high; they were taught in 7 buildings affording 1,470 sittings for study and valued, with all other public school property, at $27,200. There was also an attendance of about 200 in private and parochial schools.—(Return and State report.)

*Chester* reports a slight increase in enrolment, but a falling off in average attendance on public schools. The public schools (primary, secondary, grammar, and high) were taught in 9 buildings, affording 2,100 sittings for study and valued, with other school property, at $110,000. About 200 pupils were attending private and parochial schools.—(Return and city report.)

*Columbia*, with 21 public schools and school property valued at $26,100, reports a decrease of 79 in public school enrolment and of 124 in average attendance, the per cent. of attendance on enrolment being 93.—(State report.)

*Danville* reports a decrease of 25 in public school enrolment, an increase of 5 in average attendance, 27 schools taught; and property valued at $60,000.

*Easton* reports 24 more pupils enrolled in public schools and 75 fewer in average at-

tendance, 46 schools in session 10 months in 9 school buildings, valued, with other school property, at $219,200.—(Return and State report.)

*Erie*, with 99 public schools, which were in session 10 months, and school property valued at $293,200, increased her public school enrolment during the year by 445 and the average attendance by 226.—(State report.)

*Harrisburg* reports an increase of 375 in public school enrolment and of 133 in average daily attendance; 96 public schools taught 10 months in 22 buildings; value of school property, $398,281; schools graded as subprimary, primary, secondary, intermediate, grammar, and high, the last having 240 pupils under 10 teachers; and 450 pupils attending private and parochial schools.—(Return and State report.)

In *Johnstown* there were 27 schools taught 8 months, and school property was valued at $90,000.—(State report.)

*Lancaster* reports a decrease of 32 in enrolment and of 9 in average attendance, 68 schools taught 10 months, and school property valued at $172,750.—(State report.)

*Lebanon* reports an increase of 25 in public school enrolment and of 150 in average attendance, 30 schools taught 8½ months, a high school, and about 300 pupils attending private and parochial schools.—(State report and city return.)

In *McKeesport* there were 18 public schools taught 9 months. Public school property was valued at $60,000.—(State report.)

*Meadville* reports an increase of 75 in public school enrolment, of 85 in average attendance, the 36 schools taught 9 months, and school property valued at $100,000.—(State report.)

*New Castle* had 159 more enrolled, yet 79 fewer in average attendance; the 27 schools were in session 8 months, and public school property was valued at $45,000. About 40 pupils attended private schools.—(Return and State report.)

*Norristown* reports a decrease of 78 in public school enrolment, an increase of 96 in average attendance; 44 schools taught 10 months in 6 buildings, affording accommodation for 2,260 pupils; public school property valued at $164,700; and a high school with 136 pupils enrolled and 134 in average attendance, 23 pupils having graduated in 1881. The superintendent considers the public schools in a satisfactory condition; teachers' institutes were held twice a month and well attended; the number of children not attending public or private school was thought to be small, and the number of truants diminishing.—(Return and State and city reports.)

The *Philadelphia* statistics show a decrease of 3,356 in public school enrolment and of 2,251 in average daily attendance. The 2,075 schools (arranged in 14 grades in primary, secondary, grammar, and senior departments, and including high, normal, and evening schools) were taught 10 months during the year, all the teachers but 77 being women. Public school property was valued at more than $6,000,000. Several new buildings were completed and occupied during the year, adding 23 class rooms, with seats for 1,000 pupils. One building was in process of erection, but the necessities of the department far exceeded the appropriation for building, and many children were missing instruction for want of sufficient accommodations; it is believed that a million of dollars will be required during the next few years to supply sufficient school-houses for the city. The Central High School (for boys) enrolled 523 pupils; the Girls' Normal, 965. There were 41 night schools taught ten weeks, at a cost of nearly $15,000. They were of great service to a large number of pupils, notwithstanding the short term, which, it is urged, should be lengthened to 4 months, only as many pupils being received as can be instructed for that length of time by the money appropriated. The president of the board reports that the schools are not doing as much as they should, owing, in his opinion, to a lack of superintendence. He says the teachers, although poorly paid, are capable and faithful, and the pupils studious; but through a defective system of examinations and promotions the cultivation of the memory has become the objective point and the measure of its power and accumulation the standard of scholarship; that routine and the letter have been cultivated and intellectual development and moral discipline left to chance. As a means of remedying these evils the recommendation favoring the appointment of a city superintendent is renewed. The special attention of the public school authorities has recently been drawn to industrial education. In addition to the introduction of sewing as a part of the instruction of the normal school, the board has assisted an effort made by Charles G. Leland to demonstrate the feasibility of making industrial education a part of the training of the public schools. It is admitted that this work cannot embrace the special arts of the trades but must be of a preparatory character, such as training the eye and the hand. Marked progress has been made in the teaching of drawing, the teachers having devoted special attention to the work of preparing themselves to give instruction in this branch, particularly as applied to the industries.—(City report and return.)

*Pittsburgh* reports a larger public school enrolment by 149 than the previous year and 283 more in average attendance, the 473 schools taught in 55 buildings, and school

property valued at $1,900,000. The system comprised day and evening common schools, evening mechanical schools, and a high school. The last had normal, academic, and commercial departments, and enrolled 582 pupils. There were 2,336 pupils enrolled in the evening schools, under 32 teachers; the average attendance, however, was only 600, and the cost of instruction, based on average attendance during the term of 65 evenings, was $4.44 per capita. The superintendent recommends the discontinuance of all except the mechanical schools, which were attended by a class of earnest young men, and advises the establishment of at least 5 of these, with a term of 6 months.—(Return and State and city reports.)

In *Pottsville* the public school enrolment decreased by 123, but the average attendance increased by 22. The 48 public schools were taught 10 months, by 7 men and 41 women, at a monthly cost of 69 cents per capita. Public school property was valued at $217,500. (State report.)

In *Reading* there was an increase of 788 in the number enrolled in public schools and of 96 in average attendance. The 48 schools were taught 10 months in 26 school buildings having 146 rooms for study and seating capacity for 7,551 pupils. The high school enrolled 324 pupils and had 318 in average attendance under 9 teachers. There was an estimated enrolment in private and parochial schools of 960.—(Return and State report.)

*Scranton* reports 84 schools taught 10 months, at a monthly cost of 73 cents per capita, and school property valued at $300,000.

*Shamokin* reports an increase of 284 pupils enrolled in public schools and of 112 in average attendance; 26 schools taught 9 months, at a monthly cost of 55 cents per capita; and school property valued at $40,000.—(State report.)

*Shenandoah* had 310 fewer pupils enrolled in public schools and 249 fewer in average attendance. The 28 schools (primary, grammar, and high) were taught nearly 9 months, at a monthly cost per capita of 59 cents. There were 80 pupils enrolled in the high school and 53 in average attendance. Public school property was valued at $61,000. An important addition made during the year to the educational facilities was the nucleus of a public school library.—(State and city reports.)

*Titusville* reports 353 fewer pupils enrolled in public schools and 38 fewer in average attendance; 28 schools taught for 10 months in 4 buildings, affording seats for 1,632 pupils. Public school property was valued at $64,275.—(Return and State reports.)

In *Wilkes-Barre* enrolment and average attendance are reported to have nearly doubled, the former having increased by 2,916, the latter by 1,595. The 68 schools were taught 10 months, at a monthly cost of 74 cents per capita. Public school property was valued at $176,807.—(State report.)

The *Williamsport* public schools had 56 more pupils enrolled than during the previous year, and 20 more in average attendance. The schools were taught 8 months, at a monthly cost of 87 cents for each pupil, in 25 school buildings capable of seating 3,485. In the high school, 133 pupils were enrolled and 100 were in average attendance under 4 teachers. Public school property was valued at $142,250. More was done during the year than ever before towards making drawing popular, and excellent progress was made in this branch. There were about 1,300 pupils attending private or parochial schools. (State and city reports and return.)

*York* reports a slight decrease in public school enrolment, but an increase of 24 in average attendance; 47 schools taught 9 months, at a monthly cost of 85 cents per capita, in 9 school buildings capable of seating 2,465 pupils and valued, with other school property, at $125,000. About 260 pupils attended private and parochial schools.—(State report and city return.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

The 10 State normal schools, according to a table in the State report, had an attendance during the year of 3,185 pupils in normal studies (1,864 of them men) and 270 graduates, of whom 120 were men. The whole number of graduates since the recognition of these schools was 2,196: 1,145 men and 1,051 women. The courses of study, arranged by a convention of the principals under the advice of the State superintendent, are elementary, classical, and scientific. Most of the students choose the first, which requires two years for its completion; only 4 out of 270 graduates during the year were from the other two courses. These schools are not exclusively professional, but include a number of academic studies. They are also of a mixed character in their relations to the State, being public in some respects and private in others. The aid given by the State is not to the schools, but to the students in them and to graduates. Students who agree to teach in the common schools receive, in ordinary cases, 50 cents a week; and graduates who agree to teach in the State schools two full years may receive $50. The legislature which created these schools demands of them extensive appliances, such as grounds of

not less than 10 acres in area and buildings to accommodate 1,000 students. Under this system some of the schools have become heavily involved, and their friends or the State will have to assist them if they are to be kept in operation.—(State report.)

### OTHER NORMAL TRAINING.

The *Normal School for Girls*, Philadelphia, belongs to the public school system of that city and prepares nearly all the city teachers. Its course of study for graduates extends over 3 years, but those who desire to teach must remain another year and show by work in the school of practice that they are able to train and control children; after this they receive certificates to teach in the city public schools. There were 965 pupils enrolled at the close of the year and nearly 98 per cent. of those enrolled were in average daily attendance. It is estimated that about 60 per cent. of the pupils enrolled in this school graduate and that about 70 per cent. of graduates receive certificates. Since the establishment of the school, in 1848, there have been 6,516 students in it, of whom 2,996 were graduated. The only change in the course of instruction during the year was the addition of sewing. In this branch all engaged willingly, and rapid improvement was made.—(City return and report.)

*Lycoming County Normal School*, Muncy, had 135 students during the year (94 of them men) and graduated 20, all of whom engaged in teaching. The course of study extends over 3 years of 20 weeks each.—(Return.)

The *Brethren's Normal College*, Huntingdon, reporting 309 pupils in normal classes, presents 3 courses of study, classical, scientific, and normal English; the last, similar to the elementary course in the State normal schools, occupies 2 years; the scientific is the same as the normal English course for the first two years and then adds two years in Latin, German, higher mathematics, and science; and the classical is the ordinary 4 years' college course.—(Catalogue.)

*Pine Grove Normal Academy*, Pine Grove, reports preparatory, philosophical, and scientific courses of study, the last making some provision for the training of teachers.—(Catalogue.)

The *Institute for Colored Youth*, Philadelphia, having 152 pupils studying the higher branches, reported 50 in a normal class.

*Lewistown Academy*, in its fourth year in 1881, reports more attention devoted to normal work than formerly. There was a teachers' class in which careful attention was given to methods of instruction and government.

The *Philadelphia Training School for Kindergartners* and the *Centennial Kindergarten Training School*, Philadelphia, each with a course of study extending over 1 year, had, respectively, 22 and 13 students; 34 graduated, of whom all but 3 engaged in teaching.

### TEACHERS' INSTITUTES.

County institutes were held, according to law, in all the 69 counties of the State. They remained in session from 4 to 10 days, nearly all, however, continuing 5 days, the minimum length of session required by law. The average number of members present was 12,919, being all the members employed in teaching but 846. There were 491 instructors and lecturers employed, at a cost of over $16,000. Of the $26,898 expended on the institutes, $6,395 were received from members, the remainder from county funds and other sources.

District institutes also were sustained in 47 of the counties and in 12 cities and boroughs, the whole number reaching 472. These institutes are authorized (but not required) by law to meet on two Saturdays of each month, which days are to be counted in to make the legal month of labor required of teachers, and pay for the time spent at the institutes is to be continued. The cities of Philadelphia, Pittsburgh, and Altoona have special laws regarding institutes.

### EDUCATIONAL JOURNALS.

The chief educational journal in the State, the Pennsylvania School Journal, a monthly published at Lancaster, was in its twenty-ninth volume during 1881. Being the official organ of the department of education, it affords teachers much valuable information on general educational topics as well as full reports of educational associations in the State.

Other educational journals are The Educational Review, Pittsburgh (a consolidation of The Allegheny Teacher, The Educational Voice, and The Teachers' Advocate), The Teacher, Philadelphia, The Student, Westtown, and three papers published by the Indian School at Carlisle, The Morning Star, The School News, and Eadle Keahtah Toh.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Outside of Philadelphia there were 2,240 public schools in which some of the higher branches were taught, an increase of 82 over 1879–'80. Of these, 120 were in the 24

cities and boroughs reporting (an increase of 3) and 2,120 in the 65 counties reporting (an increase of 79). There is no information given in the report of the State superintendent as to the condition and progress of these schools. The president of the Philadelphia school board, in speaking of the Boys' Central High and the Girls' Normal Schools in that city (which train many in high school studies who do not become teachers), reiterates the complaint against the "quota" system of admission to these schools. Promotions are not based on merit, but on a representation from all the grammar and consolidated schools whose pupils reach a medium standard of qualification; this often compels pupils of superior scholarship and ability in some schools to give way to those from other schools who are greatly inferior. The remedy urged, but as yet refused, is the adoption of a competitive examination as the basis of admission. More room was called for to meet the large increase in applications for admission to the Boys' Central High School. An addition to the Girls' Normal School building was also recommended, so that the department of practice might be enlarged by a primary and secondary school for boys, inasmuch as female teachers thoroughly qualified for managing girls sometimes fail when placed over a class of boys. The average attendance of the Boys' Central High School was 521; that of the Girls' Normal School, 944; in both, 1,465. None were graduated from the Central High School in 1881.—(State and city reports.)

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and summaries of them in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of the 27 institutions for superior instruction in Pennsylvania appearing in Table IX, all but 4 present arrangements for preparatory training, the exceptions being Lafayette College, Easton (Presbyterian), Haverford College, Haverford (Friends), University of Pennsylvania, Philadelphia (non-sectarian), and Lehigh University, South Bethlehem (Protestant Episcopal), which confine themselves exclusively to collegiate work. All the colleges had classical collegiate courses of 4 years, generally of fair grade, and most of them had scientific courses (see p. 222). Lehigh University allowed students to select special studies from the general courses; 4 had arrangements for military drill and tactics; Swarthmore College (Friends) had a "literary" course of 4 years in modern languages, English literature, &c.; several had normal courses, and several others, commercial courses; Pennsylvania Military Academy, Lafayette, Haverford, and Muhlenberg Colleges, the University of Pennsylvania, Lehigh University, and the State College made provision for definite studies after graduation. Lehigh required such studies for the degrees of M. A., PH. D. and D. S. to be pursued under direction of its faculty for 2 years and to be followed by an examination and a thesis. Lafayette required an examination and thesis for the degree of PH. D. Haverford required non-resident graduates who were candidates for the degree of M. A. or M. S. to pursue an indicated thorough graduate course for 3 years and then to pass a satisfactory examination, but resident graduates are admitted to the examination after a shorter period of study, at the discretion of the faculty; while the higher degrees of PH. D. and SCI. D. could only be obtained by the masters of arts and sciences thus made, after further examination of a high character.

For the statistics of institutions of this class, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

In Table VIII of the appendix may be found a list of sixteen schools that have been organized for the superior instruction of young women exclusively, with such statistics as have been received from them; a summary is given in a corresponding table in the report of the Commissioner preceding. Nine of these schools hold charters from the State.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The Pennsylvania State College, State College, answering to the colleges of agriculture and mechanic arts in other States, had, in 1881, as previously, a general scientific course of 4 years, branching off from which for the last 2 years were technical courses in agriculture, natural history, chemistry and physics, and civil engineering; provision was also made for special study. Similar courses existed in the Pardee Scientific Depart-

ment of Lafayette College, Easton; Western University of Pennsylvania, Pittsburgh, since temporarily removed to Allegheny; Lehigh University, South Bethlehem, and Swarthmore College, Swarthmore. Lehigh also had a course of 4½ years in mining and metallurgy and one of 2 years in astronomy for graduates, as well as other graduate courses. The Towne Scientific School of the University of Pennsylvania, Philadelphia, in 1880–'81 provided 6 courses in chemistry and mineralogy, geology and mining, civil engineering, mechanical engineering, drawing and architecture, and preparation for medical study; these courses now occupy each 3 years, following 2 years of preparatory work in mathematical, scientific, and English studies, a year of work having been added in 1881. The Franklin Institute, Spring Garden Institute, and Wagner Free Institute of Science, all in Philadelphia, cultivated the same field of instruction in practical sciences, the three having libraries and lectures to aid the working classes and others in the study of mechanics, engineering, telegraphy, and other branches, and giving some instruction in handicrafts and industries. Schools for mechanical, free hand, and architectural drawing aided in this instruction, the Spring Garden Institute, at least, keeping open a day as well as a weekly evening school, with encouraging results. There were also practice shops, in which experienced workmen taught the use of mechanical tools employed in filing, drilling, turning, forging, reaming, key fitting, &c. For ladies there were lessons in cookery.

Through the liberality of Mr. Joseph Wharton, of Philadelphia, a new "School of Finance and Economy" was founded in 1881, in connection with the University of Pennsylvania, with an endowment said to be of $100,000 and with a course of 3 years; it is designed to afford facilities for the study of the financial, economical, industrial, and legal principles involved in the current problems of business life. Thirteen students were enrolled for the first year.

In the University at Lewisburg a new study has been introduced and required in the classical and scientific courses: anthropology is taught with the aid of illustrative material, "the object of which is to convey correct ideas upon the nature and origin of man, in opposition to erroneous theories of his relationship to the brute creation and his participation in its destiny."—(Letter from president.)

For statistics of scientific schools reported, see Table X of the appendix; for a summary of such statistics, a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

*Theological.*—There were 17 theological schools and classes in the State reported for 1880–'81, of which 15 had a 3 years' course, requiring for admission a collegiate diploma or other evidence of preliminary training. Of these 15, 2 were Presbyterian: the Western Theological Seminary, Allegheny, and the theological department of Lincoln University, Lincoln; 3 were Roman Catholic: the theological course in St. Vincent College, Beatty's, the Philadelphia Theological Seminary of St. Charles Borromeo, Overbrook, and the Augustinian Monastery of St. Thomas of Villanova; 2 were Reformed Church: the theological department of Ursinus College, Freeland, and the Theological Seminary of the Reformed Church in the United States, Lancaster; 3 were Evangelical Lutheran: the Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States, Gettysburg, the Theological Seminary of the Evangelical Lutheran Church, Philadelphia, and the Missionary Institute, Selinsgrove. Other denominations were represented by single institutions, as follows: The Divinity School of the Protestant Episcopal Church, Philadelphia; the Meadville Theological Seminary, Meadville (Unitarian); Crozer Theological Seminary, Upland (Baptist); the Theological Seminary of the United Presbyterian Church (Allegheny); the Moravian Theological Seminary, Bethlehem; the biblical elective course in Dickinson College, Carlisle (Methodist Episcopal), and a similar course in Waynesburg College (Cumberland Presbyterian).

The schools at Lancaster and Gettysburg, in addition to other requirements, admit all on a 6 months' probation, while the Meadville school had preparatory and graduate courses. The Gettysburg school reported property valued at $60,000, a fund of $80,000, with an income of $4,200; while the Meadville school reported property valued at $30,000, a fund of $157,000, with an income of $8,700, and $23,297 in gifts and bequests during the year. The Augustinian Monastery, near Philadelpha, is the mother house, novitiate, and studium of the order in the United States.

The total number of instructors in the foregoing schools was 68; students, 511. For more detailed statistics of the theological schools reporting, see Table XI of the appendix, and a summary of this in the report of the Commissioner preceding.

*Legal.*—The law department of the University of Pennsylvania in 1880–'81 reported 5 professors and instructors and 141 students, of whom about one-third had received a degree in letters or science; 49 were graduated from its 2 years' course of 34 weeks each. The qualifications for graduation are attendance on the full course of instruction both by lectures and examinations, the preparation of an essay on some legal subject, and the passage of an examination. Two prizes of $50 and $25 are awarded for the best and

second best essays from the annual graduating classes. Admission to practice in the court of common pleas and orphans' court of Philadelphia is acquired by the fact of graduation from this school, but before becoming entitled to register as a student of law the candidate for admission must pass a preliminary examination conducted by the courts of Philadelphia County in all the branches of a good English education.

*Medical.*—There were 5 medical schools (all in Philadelphia) reporting for 1880–'81, against 4 the previous year, 4 being regular and 1 homœopathic. The medical department of the University of Pennsylvania (regular), organized in 1765, had 46 professors, lecturers, demonstrators, and assistants, with 375 students, of whom 115 graduated. It required a three years' graded course of 22 weeks yearly, and provided gratuitous optional instruction during 14 weeks. Since 1880 it has required for admission a preliminary examination for those who are without evidence of suitable literary qualifications and is gradually raising the standard of this examination. Jefferson Medical College (regular), organized in 1825, had 15 instructors, and graduated 205; there were 609 students in the lower class. While still preserving its 2 years' ungraded lecture course, the annual term was lengthened to 24 weeks. No examination was required for admission; for graduation the usual 3 years of study were required. The Woman's Medical College (regular), organized and chartered in 1850, reported a faculty and corps of auxiliary instructors of 19, with 100 students, graduating 19. It has since 1880 required a 3 years' graded course of 20 weeks each year, presenting also an optional spring course for 1881. No preliminary examination is required except for those coming in on scholarship foundations. For graduation the requirements are those common to schools of this grade. The Medico-Chirurgical College (regular) began its first session April 4, 1881, with 13 professors and instructors, and reported 31 students. It announces a 3 years' graded course of 24 weeks each year and requires preparation in English studies, natural science, and Latin and Greek. The instruction given is in a marked degree individual, and it is the intention to graduate only thoroughly instructed students. The Hahnemann Medical College (homœopathic), organized in 1848, for 1881 reported 19 professors and instructors, with 199 students; it graduated 83. For matriculation, students must present evidence of qualification for the study of medicine, and for graduation must have attended the 3 years' course and present a satisfactory thesis. A supplementary course, during the spring months, afforded students taking a 3 years' course facilities for duplicating their study of subjects which might have been imperfectly attended to and for those attending 2 years an opportunity to complete the full 3 years' course within 2 years. There was also a graduate course for such old school physicians as desired to study homœopathy.

*Dentistry* continued to be taught in 3 schools, all in Philadelphia: (1) The dental department in the University of Pennsylvania (1878) in 1881 had 28 professors, demonstrators, and instructors, with 110 students and 47 graduates. For matriculation, a preliminary examination in English studies was to be required after 1881; while, for graduation, the students must have attended the regular graded course of 2 years, have studied 2 years under a private instructor, and present a satisfactory thesis and specimens of dental work. (2) Pennsylvania College of Dental Surgery (1855) reported, for 1880–'81, 35 professors, demonstrators, and clinical instructors, with 132 students, graduating 64. Attendance on 2 full winter courses of 20 weeks each and 2 years' study under a private teacher are required, the spring and fall sessions being optional. No preliminary examination was required. (3) Philadelphia Dental College (1863) presents the same requirements as the Pennsylvania College, except that it offers spring and fall terms as an equivalent for the required 2 years of private instruction.

Two colleges of *pharmacy* reported in 1880–'81: the Philadelphia College (1821), with 3 professors and instructors and 350 students, graduating 140 in 1881, and the Pittsburgh College (1878), with 3 professors, 20 students, and 5 graduates. In both, the requirements were 2 lecture courses of 20 weeks each and a 4 years' apprenticeship to the drug business.

For statistics of medical, dental, and pharmaceutical schools, see Table XIII of the appendix; and for a summary, the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *Pennsylvania Institution for the Deaf and Dumb*, Philadelphia (1821), reported 23 teachers, with 402 pupils, during the year ending December 31, 1881, and 319 at the beginning of 1882; the average time spent in the school is about 5 years. Of the whole number, 292 were supported by the State, 20 by New Jersey, 1 by Delaware, and the others by Philadelphia, Crozer scholarship, and friends. No information is given as to school work, except that instruction in articulation had proved satisfactory for children between 6 and 10. In the various industries good progress had been made, especially in lithography, tailoring, shoemaking, and sewing. The work in the sewing de-

partment required 5,089 yards of dress goods, 2,912 of muslin, 1,469 of shirting, 1,268 of towelling, 1,017 of lining for garments, and 284 of flannel. The figures show that of the 77 admitted during the year only 11 were born deaf, and that of the 66 made so by disease 11 were due to scarlet and 18 to spotted fever; deafness occurred in 36 cases before 3 years of age and in 20 cases between 3 and 5. Financially the year was prosperous. Two legacies of $5,000 and $3,000, respectively, were given, while the legislature, having for two years refused appropriations, at its last session not only made an appropriation, but paid the debt of the institution incurred in supporting itself for two years.—(Report.)

The *Western Pennsylvania Institution for the Instruction of the Deaf and Dumb*, Turtle Creek (1876), reported 7 instructors, including the principal, and 3 in the domestic department, including the physician, with 119 pupils and an average attendance of 96. Of the whole number attending during the year, 46 were born deaf, the other 73 were made so by disease, 62 while under 3 years of age, 15 by cerebro-spinal meningitis, and 12 by scarlet fever. In the school department the good work done was seen in the improved intelligence and conduct of the pupils. Articulation and lip reading were taught to such as were likely to be benefited thereby. Applications for admission were largely in excess of room and enlargement was strongly urged. No trades were taught. The year is said to have been a prosperous one.—(Report.)

Under an act of the legislature of 1876, 3 day schools for the deaf and dumb were established at Erie, Philadelphia, and Scranton; the 2 former, taught on the articulation plan, had 32 pupils; while the last, taught by a former pupil of the Pennsylvania institution on the manual labor plan, had 15 to 20 pupils.—(Report of Pennsylvania institution.)

### EDUCATION OF THE BLIND.

The Pennsylvania Institution for the Instruction of the Blind, Philadelphia (1833), had 30 teachers and assistants and 192 pupils December 1, 1881. The literary department comprises a fair grammar school course and some advanced branches of the high school, raised letters being constantly used. The musical department includes instrumental and vocal music, organ, piano, and orchestra, with piano tuning and repairing. The trades taught were brush, broom, and mattress making, cane seating, carpet weaving, Indian basket work, machine, hand, and mattress sewing, crocheting, knitting, bead work, &c., amounting, in value of work during the year, to $6,299. For the support of 145 pupils for the year, the State gave $43,500. Real estate, including buildings and personal property, was valued at $205,000.

### EDUCATION OF THE FEEBLE-MINDED.

The Pennsylvania Training School for Feeble-Minded Children, Elwyn, since its establishment in 1852, has admitted 1,040 children, of whom 30 or 40 per cent. have been improved and returned to their homes. There were 383 inmates for the year ending September 30, 1881, of whom 60 were admitted during the year and 28 discharged, leaving 355, against 323 the previous year. Of these, 191 were supported by the State, 50 by New Jersey, 1 by Delaware, 16 by Philadelphia, the others by guardians, &c. In the school department there were 173 and in the manual 103, while in the asylum and nursery there were 79. During the year two new buildings were erected, one in which systematic instruction was given in laundry work to groups of feeble-minded children, the other a large school building. The State also appropriated $60,000 for the immediate erection of two asylum buildings for the use of hopeless cases.—(Report of State board of charities and State report.)

### EDUCATION OF ORPHANS.

In the system by which the State provides for the support and education of orphan and destitute children of soldiers, the law from 1864 required that the children entering at 5 years of age must leave at 16. Since the inauguration of these schools, about 7,500 have been honorably discharged at 16, and some 2,000 others "on order," before reaching 16, leaving 2,600 in the different schools in 1881. Of these schools, which in 1879–'80 numbered 18, only 7 reported for the current year. In these, 6,635 had been instructed since their organization, while during the year there were 1,612 inmates, with 126 teachers. The school course embraces the common English branches, including drawing and instrumental and vocal music. Five report 2,360 volumes in their libraries. The industries common to most of them were farming, gardening, and some of the most useful trades for the boys, while the girls were trained in general housework and in some cases in flower raising. Of those who have gone out, 90 per cent. have become good citizens, earning a livelihood in respectable callings, including the leading professions.—(Returns and Pennsylvania School Journal.)

*Girard College for Orphans*, Philadelphia (1848), for 1880–'81 reported 2,776 inmates since its foundation, and 878, with 59 teachers, during the year. The age for admission

is between 6 and 10. The age for leaving is 18, when the student must be bound out to some trade, with an outfit worth $50. For school instruction the classes are grouped into larger divisions, corresponding to primary, grammar, and high schools in the city system. At suitable age, the boys are to work in iron and use machinery. The permanent fund is $9,383,437 and afforded for 1881 an income of $867,879. The school has a library of 7,902 volumes; increase during the year, 375.— (Return and circular.)

The *Educational Home* and the *Lincoln Institution*, both in Philadelphia, while separate in management, were connected with respect to the work they undertook; the Home received children at 2 years of age and at 12 transferred them to the Lincoln Institution. During the year the Home had 211 inmates, of whom 82 were soldiers' orphans. At the proper age 17 were transferred to the Lincoln Institution, which reported 95 enrolled. During 1880 the Lincoln Institution purchased a farm near Sioux Falls, Dak., called the Meade farm, where it proposes to give its boys a chance to study farming, herding, and mechanics, with a view to healthful self support.— (Reports.)

The *Burd Orphan Asylum of St. Stephen's Church*, Philadelphia, Protestant Episcopal (1862), among the noble institutions of the city, was founded and endowed by the late Mrs. Eliza H. Burd with $500,000. It receives white female orphan children from 4 to 8 years of age, first of Philadelphia, then of the State, and then others, except that in all cases orphan daughters of clergymen of the Protestant Episcopal Church have precedence. The asylum consists of a group of buildings located on a lot of 45 acres, partly within the city limits. The inmates receive a good English education, with instruction in music, drawing, embroidery, sewing, typewriting, shorthand, housework, cookery, &c. Pupils must leave at 18 years of age, and are provided with an outfit and $25 in cash. Since its foundation 135 had been received; there were 60 during the year under 7 teachers. Its benefits are gratuitous, there being a permanent fund of $400,000; income for the year $17,938 and expenses $16,458. A library of 4,000 volumes is reported.— (Circular and return.)

### INDUSTRIAL AND REFORMATORY TRAINING.

Two distinctively reformatory schools reported for 1880–'81, viz, the *Pennsylvania Reform School*, Morganza (1850), and the *Night School House of Correction*, Philadelphia, (1874). The former had 42 teachers and admitted children between 7 and 21 years of age; it enrolled 307 inmates for the year, of whom only 153 could read and write when committed, while of the remaining 154 it is said that 40 learned to read and 85 to write after committal. The common school branches, including music, were taught, while the industrial training was in general farm work, gardening, and domestic work, including laundry. The trades taught were baking, saddlery, harness and shoe making, tailoring, carpet weaving, and painting. Of the 3,601 committed since 1850, 80 per cent had become orderly and useful citizens. Homes are provided for the homeless. Total cost for the year, $34,023, or $111 per capita; total earnings, $2,837.— (Return.)

The *Night School House of Correction*, under municipal control, is designed for adults who have sunk into degradation and are committed for short periods for restraint and instruction. It has 3 or 4 teachers who give instruction in the ordinary English studies as well as in morals. The number in school during the year was 120, of whom 6 learned to read and 8 to write.— (Return.)

Besides these, 23 institutions reported which combine the support and education of orphan and destitute children with industrial or reformatory training. Of these, 12 were incorporated; 6 were in Philadelphia and the others in different parts of the State; 7,055 children had been admitted since organization; there were 1,107 inmates during the year, under 115 teachers. In all but 1 the common English studies were taught, and, in nearly all, music, and, in all but 5, industries proper to the age and sex of inmates. On discharge those not having homes or friends were indentured to trades or placed in good families. Four report permanent funds, amounting in all to $242,600, while 7 had libraries with a total of 5,150 volumes. The parents of most of the inmates were native born.— (Returns.)

### TRAINING OF INDIANS.

The Training School for Indians, Carlisle (1879), under the control of the General Government, reported for the year ending October, 1881, 295 Indian pupils, from 24 different tribes, of whom 99, from 10 different tribes, were added during the year. In the school work the chief point for the first two years is the mastery of the English language. For the more advanced, the aim is a practical knowledge of the elementary English branches, in which, especially in spelling, writing, and arithmetic, progress was remarkable, while in the several branches of industry the improvement is said to have been more than satisfactory. The first annual examination was held June 15, 1881, at which nearly 800 visitors were present, among whom were prominent educators from all parts of the country, who expressed great satisfaction at the results attained.— (Report of Indian Commissioner.)

### TRAINING OF NURSES.

For statistics of training schools for nurses, see Table XVII of the appendix, and a summary of it in the report of the Commissioner preceding.

### ART EDUCATION.

The *School of Design for Women*, Philadelphia, held its annual reception June 10, 1881, in its new building, on North Broad street. It had about 250 students, 14 of whom graduated. The work displayed by the students included oil and water painting, silk decorations, designs for various purposes, wood engraving, landscape drawing, china painting, crayon and India ink drawing, still life in oil and water colors, and a variety of other art work. Many specimens were the result of the year's study, showing fine taste and great proficiency.

During the summer of 1881 classes in industrial and decorative art were taught in one of the public schools of Philadelphia, under the direction of Mr. Charles G. Leland, at first in the evening, but soon followed by classes in the afternoon. As the result of 3 months' work Mr. Leland reported to the school committee: "We are quite capable, even now, of producing work which would meet with ready sale," and he added that in a few days he could qualify all the scholars to fill orders for ordinary sheet brass work and wood panels suitable for common decoration. The board of education authorized Mr. Leland to introduce into the public schools instruction covering the rudiments of tile painting, leather work, wood carving, sheet metal work, etching, papier mâché work, glass work, pottery, painting, modelling in clay, art needle work, stencilling, illumination, and of a number of other art industries.

The *Pennsylvania Museum and School of Industrial Art*, Philadelphia (1875), reports an encouraging advance toward the position of usefulness which it was projected to fill. With the aid of $10,000 from the city the museum was opened to the public and during the year was visited by 128,729 persons. The School of Art made steady improvement, having a 3 years' course in which 62 students had received instruction in 23 different occupations during the year.

The *School of Design for Women*, Pittsburgh, which reported for 1879–'80, sends no report for 1881; nor does the *Art School* at Meadville, opened in 1880.

### TRAINING IN ORATORY.

The National School of Elocution and Oratory, Philadelphia (1873), admits both sexes and provides courses in elocution and oratory. In 1880 there were 219 students, under 19 instructors.

### TRAINING IN MUSIC.

The *Musical College and Pennsylvania Normal Music School*, Freeburgh, Prof. F. G. Moyer conductor, continued to offer to both sexes its advantages for training in all branches of vocal and instrumental music. Its yearly conventions have been largely attended and with increased interest. Other musical schools are *Madame Seiler's School of Vocal Art and Instrumental Music*, Philadelphia, and the *Philadelphia Conservatory of Music*, from which no report has been received.

### KITCHEN GARDEN INSTRUCTION.

Classes in kitchen garden training are said to have been formed in Philadelphia in 1881 of which no official report has been received at this Bureau.

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

The twenty-seventh annual session of the State Teachers' Association was held at Washington, Pa., July 26–28, 1881, President Newlin in the chair. Superintendent E. W. Mouck gave the address of welcome. He was followed by the president, who congratulated the friends of education that the advance in the respectability, influence, and efficiency of teaching had been marked and rapid; that compensation had been increased; that the work had been made more attractive by classification and grading, as well as by improvement in school architecture, furniture, and apparatus, so that some of the best graduates of the highest schools of learning were entering upon teaching in preference to law or medicine. By way of improvement he suggested that the disciplinary value of the common branches was underrated in the haste to reach the higher studies; that the curricula of the common and high schools were too crowded to secure thoroughness in any branch. After a brief discussion, which developed some difference of views on this subject, a paper was read by Prof. John C. Dolan on "Mental science as the basis of teaching." It discussed at length the subject of teaching from a scientific standpoint, and assumed that before the art of teaching can command the respect which it ought to deserve it must be based upon the principles of mental science, and

that teachers must understand those principles so as to apply them in the work of the school room. The evening session was opened by a paper by Rev. J. B. Young, of Altoona, showing the widespread circulation of vicious literature and its shocking results in producing youthful crime. Then came a lecture by Rev. C. T. Steck, of Indiana, showing the folly and injustice of hero worship when given simply to eminence or success. The heroic quality slumbers in the masses of ordinary humanity, but some high occasion may call it out, and it is often exemplified in common life. The paper read on Wednesday morning by Prof. E. O. Lyte was a report from a committee appointed to consider teachers' studies, examinations, and degrees. Teachers' certificates were too plenty and too cheap; such a standard should be required as will give them real professional value; a more definite statement of the work required in the professional studies was demanded; the scientific and classical courses in the normal school should be dropped, and the elementary enlarged by one year's studies; this course should be carefully graded and annual examinations should be held. It was recommended that a State certificate, good for one year, be given those who complete the first year; one good for 3 years, to those who complete the 2 years' course; while those completing the 3 years' course should receive a graduate diploma, with the degree of bachelor of teaching, giving authority to teach 5 years without further examination. After 3 years of successful teaching, the degree of master of teaching should be conferred on the holder of a bachelor's degree and no further examination should be required.

Prof. J. A. Cooper addressed the association on appliances and apparatus for elementary teaching, and how to obtain them. This was followed by a paper by Dr. J. H. Shumaker, emphasizing some important lessons for teachers of our public schools growing out of the relation of innocent pupils to crime in school. In the afternoon Hon. J. Q. Stewart read a paper on "Needed legislation." The points discussed were: (1) to extend the annual school term to 6 months; (2) to permit boards of directors to provide text books out of the district funds and furnish them to the pupils free of cost for use in the schools; (3) to change the mode of electing county superintendents and to provide for the payment of the necessary expenses incurred by directors in attending the triennial convention; (4) to recommend to school boards to establish graded schools in the country districts of the State. This was followed by a plea for the study of æsthetics in the public schools, by Dr. N. C. Shaeffer, who contended that this is just the study which we as a people are in danger of neglecting. True culture is fourfold, physical, intellectual, moral, and æsthetic. Æsthetic culture should crown the intellectual training of our schools. Wednesday evening was spent in the "wonder land" of the Yellowstone National Park. The lecturer, Prof. W. I. Marshall, of Massachusetts, gave an entertaining history of the discovery and exploration of this wonderful region and illustrated the curiosities of the park by views on a screen. Superintendent S. J. Craighead read a paper on "Local institutes," in the consideration of which the leading idea was that though not a panacea for all the troubles in school work, yet there is a place for them in every locality where there are energetic teachers; that when established they should receive the encouragement of every intelligent citizen; and that teachers and director should participate in the discussions. Prof. L. H. Durling followed with a paper on the high school question. The common school, it was argued, does not furnish the education required to prepare our youth for citizenship in a free republic: a taste for pure literature should also be cultivated and there should be education in skilled labor. Our boys and girls have a right to demand an education going beyond even the grammar school, until they are able to observe accurately and think closely. The high school is the crown of the common school system.

Prof. Luckey, of Pittsburgh, then exhibited his "lightning calculator" method by a class of 15 pupils averaging 10½ years of age, who added, subtracted, multiplied, and divided large examples in 43 seconds or less. This, he stated, was not phenomenal, as any child of average ability with proper training could do the same work.

The paper by A. M. Gow, which followed, dealt at length with mistakes in the present schools, the most important of which were believed to be the following: That it is a mistake to offer prizes as incentives in the schools, which should have no other purpose than to educate in the duties of citizenship; to have exhibitions at the close of every term; to spend years in studies which are not preparatory to still higher ones; to graduate girls from the high and normal schools at 15 or 16 years of age and then allow them to teach; to suppose that a person is fit for a teacher because he can pass an examination in text book knowledge; and that the schools can be kept up to any degree of efficiency without the coöperation and support of the people. Considerable discussion followed. Miss Lelia E. Patridge then gave an account of what she had seen in the Quincy schools. She was followed by Dr. Wickersham, who said he had just returned from the meeting of the National Educational Association at Atlanta, Ga., and who gave an account of the awakened interest in the South in free public schools. Dr. E. E. Higbee, State superintendent of public instruction, then addressed the association on the question "How shall we secure and keep active in our Commonwealth the best quali-

fied class of common school teachers?" He said: "We have the best material, but we need improvement in our system of educating teachers. The high school should lead to the college course, so that the teachers should have thorough scholarship; then they must thoroughly master the art of imparting knowledge. We need for this 1 or 2 real normal schools, into which may enter the graduates of our colleges, academies, high schools, and our present normal schools, where students may be thoroughly grounded in the philosophy, theory, and art of teaching, and out of which, in a year or two, they may pass with a degree given by the State that shall give the dignity of proven scholarship to the positions they take in the schools." Memorial addresses on Professors S. S. Haldeman, Andrew Burtt, and J. S. Ermentrout followed, and officers for the ensuing year having been chosen the association adjourned. The meeting was one of the largest ever held.

## EDUCATIONAL BENEFACTIONS.

### UNIVERSITIES AND COLLEGES.

The following benefactions were reported for 1881: Mr. Joseph Wharton, an esteemed merchant of Philadelphia, gave (it is said) $100,000 to the University of Pennsylvania as an endowment for the Wharton School of Finance and Economy; Lafayette College received from John I. Blair, of Blairstown, N. J., $40,000 for the endowment of a presidential chair; Haverford College, from various sources, $7,500 for general expenses and care of grounds; Swarthmore College, from Samuel Willets, of New York, $3,100 for construction of additional waterworks; Thiel College, from various benefactors, $2,000 for free scholarships; and Muhlenberg College, from the trustees of Allentown Academy, $800 for permanent scholarships.

## CHIEF STATE SCHOOL OFFICERS.

**Hon. E. E. Higbee,** *State superintendent of public instruction, Harrisburg.*

[Term, April, 1881, to April, 1885.]

**Henry Houck,** *deputy superintendent.*

## RHODE ISLAND.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–15 inclusive) | 52,273 | 53,077 | 804 | |
| Different pupils enrolled | 40,604 | 40,990 | 386 | |
| Average number belonging | 30,112 | 29,992 | | 120 |
| Per cent. of average belonging on enrolment. | 74 | 73 | | 1 |
| Average daily attendance | 27,217 | 26,938 | | 279 |
| Per cent. of attendance on average belonging. | 90 | 89 | | 1 |
| Enrolled in evening schools | 4,176 | 3,930 | | 246 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| School districts | 432 | | | |
| Public school buildings | 453 | 451 | | 2 |
| Graded schools | 530 | 536 | 6 | |
| Ungraded schools | 294 | 294 | | |
| Public day schools | 824 | 830 | 6 | |
| Schools visited by school committee | 640 | 676 | 36 | |
| Schools visited by school trustees | 177 | 561 | 384 | |
| Average time of school in days | 184 | 186 | 2 | |
| Evening schools | 40 | 42 | 2 | |
| Value of public school property | $1,894,122 | $1,954,444 | $60,322 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public day schools | 158 | 180 | 22 | |
| Women teaching in public day schools. | 781 | 920 | 139 | |
| Whole number of teachers in day schools. | 939 | 1,100 | 161 | |
| Whole number of teachers in evening schools. | 178 | 187 | 9 | |
| Trained in normal schools | 158 | 236 | 78 | |
| Average monthly pay of men | $70 24 | $76 00 | $5 76 | |
| Average monthly pay of women | 42 99 | 41 89 | | $1 10 |
| INCOME AND EXPENDITURE. | | | | |
| Total public school receipts | $558,451 | $582,965 | $24,514 | |
| Total expenditure | 544,200 | 549,937 | 5,737 | |
| STATE SCHOOL FUND. | | | | |
| Available State fund | $240,376 | $240,376 | | |

(From reports and returns of Hon. T. B. Stockwell, State commissioner of public schools, for the years indicated.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

The general supervision of the public schools is vested in a State board of education, consisting of the governor and lieutenant governor as members ex officio and of 6 others appointed by the legislature for 3 years, with annual change of one-third. A commissioner of public schools, chosen annually by the board, acts as its secretary. For each town there is a school committee of 3 or more members elected for 3 years, with annual change of one-third. A superintendent of the schools of the town is elected at the annual meeting, or, in failure of such election, is appointed by the school committee. For each school district 1 or 3 trustees must be chosen by the people for 1 year. Adjoining school districts in the same or in adjoining towns may establish a school of higher grade and may elect a board of trustees consisting of one member from each district so associating.

### OTHER FEATURES OF THE SYSTEM.

The public schools are free to all persons residing in the State; youth over 15 are not to be excluded on that account and youth under 5 may be admitted at the discretion of the school committee. For supporting schools $90,000 are annually paid out of the income of a permanent school fund and from other money in the treasury, which sum is for the payment of teachers only. Of this amount $63,000 are apportioned among the several towns in proportion to the number of children under 15 years, and the remaining $27,000 in proportion to the number of school districts in each town. No town may receive any part of such State appropriation unless it raise by tax an equal amount for the support of the public schools. The sum of $3,000 is yearly appropriated, on the same condition, for apparatus and works of reference for public schools; towns not divided into districts may, on application, receive $50 for this purpose; districts, not to exceed $20. Towns may vote such sums as they deem necessary for the support of schools, purchase of sites, erection and repair of school-houses, and for the establishment and maintenance of school libraries. Any town having established a free public library may appropriate a sum not exceeding 20 cents on each $1,000 of its ratable property for its maintenance, and may receive donations for the same; the State board of education may cause to be paid annually to each free public library a sum not exceeding $50 for the first 500 volumes included in such library and $25 for each additional 500. A sum not exceeding $500 is to be annually paid for the holding of teachers' institutes, and $300 for publishing and distributing educational publications and providing lectures on educational topics. Teachers, to obtain employment, must have a certificate of qualification from the town school authorities or from the trustees of the State Normal School. A penalty is imposed on employers or parents for the employment of children under 12 years in or about manufacturing establishments, or for the employment of those between 12 and 15 who have not attended school at least 3 months during the year preceding. The education of deaf-mutes,[1] blind, and feeble-minded youth is provided for.

### GENERAL CONDITION.

The statistics given by the State commissioner show that an increase of 804 in youth of school age was accompanied by an increase in funds of $24,514; there were 8 more schools, 6 for day and 2 for evening pupils; 170 more teachers; 78 more teachers had been trained in normal schools; and there was a considerable addition to the value of school property; finally, the work of school inspection intrusted to town committees and district trustees was more satisfactorily performed. Yet, with this readiness of school officers and people to improve the means of instruction, it appears that (although there was an increase in enrolment of 386), the average number on the school lists was 120 less and the average daily attendance 279 less in the day schools, with 246 fewer in the evening schools. The increase of absence from the schools is deplored by the State board, which reports 12,730 youth of school age as not attending at all, an increase of 451, while 2,551 attended for less time than the 12 weeks required by law; nearly 29 per cent. of the school population was not in school. To the evils inseparable from the district system the board chiefly ascribes these poor results, and it is recommended that municipalities desiring to do so may be allowed to abolish the district system. A more effective compulsory attendance law and fuller and better local superintendence are also advocated.

### KINDERGARTEN.

For statistics of a Kindergarten at Providence, see Table V of the appendix.

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[1] An act to establish and maintain a State school for deaf-mutes and an act appropriating $500 annually to the Rhode Island School of Design have since been passed.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

These are superintendents of schools and school committee boards of 3 or more members.

### STATISTICS.[a]

| Cities and towns. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Lincoln | 13,765 | 2,565 | 2,302 | 1,199 | 37 | $20,300 |
| Newport | 15,693 | 3,419 | 2,437 | 1,569 | 56 | 43,445 |
| Pawtucket | 19,030 | 3,518 | 2,969 | 1,954 | 53 | 35,717 |
| Providence | 104,857 | 19,819 | 14,194 | 9,914 | 301 | 268,464 |
| Warwick | 12,164 | 2,463 | 2,129 | 1,088 | 30 | 11,458 |
| Woonsocket | 16,050 | 2,059 | 2,832 | 1,400 | 37 | 36,971 |

[a] The statistics for Lincoln and Pawtucket are from the State report, the others from returns.

### ADDITIONAL PARTICULARS.

*Lincoln* reported to the commissioner of public schools 12 school buildings, valued, with sites, furniture, &c., at $79,000, these buildings containing 29 graded and 4 ungraded schools, with a session of 199 days. In response to the offer of assistance made by the State in 1880 to all towns and districts in purchasing libraries and apparatus, this town raised $250, to which the State added $180, so that every school-house has the beginning of a library.—(State report, 1881.)

*Newport* reports an increase in children of school age, in enrolment, and in average attendance; the schools are classified as primary, intermediate, grammar, and high, besides evening and ungraded schools, and were taught 196 days. Music and drawing are taught by special teachers. The high school offers 4 years' classical and scientific courses and enrolled 133 pupils, with 95 per cent. in daily attendance in 1880–'81. The public school property, including 10 buildings used for day schools, containing 45 rooms, with 2,181 sittings for study, was valued at $225,333. Private and parochial schools reported 3 school buildings, with 6 rooms, 14 teachers, and 795 pupils, of whom 531 were in daily attendance.—(City report and return.)

*Pawtucket* classed its schools as primary, intermediate, grammar, and high, and reported 40 graded and 5 ungraded schools, with a session of 200 days, taught by 53 teachers, of which number 15 were normal graduates. There were also 4 evening schools for persons over 12 years, taught 42 evenings by 22 teachers, with 522 enrolled and 375 in average attendance. The receipts for all school purposes were $35,719, of which amount $4,506 went for permanent improvements and the remainder for current expenses. School property, consisting of 18 buildings, with sites, furniture, and apparatus, was valued at $174,000.—(State report.)

*Providence* reported a high school, with 444 in the last month of the session; 11 grammar schools, with 3,552; 35 intermediate, with 2,961; and 37 primary, with 5,246. The 9 evening schools, with 2,227 enrolled and an average attendance of 957, had 111 teachers at the beginning of the session of 17 weeks and 87 at the close. The whole number of different pupils in day and evening schools was 14,194, an increase of 200. Private schools enrolled 3,599. The high school had a classical, an English and scientific department, and a special department for girls. Music and drawing were taught by special teachers. The city expended $27,873 for sites, buildings, and furniture during the year, and valued its school property, including 51 school-houses, at $893,350. Discipline, the superintendent thinks, was still maintained too much by force, too little by moral means, though in this respect there was improvement.—(Return and State and city reports.)

*Warwick* estimated the value of its school property, consisting of 19 buildings, containing 25 rooms, with grounds, at $29,100. The schools were taught 192 days, by 7 men and 23 women. One evening school, with a session of 22 evenings, enrolled 18 and had 12 in average attendance. The superintendent reported the schools generally in fair condition and making good progress.—(Return and State and city reports.)

*Woonsocket* had 31 graded schools, divided into primary, grammar, and high; 3 ungraded and 2 evening schools. The day schools were taught 195 days, the evening schools 41 evenings. The city expended during the year $2,660 for permanent improvements for its schools, and valued its school property, including 14 buildings, at $116,650. An enrolment of 599 was reported in private schools.—(Return and State report.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL.

The State Normal School, Providence, has a 2 years' course, prescribed by the board of education, which graduates of high schools finish in less time; it also had an advanced course, including ancient and modern languages, mathematics, and natural science. There were 136 students, with 18 graduates, in 1880–'81; 16 of that number have since engaged in teaching. The principal, in his report, states that about 97 per cent. of all graduates of this school teach after graduation. Frequently the demand for graduates as teachers is greater than the supply.

### TEACHERS' INSTITUTES.

Four institutes were held during the year 1880–'81 besides the Rhode Island Institute of Instruction. The attendance was good and the spirit manifested commendable. The commissioner, assisted by Professor Bailey, of Brown University, presented the subject of botany in its relation to common school work at two of the institutes. Other topics presented were geography, elementary work in numbers, language lessons, school hygiene, public libraries in their relation to public schools, United States history, school polity, percentage, penmanship, reading, &c. Dr. J. C. Stockbridge lectured at Tiverton on "Venice and Pompeii" and at Chepachet on "Rome and vicinity;" Col. H. B. Sprague, of Boston, at Olneyville, on "Riches, and what constitutes them." At each institute every teacher was provided with a note book and pencil.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Information as to this class of schools is generally less distinct than could be wished, except in the chief cities. The Rogers High School, Newport, enrolled 133 and had over 95 per cent. of these in average attendance. A graduate course was added, involving attendance at 8 or more lessons a week, and at once enrolled 4 pupils. Increased attention was given to English, and proficiency in composition was allowed the same weight as in mathematics and other studies. The Providence High School, with 2 courses for the boys and a special department for the girls, had 444 pupils in June, 1881, and graduated 76. South Kingston was provided with a high school through the liberality of two citizens. The Warren High School enrolled a new class of 25; the ratio of attendance to enrolment for 23 terms has averaged 96 per cent. Woonsocket consolidated its classical, scientific, and college preparatory high school courses into one course, which, however, provides throughout for elective studies.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and schools preparatory to college, see Tables IV, VI, and VII of the appendix, and for summaries of the same, the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### BROWN UNIVERSITY.

Brown University, Providence, continued in 1881 its 3 courses of 4 years each, one being the time honored classical course, leading to the degree of A.B., the other two scientific courses. One of these includes a single ancient language, the other substitutes French for this. The degree conferred on graduates from either of these last is PH. B. In all the 3 the standards, as shown by the requirements for entrance, are well up to those of the best American colleges. Women are not admitted. For statistics of instructors and attendance, see Table IX.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

Besides the 2 scientific courses above mentioned, departments for special preparation in mathematical and physical sciences and their applications to industrial arts are found in Brown University. One of these is a course in civil engineering, meant to cover 4 years, though a longer or shorter course may be pursued, according to the wants and abilities of students. Another is a course in agriculture, which may cover the 4 years of the regular scientific courses, with special study of the branches of science relating most closely to agricultural pursuits, or may include only the required studies preparatory to a collegiate course, with chemistry and physics, botany, physiology, zoölogy, and

comparative anatomy. Special lectures are given in this course on the study of soils and applied economic zoölogy.

PROFESSIONAL.

No professional schools appear to have been established yet in this State.

## SPECIAL INSTRUCTION.

SCHOOL FOR THE DEAF, PROVIDENCE.

This school, opened in 1877 under the control of the State board of education, reported 29 pupils receiving instruction in lip reading and the common English branches during 1880–'81. As it is simply a day school with only 4 hours' session, no employments are taught.

EDUCATION OF THE BLIND.

In 1880–'81 Rhode Island paid $3,100 to the Perkins Institution and Massachusetts School for the Blind, South Boston, for the training of blind children sent from the State.

EDUCATION IN ART.

The Rhode Island School of Design, Providence, in a circular for 1880, offered to regular day and evening classes instruction in free hand and mechanical drawing and in original designs for jewellery, tiles, wall paper, and wood carving. Advanced instruction was also given in painting, modelling, mechanical drawing, building construction, &c. The third annual exhibition, in June, 1881, is said to have showed marked improvement in the quality of the work done. The pupils numbered 150.

INDUSTRIAL AND REFORMATORY TRAINING.

The Rhode Island Reform School, formerly Providence Reform School, had 168 boys and 21 girls under its care during the year 1881. It received 145 boys and 13 girls, and discharged 119 boys and 26 girls. The girls do only domestic work, while the boys earned $11,778 in 1881 by chair caning.

## EDUCATIONAL CONVENTION.

STATE INSTITUTE.

The Rhode Island Institute of Instruction held its thirty-sixth annual meeting at Providence in January, 1881. The papers and discussions were progressive and practical, the attendance was large and the interest enthusiastic. In the grammar and primary department, short papers on phonetics, form, spelling, language, arithmetic, grammar, reading, and history were read by lady teachers and discussed by gentlemen in five minute speeches. Before the department of higher instruction Prof. T. Whiting Bancroft, of Brown University, read a paper on "English composition in the schools" and Professor Williams, of that university, presented the question of "The aim and method of studying foreign languages in a course of instruction."

## OBITUARY RECORD.

PROFESSOR J. LEWIS DIMAN, D. D.

Not only the university in which he taught but also the State of which he was an influential citizen sustained a great loss in the death of this gentleman at Providence, February 3, 1881. A son of Ex-Governor Byron Diman, he was born at Bristol, R. I., May 1, 1831; was graduated with honors at Brown University at 20 years of age, and at Andover Theological Seminary 5 years afterwards, having meanwhile spent 2 years in European study, chiefly in Germany. On leaving Andover he became pastor of the First Congregational Church at Fall River, Mass., from December 9, 1856, to March 1, 1860; then for 4 years more presided over the Harvard Church, Brookline, Mass.; and, thus matured, was called in the summer of 1864 to the chair of history and political economy at Brown, where he had studied. There he served with such efficiency and usefulness as professor, writer, and lecturer that at his death the Providence Journal said of him: "No man living in this city or State could be counted his superior." He was a contributor to the North American and other reviews; published several interesting addresses delivered on important occasions; issued a work on The Theistic Argument in 1881; edited two volumes of Narragansett Club Publications relative to his favorite subject, history, on which he also delivered a series of lectures at Johns Hopkins University, Baltimore. His alma mater in 1870 recognized his ability and learning by bestowing on him its honorary D.D.

HON. JOSHUA BICKNELL CHAPIN.

This gentleman, a graduate of Brown University, was educated a physician, but from deficient hearing gave up his practice to devote himself to business. In 1859 he was chosen State commissioner of public schools, succeeding Hon. John Kingsbury; he held that position till 1861, and was again elected in 1863, holding to 1869. His reports for all these years were models of clearness and full of useful and practical suggestions. The need for parental coöperation with the teachers, for frequent visits by school officers and others to note and to encourage their important work, for careful selection of good sites for school-houses, for giving to the schools fair exteriors and making provision for shade and ventilation, for introducing music, and for educating well the teachers for the primary as well as for the higher schools, were matters that he presented with great force. His decisions on points of school law are highly esteemed. Besides serving as school commissioner he was also for a time editor of the Rhode Island Schoolmaster (1868 and 1869).

## CHIEF STATE SCHOOL OFFICER.

Hon. THOMAS M. STOCKWELL, *State commissioner of public schools, Providence.*

Mr. Stockwell has held the place of supervisor and visitor of the State schools, by annual election of the State board of education, from 1874 to the date at which this goes to press.

## SOUTH CAROLINA.

SUMMARY OF SCHOOL STATISTICS.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth of school age (6–16) | ---------- | a94, 450 | ---------- | ---------- |
| Colored youth of school age (6–16) | ---------- | a167, 829 | ---------- | ---------- |
| Whole number of school age | ---------- | a262, 279 | ---------- | ---------- |
| Whites enrolled in the State schools | 61, 219 | 61, 339 | 120 | ---------- |
| Colored enrolled in the State schools | 72, 853 | 72, 119 | ---------- | 734 |
| Whole public school enrolment | 134, 072 | 133, 458 | ---------- | 614 |
| Average daily attendance | ---------- | ---------- | ---------- | ---------- |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | 479 | 481 | 2 | ---------- |
| Free public schools in these | 2, 973 | 3, 057 | 84 | ---------- |
| Free public school-houses | 2, 749 | 2, 939 | 190 | ---------- |
| Number of these owned by districts | 713 | 804 | 91 | ---------- |
| Number built within the year | 77 | 106 | 29 | ---------- |
| Cost of these | $8, 059 | $17, 334 | $9, 275 | ---------- |
| Number previously built | 2, 672 | 2, 833 | 161 | ---------- |
| Valuation of these | $342, 958 | $417, 955 | $74, 997 | ---------- |
| Whole valuation of school-houses | 351, 017 | 435, 289 | 84, 272 | ---------- |
| Number reported with grounds inclosed. | 325 | 184 | ---------- | 141 |
| Average time of school in days | 70 | 73⅓ | 3⅓ | ---------- |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 1, 887 | 1, 904 | 17 | ---------- |
| Women teaching in public schools | 1, 284 | 1, 345 | 61 | ---------- |
| Whole number employed | 3, 171 | 3, 249 | 78 | ---------- |
| Number of these white | 2, 048 | 2, 026 | ---------- | 22 |
| Number of them colored | 1, 123 | 1, 223 | 100 | ---------- |
| Average monthly pay of men | $25 24 | $25 45 | $0 21 | ---------- |
| Average monthly pay of women | 23 89 | 24 48 | 59 | ---------- |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for public schools | $440, 111 | $452, 965 | $12, 854 | ---------- |
| Whole expenditure for public schools | 324, 628 | 345, 634 | 21, 006 | ---------- |

a United States census of 1880.

(From reports and returns of Hon. Hugh S. Thompson, State superintendent of education, for the two years indicated.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

A State superintendent of education, elected for a term of 2 years by the people at the general election of State officers, has general supervision of the free public schools and is assisted by a State board of examiners, of which he is ex officio chairman. This board is composed of the State superintendent and 4 members appointed by the governor biennially.

For each county there are a school commissioner elected at each general election and a

county board of examiners, consisting of 2 members appointed by the State board of examiners for 2 years' terms, with the county commissioner as chairman.

For each school district there are 3 school trustees appointed biennially by the county boards of examiners to look after local educational interests, under the supervision of the examiners.—(School law, 1878.)

### OTHER FEATURES OF THE SYSTEM.

In his report for 1880, the State superintendent says that there is no law in force in South Carolina regulating the school age, and the practice has been to leave attendance unrestricted. Inasmuch, however, as the school attendance is now increasing more rapidly than the school fund, he recommends that only pupils between 6 and 16 be admitted hereafter, except where others are needed to make up the number necessary to constitute a public school. The schools are sustained from the proceeds of a tax of 2 mills on $1, to be levied by the boards of county commissioners, which, with a poll tax of $1 on each voter, to be retained in the county where it is collected, constitutes the State fund for school purposes. This, under the constitution, was to go to the several school districts of the counties "in proportion to the respective number of pupils attending the public schools;" the school law of 1878 used the phraseology "the average number of pupils attending" and the act of December 20, 1881, the words "in proportion to the average attendance upon the free schools for the last preceding year." The city of Charleston levies by special law a tax of 1 mill on $1, and at least three other places, under special acts, may levy local taxes; but no general system of district taxation is in use. The length of the school session in each county is determined by the amount of State money received, and hence the average time is only between three and four months, though the constitution calls for 6 months of school. Teachers must have certificates of qualification from the State board of examiners or from that of the county where they propose to teach; in Charleston, from the city board.

### GENERAL CONDITION.

South Carolina in 1881 reported 84 more free public schools, 190 more school-houses, 91 more of them owned by districts, and 29 more built within the year, the others being either rented or gratuitously loaned. The average time of school was lengthened by about 3 days. The valuation of school property in use rose considerably, more teachers were employed, and at a slight increase of pay, with 120 more children enrolled in the free schools for whites. The enrolment in the schools for colored youth fell off by 734, a decrease in total enrolment of 614. The decrease in attendance of colored pupils, the superintendent says, was not from deficiency of educational provision for them, as 100 more teachers of that class were employed. In some counties the school commissioners reported that it was due in part to the unusually severe winter. In the one where the decrease was greatest it came partly from the fact that the school officers were endeavoring to improve the school-houses, and could only do this by using the school funds, so that little was left for tuition in them when completed. It is hoped, however, that the improvement of accommodations will tell on the attendance of succeeding years, while the fact that an institute for colored teachers was held for 4 weeks in July of 1881, with large attendance and with excellent instructors, justifies the hope of great advance in school organization, discipline, and teaching. The similar instruction for white teachers given in another institute seems likely to increase considerably the attendance in the schools for whites.

### AID FROM THE PEABODY FUND.

This State received from the Peabody trustees $4,050 for 1881, of which $1,000 went for teachers' institutes, $1,600 for teachers' scholarships at Nashville, $500 for training colored teachers at Claflin University, $450 for normal training at Hampton Institute, Va., and $250 each for public schools of Winnsboro' and Chester.

### KINDERGÄRTEN.

Only 2 of these means of early preparation for school studies appear to have existed in 1881, one at the Charleston Orphan House, another at Williamston Female College, Williamston. No statistics of these have reached the Bureau.

## CITY SCHOOL SYSTEM.

### CHARLESTON.

*Officers.*—The city of Charleston constitutes a separate school district, with a school board composed of a commissioner from each of its 8 wards, elected at every general municipal election, the board choosing its own officers, one of whom is superintendent of city schools. This board determines the studies to be pursued and the text books to

be used ; makes rules for the government of the schools ; elects and dismisses teachers, causing examinations to be made and granting diplomas to such as have prosecuted successfully the studies in a normal school department.

*Statistics for* 1880–'81.—Population by census of 1880, 49,984; there is no enumeration of the youth of school age available later than that for 1877 ; enrolled in public schools (5 in number, 3 of them for whites and 2 for colored pupils), 6,336, a decrease of 948; teachers employed, the same as in 1879–'80, 86 whites and 5 colored; average monthly pay of women, $39.23; of men, including 2 colored, $121.66; total of salaries paid, $46,171.

*Additional particulars.*—The 5 school-houses reported were, with one exception, brick, with grounds inclosed, and all said to be in good condition. Two of them stand on glebe lands, for which a rent is paid. The valuation of the 5, including furniture and apparatus, was $125,000. Another building was in progress, for use in 1882. The city high school, which charges a small fee for tuition, is not reckoned among the public schools, although a part of the city system of instruction.

Other schools in the city, not of the public system, but made in a large measure free to those attending them through aid from societies or individuals, were the Holy Communion Church Institute, for boys, with 206 pupils and 185 in average attendance; Central School (for boys), 302 pupils; average attendance, 268; Society Street School (for girls), 222; average, 180; Avery Normal Institute (for colored pupils), 439; average, 275, about one-half free through aid from the American Missionary Association (Congregational); Wallingford Academy (also for colored youth), 618; average, 489, mainly free through aid from the Presbyterian Committee of Missions for Freedmen: whole attendance in all these, 1,787; average attendance, 1,397.—(State report for 1880–'81 and city year book for 1881.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

There were four institutions of this class reporting for 1881, all for the training of colored teachers. There is no State normal school.

The *Avery Normal Institute*, Charleston, organized in 1865 and largely aided by the American Missionary Association, had 3 resident and 7 non-resident instructors giving instruction in primary, intermediate, and normal departments. The normal course covered 5 years; the preparatory classical, 3 years. There were 160 normal and 299 other students in attendance in 1881. Since its foundation this school has graduated 45 men and 80 women, besides giving instruction to thousands.

*Fairfield Normal Institute*, Winnsboro', organized in 1869, reported $850 received from public funds, and had 4 instructors, 72 normal and 278 other students in attendance, with 32 graduates, all of whom have since engaged in teaching.

The *Normal Department of Brainerd Institute*, Chester, reported 3 instructors and 40 students, perhaps not all strictly normal. There were 3 departments, primary, grammar, and high.

The *Normal School of Claflin University*, Orangeburg, organized in 1868, had 4 instructors and 76 normal and 52 other students. Two of the normal students graduated and engaged in teaching. The normal course covered 3 years of 33 weeks each. A model school is also reported. As before stated, $500 were granted by the Peabody fund trustees for the training of colored teachers at this school.

### TEACHERS' INSTITUTES.

The second State normal institute for white teachers was held at Greenville, August 2–30, 1881, with aid from the Peabody fund supplementing a State appropriation, and enrolled 335 teachers from 28 counties. The regular work, which was carried on in the buildings of Furman University and of the Baptist Female College, included instruction in the science of education and method of discipline, the English language, primary methods of instruction, arithmetic, and geography. Optional studies were penmanship, singing, physical geography, algebra, calisthenics, Latin, French, and German. Mr. F. Louis Soldan, principal of the City Normal School of St. Louis, Mo., had general charge of the instruction to be given, assisted by Professor Joynes, of the University of Tennessee, and by some of the most successful teachers of the State. Among the lecturers were the United States Commissioner of Education; Dr. Curry, general agent of the Peabody fund; Dr. William T. Harris, long city superintendent at St. Louis; and President Miles, of South Carolina College.

The first State normal institute for colored teachers was held in Columbia, July 5–29, 1881. The faculty was composed of colored instructors from Washington, D. C. A membership of 185 pupil teachers, who represented 25 of the 33 counties of the State, was reported. Instruction was given in methods of teaching arithmetic, reading, phonic

spelling, map and free hand drawing, penmanship, vocal music, geography, and hygiene; the grading of country schools was discussed, a programme for one of four grades being placed upon the blackboard, and much time was spent in practice teaching. Addresses were delivered by Governor Hagood, General John Eaton, and others.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Free schools of this grade form no part of the public school system of the State. Several institutions called high schools appear in a table appended to the State superintendent's report for 1880–'81, but it is a title indicating only a higher grade of pay school. Charleston High School, for boys, reduced its annual rate from $100 to $40 a pupil, but, though it belonged to and was assisted by the city, it did not profess to receive free scholars. It enrolled 125, under 5 teachers. Its course, not long since revised, requires Latin, but allows French and German to be substituted for Greek. In the city year book for 1881 it is stated that a new site for this school, with ample grounds and buildings, had been bought, and that on these grounds a gymnasium had been built, where, under a skilled instructor, a regular course of physical exercises was to be pursued.

### OTHER SECONDARY SCHOOLS.

In the table of the State report before referred to, 33 schools of academic grade or with academic classes are presented, having 120 teachers and 2,713 pupils, besides the Charleston High School, with 5 teachers and 125 pupils.

For private academic schools, preparatory schools, and preparatory departments of colleges reporting to this Bureau, see Tables VI, VII, and IX of the appendix to this volume; for summaries of the statistics of each class, corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Seven institutions of this class continued to give instruction in 1880–'81, as well as in the opening of 1881–'82. Only 1 of them, Claflin University, Orangeburg, for colored students, was open to women, and this showed but 2 women on its collegiate roll for 1880–'81, though there were many in lower classes. Those for young men were, as before, the College of Charleston, Charleston; Erskine College, Due West; Furman University, Greenville; Newberry College, Newberry; Wofford College, Spartanburg, and Adger College, Walhalla. All, except the College of Charleston (which is a city college), were under some denominational influence; all, except Furman and Wofford, had the usual 4 years' classical course; and all appear to have had also partial courses. Furman and Wofford had their studies arranged in schools, any one of which could be entered and graduated from, or several of them could be taken in combination to form a regular A. B. course. Wofford had just adopted this arrangement in place of a fixed 4 years' course; Furman and Charleston Colleges were reorganizing their courses. Wofford College reports a legacy of $100,000 from the late Rev. Benjamin Wofford; Claflin University, donations amounting to $9,150 from Hon. William B. Claflin, of Massachusetts, Mrs. Claflin, and others.

The old University of South Carolina, suspended in 1877 and reorganized in 1878 and 1879, has been divided, the part of it designed for whites remaining at Columbia; that for colored students, at Claflin University, Orangeburg. Both are sustained out of the agricultural college fund and have the character and courses of agricultural and mechanical colleges.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Four such schools report for 1880–'81, namely: Columbia Female College, Columbia; Due West Female College, Due West; Greenville Female College, Greenville; and Walhalla Female College, Walhalla. All had arrangements for primary and academic as well as collegiate instruction, the last in courses of 3 to 4 years. Greenville offered also a graduate course of 4 years. All taught music, drawing, and painting, with French, and the two last mentioned included German. Williamston College, Williamston, in a catalogue of 1879, presented essentially the same arrangements, with Kindergarten and some polytechnic studies, and in 1880 made a return of its statistics, but makes no report for 1881. The statistics of the 4 institutions that report show 251 preparatory students, 296 collegiate, and 9 special, 556 in all, under 44 instructors. For any other information, see Table VIII of the appendix.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *South Carolina College of Agriculture and Mechanics*, Columbia, organized in 1880 for white youths of the State, occupies the buildings of the former University of South Carolina and reports a 3 years' scientific course, with opportunity for practical instruction both on the farm and in the shop. Lecture and laboratory courses in general and agricultural chemistry are also offered. Tuition is free, except in the department of languages. Students of the college are at liberty to use the library of the university, which contains 27,000 volumes. There were 4 professors and instructors and 58 students in 1881.

The *South Carolina Agricultural College*, Orangeburg, in connection with Claflin University for colored youth, carries out the design of Congress in its grant for the endowment of such institutions by providing about 150 acres of choice land for practical instruction in agriculture and a carpenter shop for mechanical work. Scientific and industrial education are united, and the student, by labor on the farm and in the shop, may defray part of the expenses of his education. A scientific and agricultural course of 4 years is offered, requiring for admission an examination in the preparatory and normal studies of the university, which occupy 3 years.

### PROFESSIONAL.

There are two institutions giving *theological* instruction that report for 1881. Benedict Institute, Columbia, established in 1871 by the American Baptist Home Mission Society for the education of ministers of the gospel and of teachers, male and female, had 190 students, of which number 43 were in the theological department. Baker Institute, a department of Claflin University, Orangeburg, for the preparation of young men for the Christian ministry, was said in the catalogue of the university to be working successfully; but there was no note of either course or students. The Theological Seminary of the General Assembly of the Presbyterian Church South, Columbia, heretofore suspended, was to be reopened in 1882.

The *Medical College of the State of South Carolina* (regular) continued in 1881 to require 3 years of study, including 2 lecture terms of 20 weeks each. There were 77 students in 1880–'81, 30 receiving the degree of M. D. and 3 degrees in pharmacy.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The South Carolina Institution for the Education of the Deaf and Dumb and the Blind in its thirty-third annual report gives an enrolment of 43 deaf and dumb and 16 blind pupils. Advancement was reported in all departments, especially in the class in articulation. Buildings for shops were being erected, and the institution in all its appointments was said to be ready to carry on its work.

### EDUCATION OF ORPHANS.

The *Holy Communion Church Institute*, Charleston, founded in 1867, reported a principal, assisted by 14 teachers and matrons, an enrolment of 206, with an average attendance of 185. Of the 125 resident pupils 44 were beneficiary; of the 81 day scholars, 37 had scholarships.

The *Thornwell Orphanage*, Clinton, organized in 1875 under the auspices of the Presbyterian Church, receives children between the ages of 5 and 13, and permits them to remain till they are 16 or 18, when, having been trained and educated, they are enabled to find good homes. The common and some of the higher English branches are taught; also, Latin, French, and vocal and instrumental music. A new school building is contemplated, to be called the Orphans' Seminary. All the work of the institution is done by the pupils, the boys learning farming, printing, and house painting; the girls, sewing, cookery, and housework. There were 14 boys and 22 girls reported for 1881.

The *Carolina Orphans' Home*, Spartanburg, founded in 1873, is temporarily suspended.

## EDUCATIONAL CONVENTIONS.

### TEACHERS' ASSOCIATIONS.

The law requires county school commissioners to encourage the holding of such associations, but no report of any meetings, except the State normal institutes for white and colored, previously noted, has been received.

## CHIEF STATE SCHOOL OFFICER.

Hon. HUGH S. THOMPSON, *State superintendent of education, Columbia.*

[Third term, January 1, 1881, to January 1, 1883.]

## TENNESSEE.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth of school age (6–21) | 403,353 | 402,580 | | 773 |
| Colored youth of school age (6–21) | 141,509 | 143,295 | 1,786 | |
| Whole number of school age | 544,862 | 545,875 | 1,013 | |
| Whites in public schools | 229,290 | 215,702 | | 13,588 |
| Colored in public schools | 60,851 | 67,766 | 6,915 | |
| Whole public school enrolment | 290,141 | 283,468 | | 6,673 |
| Average daily attendance, white | 150,854 | 139,469 | | 11,385 |
| Average daily attendance, colored | 40,607 | 41,040 | 433 | |
| Whole average daily attendance | 191,461 | 180,509 | | 10,952 |
| Enrolment in private schools | 41,068 | 35,054 | | 6,014 |
| Average daily attendance | 28,407 | 25,820 | | 2,587 |
| Pupils in public and private schools | 331,209 | 318,522 | | 12,687 |
| Average daily attendance in both | 219,868 | 206,329 | | 13,539 |
| SCHOOLS AND SCHOOL PROPERTY. | | | | |
| Public schools for white youth | 4,334 | 4,338 | 4 | |
| Public schools for colored youth | 1,188 | 1,270 | 82 | |
| Whole number of public schools | 5,522 | 5,608 | 86 | |
| Graded public schools | 232 | 229 | | 3 |
| Consolidated schools | 267 | 307 | 40 | |
| Public school-houses | 4,045 | 4,047 | 2 | |
| Value of public school property | $1,066,995 | $868,713 | | $198,282 |
| Average time of schools in days | 68 | 70 | 2 | |
| Number of private schools reported | 1,450 | 1,467 | 17 | |
| TEACHERS AND THEIR PAY. | | | | |
| White teachers in public schools | 4,707 | 5,542 | 835 | |
| Colored teachers in public schools | 1,247 | 1,338 | 91 | |
| Whole number in public schools | 5,954 | 6,880 | 926 | |
| Average monthly pay of teachers | $26 66 | $26 59 | | $0 07 |
| Teachers in private schools | 1,665 | 1,528 | | 137 |
| Whole number in private and public schools. | 7,619 | 8,408 | 789 | |
| INCOME AND EXPENDITURE. | | | | |
| Whole income for public schools | $799,217 | $706,152 | | $93,065 |
| Whole expenditure | 724,862 | 638,009 | | 86,853 |
| STATE SCHOOL FUND. | | | | |
| Amount of permanent fund | $2,512,500 | $2,512,500 | | |

(From reports of Hon. Leon. Trousdale and Hon. W. S. Doak for the two years indicated.)

### STATE SCHOOL SYSTEM.

#### OFFICERS.

A State superintendent of schools, nominated by the governor and confirmed by the senate for a term of 2 years, has the supervision of the public school system. He must have literary and scientific attainments and skill and experience in the art of teaching. County superintendents, required to have like qualifications and elected biennially by

the county court of each county, exercise a general supervision over the schools in each county. Three school directors, elected by the people of each district for 3 years, with annual change of one, have charge of discipline in the district schools.

### OTHER FEATURES OF THE SYSTEM.

Separate public schools for whites and blacks are free to youth of school age (6–21), to ascertain the number of whom a census is taken annually. These schools are sustained from the proceeds of a State school fund of $2,512,500, bearing interest at 6 per cent., an annual poll tax of $1 on every male citizen, and a State tax of 1 mill on $1 of all property subject to taxation.

The revenues from the first source are apportioned semiannually among the counties according to scholastic population; those from the other two are retained in the counties where they are collected and are distributed among the school districts on the same basis as the State fund. If the means from these sources do not suffice to keep up a public school in each district for five months in each year, the county court must either levy an additional tax for this purpose or submit to the people a proposition to do this by vote. The same court may levy a tax to prolong the school term beyond 5 months. Teachers must have duly authorized certificates of qualification to obtain employment in the schools and receive pay for teaching, which pay is to be the same for men and women doing the same work. The studies to be pursued in every public school are definitely stated, and include the common English branches, with agriculture, elementary geology of Tennessee, and history of the United States, to which may be added vocal music and such other branches as may be provided for by local taxes or be contracted for at certain rates of pay. Where the number of pupils is sufficient, schools are to be graded according to the advancement of pupils. To further this, public scholars are allowed to be taught in higher grade private or corporate schools at public school rates. Such are called consolidated schools.

### GENERAL CONDITION.

The statistics of 1880 are for 91 counties out of 94; those of 1881, for only 89 out of 95. Taken by themselves, they seem to indicate retrogression rather than advancement; for, although there were 86 more public schools, 40 more consolidated ones, and 17 more private, with 926 more teachers, to meet an increase of 1,013 youth of school age, there appear to have been 12,687 fewer pupils attending public and private schools during the second of these years than in the first, while the number in average daily attendance fell off 13,539. School property, too, is rated in 1881 at nearly $200,000 less than in 1880, though there were improvements reported in school buildings (520 log school-houses being abandoned) and there were two more public school-houses.

It may be that some of the loss was apparent only, growing out of lack of reports, since many of the superintendents describe the condition of the schools as good and report popular sentiment with respect to them as improving. Many of the school-houses are said to have been supplied with better furniture, and progress is reported in securing uniform series of text books. The thing most needed to bring about a better condition of the State system appears to be more local taxation to supplement the State distributable school fund, thus making possible longer school sessions with better pay of teachers. Much advancement is looked for consequent on the action of the legislature of 1881, which extended to all incorporated towns the privilege of levying taxes for such purposes.

### AID FROM THE PEABODY FUND.

The trustees of this fund in 1881 furnished aid to the amount of $5,500 to this State, which was divided as follows: Normal college, $3,000; teachers' institutes, $1,500; educational journal, $200; Jackson public schools, $800.—(Report of trustees of Peabody fund.)

## CITY SCHOOL SYSTEMS.

### OFFICERS.

For cities there are boards of education, varying in number of members, elected by the people, with partial change each year. City school superintendents are elected by these boards.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Chattanooga | 12,892 | 3,224 | 2,334 | 1,401 | 34 | $20,796 |
| Knoxville | 9,693 | 3,044 | 1,984 | 1,458 | 29 | 15,699 |
| Memphis | 33,592 | 9,745 | 4,367 | 2,578 | 62 | 41,560 |
| Nashville | 43,350 | 14,512 | 5,845 | 4,371 | 97 | 95,609 |

ADDITIONAL PARTICULARS.

*Chattanooga* classed its schools as primary, grammar, and high, and accommodated them in 7 buildings (4 of which were owned by the city) containing 36 rooms. There were 1,480 white and 854 colored pupils enrolled during the year, a gain of 149. The schools were taught 158 days by 5 men and 29 women. School property was valued at $39,750. The high school offers a 3 years' course, including Latin and German, and had 6 graduates in 1881. An enrolment of 350 in private schools was given.—(City report and return.)

*Knoxville* had 5 school-houses containing 31 school and 2 recitation rooms, with 1,541 sittings for study, occupied by its primary, grammar, and high schools. The schools were taught 196 days by 5 men and 24 women. Private schools reported an enrolment of 120, with 100 in average attendance, taught by 2 teachers in 2 buildings, with 3 rooms and 120 sittings.—(Return.)

*Memphis* reported a school population of 5,837 white and 3,908 colored children, and had 10 school buildings (4 belonging to the city), containing 64 school rooms, with 3,780 sittings. The schools are graded as primary, grammar, and high, the course of study covering 8 years in the lower grades and 3 in the high school. A class of 21 girls and 3 boys graduated in 1881. School property was valued at $139,050. The schools were taught 164 days by 6 men and 56 women.—(City report and return.)

*Nashville* divides its schools into primary, with 3 years; intermediate and grammar, each with 2 years; and high, with a 3 years' course. It accommodated them in 13 school-houses, 9 owned by the city, containing 5,950 sittings for study. The schools were taught 182 of the 193 school days in the year by 15 men and 82 women, with special teachers for music, drawing, and penmanship. The scholastic population reported shows an increase of 2,052, while there was a decrease of 253 in enrolment. The superintendent distrusted the census and thought the apparent decrease in enrolment due to former inaccuracies in keeping the registers. Private schools occupied 9 buildings, with 24 rooms and 1,500 sittings; employed 23 teachers; and enrolled 500 pupils, with 440 in average attendance.—(City report and return.)

## TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *State Normal College*, opened at Nashville in 1875 under the sanction of the State of Tennessee, constitutes the literary department of the University of Nashville and is supported from the funds of the university, from the Peabody educational fund, and from State appropriations for scholarships. It receives from any State students of either sex desiring to qualify themselves to teach, and is substantially a normal college of high grade for the whole South. The course of study, covering 3 years, with an additional optional year for advanced work, is strictly professional, and includes instruction in the management and organization of classes and schools. Students completing the 3 years' course receive the degree of licentiate of instruction, and may teach in the public schools of their States without further examination; upon those taking the advanced or baccalaureate course, the university confers the degree of B. A. There were 56 men and 105 women in attendance in 1881, of whom 61 graduated; 6 had received academic degrees and 59 at once engaged in teaching.—(Catalogue and return.)

The Summer Normal Institute at the *University of Tennessee*, Knoxville, held in June and July, 1881, was well organized and successful and did much to elevate the standard of public school education. The whole number of students enrolled was 218, while many others were in attendance part of the session. The regular students were from 35 counties, nearly three-fourths of them being teachers in the public schools. Instruction in the branches taught in these schools comprised the regular course, while optional courses in languages, natural science, and drawing were offered. Instructive and interesting lectures on general educational topics were delivered and were free to all. Of the 65 persons who entered the examinations held at the close of the session, 17 received certificates of the first grade and 19 of the second.

There were 12 other institutions reporting normal departments or normal courses, viz: East Tennessee Wesleyan University, Athens; Humboldt Normal Institute, Humboldt; Warner Institute, Jonesborough; Knoxville College, Knoxville; Freedmen's Normal Institute, Maryville; Maryville College, Maryville; Le Moyne Normal Institute, Memphis; Morristown Seminary, Morristown; Central Tennessee College, Nashville; Fisk University, Nashville; Nashville Normal and Theological Institute, Nashville, and Winchester Normal, Winchester.

For statistics of normal schools reporting, see Table III of the appendix, and a summary of it in the report of the Commissioner preceding.

### STATE TEACHERS' INSTITUTE.

The fifth annual meeting of the State Teachers' Institute, for whites, was held at Nashville, December 27, 1881, J. Braden, D. D., of Central Tennessee College, presiding. The following papers were read: "Methods and illustrations in teaching," Prof. D. Moury; "Courses of study," Professor Tefft; "Normal school work," Prof. A. W. Farnham, of Atlanta University, Georgia, and others by President E. H. Fairchild, of Berea, Ky., Prof. A. J. Steele, and Prof. H. S. Bennett. Brief addresses were made by Dr. Ward, of the New York Independent, Ex-Governor Washburn, of Massachusetts, Rev. W. S. Doak, superintendent of public instruction for Tennessee, and Rev. O. P. F. Fitzgerald, formerly State superintendent in California.—(Indiana School Journal.)

### INSTITUTES FOR COLORED TEACHERS.

Superintendent Doak reports 3 normal institutes for colored teachers held by aid from the Peabody fund; the total attendance in these was 120. He also reports the holding of 168 county institutes, and considers these county meetings of great importance because they are the only special means of improvement within the reach of a large number of teachers. He advises the State to grant aid to these institutes.—(State report.)

### EDUCATIONAL JOURNALS.

The Educational Record, published at Nashville and Tusculum and edited by Miss Julia A. Doak, issued its first number in August, 1881. The aim was to publish a lively but earnest home journal, devoted to the educational interests of Tennessee. Dr. Curry, agent of the Peabody fund, offered some aid, and the trustees of Greeneville and Tusculum College contributed the use of their press.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The State report does not give statistics for schools of this class in 1881, but the cities of Chattanooga, Knoxville, Memphis, and Nashville report high schools. The first, third, and fourth named had 3 years' courses, including Latin. Knoxville, in a return, gives 6 teachers and 194 pupils enrolled, with 177 in daily attendance in its high school; but does not give the course of study, which in 1880 was apparently of 2 years.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, IX, and X of the appendix; for summaries of the same, see corresponding tables in the report of the Commissioner preceding.

More consolidated schools are reported, where instruction in higher branches may be given if the trustees so direct, and some high school instruction is probably thus received.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Tennessee, Knoxville, made a State institution in 1879 and open to men only, reports a preparatory department with 3 instructors and 92 students, and 9 professors and 141 students in the 4 years' course of the university. The degree of B. A. was conferred upon 9 young men and that of B. S. upon 8 at the close of the year 1880–'81.

Of the 16 other colleges reporting, 9 were for both sexes, 7 for men exclusively. Two reported themselves non-sectarian, 4 were under control of the Methodist Episcopal, 4 of the Presbyterian, and 2 of the Baptist Churches, while the Roman Catholic, Lutheran, Protestant Episcopal, and Christian Churches were each represented by one. Two (Central Tennessee College and Fisk University, Nashville) were for the colored race. All in the State gave some preparatory instruction and had substantially 4 years' collegiate courses, though in 6 the plan of separate schools was adopted. Fourteen had scientific courses or departments; 6 prepared for business; 11 made provision for instruction in modern languages, 5 for graduate and 6 for normal study; 10 offered biblical or theological instruction; 3 had departments of law, and 3 of medicine, 1 of these last, Vanderbilt University, Nashville, adding dentistry and pharmacy.

For statistics of colleges reporting, see Table IX of appendix, and a summary of the same in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the 20 universities and colleges in the State 10 admit both sexes, Maryville College having a separate course for women. Besides these, 20 exclusively for young women

are on the lists of this Bureau (of which 16 only make report for 1881, however), all but 3 of them holding charters from the State and most of them presenting courses of 4 to 7 years. Most of them have arrangements for teaching music, drawing and painting, and modern languages; but comparatively few have had libraries of any extent or much school apparatus.

For statistics of those that report, see Table VIII of the appendix; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

No catalogue for 1881 has been received from the State University, Knoxville, which is also the State Agricultural College. In 1880 there were 5 technical courses of 4 years each, viz: civil engineering, mechanical and mining engineering, agriculture, and applied chemistry. There were also partial courses of 2 years each in practical agriculture and in applied mathematics. In the former, students alternated their studies with work on the farm, for which they received pay and were thus enabled to earn their board. As tuition is free to all State appointees, it is hoped that this shorter course will bring to the university a large number of the farming community. Courses in science are found in 13 of the colleges or universities, while Cumberland, Vanderbilt, and the University of the South, at Lebanon, Nashville, and Sewanee, offer courses in engineering.

For statistics of scientific schools reporting, see Table X of the appendix; for summary of statistics, the report of the Commissioner preceding.

### PROFESSIONAL.

The *theological* schools reporting for 1881 are the Theological School of Cumberland University, Lebanon (Cumberland Presbyterian); Nashville Normal and Theological Institute, Nashville (Baptist); theological departments of Central Tennessee College and Vanderbilt University, Nashville (both Methodist); Fisk University (Congregational), also at Nashville; and the theological department of the University of the South, Sewanee (Protestant Episcopal). An examination for admission is not invariably required in these schools; in the Protestant Episcopal school it is demanded by a law of the church. All report courses of study of from 2 to 4 years. The East Tennessee Wesleyan University, Athens (Methodist Episcopal); Southwest Baptist University, Jackson; Bethel College, McKenzie (Cumberland Presbyterian), and Burritt College, Spencer (Christian), all offer biblical instruction in a greater or less degree.

*Legal* instruction is given in the law school of Cumberland University, Lebanon, as well as in the law departments of Central Tennessee College and of Vanderbilt University, both at Nashville. The first was organized in 1847, and reports a 1 year's course of 40 weeks, with 45 students, of whom 32 graduated; the second, organized in 1880, has a course of 2 years of 32 weeks each, and had 4 students; the last, opened for instruction in 1875, has a 2 years' course, each year of 39 weeks, and had 53 students, 13 of them having received a collegiate degree. It graduated 18.

The regular *medical* schools reporting are Meharry Medical Department of Central Tennessee College, for colored students of both sexes; Nashville Medical College (a department of the State University), for which a new building was erected in 1881; and the medical departments of Vanderbilt University and of the University of Nashville. Meharry presents the regular 3 years' course of study, with two lecture courses of 20 weeks each, and offers an additional year's instruction without extra charge. Nashville Medical College requires for graduation 3 years of study, 2 full lecture courses of 24 weeks each, and attendance on dissections during the year. Vanderbilt requires 2 lecture courses of 20 weeks and at least 33 months' study. The University of Nashville has the same requirements as Vanderbilt. Both offer, but do not require, a 3 years' graded course, with examinations at the close of the second and third years.

Vanderbilt University and the medical department of the University of Tennessee each have departments of *dentistry*, requiring attendance on 2 lecture courses of 20 weeks each, with approved dental work, both operative and mechanical. Vanderbilt admits women to this department.

The department of *pharmacy* of Vanderbilt requires 3 hours' laboratory work daily, with attendance on 2 full courses of lectures of 20 weeks each, and a thesis, for graduation.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Tennessee School for the Deaf and Dumb, Knoxville, founded in 1845, reported 60 boys and 40 girls under instruction in the common school branches in 1881. Shoemaking and printing are taught and agriculture to a limited degree. The articulation method is used.—(Return.)

### EDUCATION OF THE BLIND.

The Tennessee School for the Blind, Nashville, in a biennial report covering 1880 (the last received), stated that the common English and some of the higher branches were taught. Special attention was paid to music, all but one of the pupils taking both vocal and instrumental lessons. Instruction in piano tuning, calisthenics, and various industrial employments was also given.

### INDUSTRIAL TRAINING.

Miss Emily L. Austin, in her report of the Knoxville Industrial School, established by her in connection with the colored public school of that city, says that the sewing school completed 329 articles and sold one hundred dollars' worth of goods to the women in the night meetings. A kitchen garden had been established and one of the scholars sent to a Philadelphia school of cookery, that he might be able to teach a class in connection with this school.—(Circular.)

### EDUCATION OF ORPHANS.

The Church Orphans' Home, Memphis, under control of the Sisters of St. Mary, founded in 1867, is the only institution of this class reporting for 1881. The children are taught reading, writing, and arithmetic, sewing, and house work. There were 46 inmates at Easter in 1881. The Canfield Orphans' Asylum, Memphis, St. Mary's Orphan Asylum, Nashville, and the Nashville Protestant Orphan Asylum have heretofore reported.

For statistics of all such institutions reporting, see Table XXII of the appendix.

## EDUCATIONAL CONVENTIONS.

### TENNESSEE STATE TEACHERS' ASSOCIATION.

This association, in connection with the West Tennessee Institute, held a very interesting and profitable meeting, attended by more than 60 teachers and superintendents, at Humboldt, December 1, 1881. The address of welcome by Hon. W. J. McFarland was responded to by S. Y. Caldwell, of the Nashville city schools, president of the association. The subjects presented for discussion were "The necessity for normal training," Superintendent J. C. Brooks; "Character building in education," Prof. J. W. Conger; "How to keep our educated young men from leaving the State," Superintendent J. R. Deason; "What shall we do for our girls?" Miss C. Conway; "Discipline," Dr. W. A. Smith; "Public schools of Tennessee," Judge Turner Foster; "Education and national prosperity," Superintendent W. S. Doak; "Practical science," Prof. N. T. Tupton; "Primary instruction," Miss Nannie Rea. Professors Newhardt, Goodman, Jones, Davis, and others took part in the discussions.—(State report.)

## OBITUARY RECORD.

### GEORGE STODDART BLACKIE, M. D., PH. D.

This eminent scholar, writer, and teacher, great grandson of James Watts of steam engine celebrity, was born at Aberdeen, Scotland, April 10, 1834. He began his education at Edinburgh and continued it at Aberdeen, subsequently studying medicine at Edinburgh and at the Universities of Bonn, Berlin, and Paris. The degrees of A. M. and M. D. and the highest honors were conferred on him by the University of Edinburgh, and later he received other honors and was made a member of various scientific societies in Scotland and in this country. After practising medicine a few years he came to Nashville, where he continued till his death, with the exception of two years spent in teaching in New York. He was professor of botany, chemistry, and natural history in the medical department of the University of Nashville, 1857, and after his return from New York in 1874 held similar positions in the Tennessee College of Pharmacy and the Nashville Medical College. Upon the organization of the medical department of the University of Tennessee he accepted the position of professor of chemistry, which he retained till his death. An author as well as teacher, he published several works on botany and other subjects, besides contributing to English and American scientific and medical journals, and for twelve years he was one of the editors of the Nashville Medical Journal. When the publication of the Southern Practitioner was contemplated the position of senior editor was accepted by him and much of its success is said to have been due to his deep culture and great ability. He was a freemason of high rank and a contributor to the literature of freemasonry. He died in Nashville, Sunday, June 19, 1881.

## CHIEF STATE SCHOOL OFFICER.

Hon. W. S. DOAK,[1] *State superintendent of public schools, Nashville.*

[Term, March 25, 1881, to March 25, 1883.]

[1] Since dead and succeeded by Rev. Gideon S. W. Crawford for his unexpired term.

## TEXAS.

STATISTICAL SUMMARY. *a*

| | 1878–'79. | 1879–'80. | Increase. | Decrease. |
|---|---|---|---|---|
| **POPULATION AND ATTENDANCE.** | | | | |
| Youth of school age (8–14) in State | 215,102 | 242,027 | 26,925 | |
| Counties maintaining schools | 154 | 159 | 5 | |
| Counties reporting statistics | 145 | 132 | | 13 |
| City and town systems reporting | 13 | 18 | 5 | |
| School population reported | 192,654 | 186,786 | | 5,868 |
| Colored youth included in above | 50,330 | 47,874 | | 2,456 |
| Number not attending school *b* | 49,136 | 51,424 | 2,288 | |
| Colored not attending school | *c*11,987 | *d*14,141 | | |
| **SCHOOL DISTRICTS AND SCHOOLS.** | | | | |
| Public schools organized in State *b* | 6,423 | 6,676 | 253 | |
| Schools for colored reported | 1,410 | 1,322 | | 88 |
| School-houses built during year | *e*231 | *f*196 | | |
| Average number of days of school in the counties. | *g*76 | *h*73 | | |
| In cities | 159 | 158 | | 1 |
| **TEACHERS AND THEIR PAY.** | | | | |
| White male teachers | 3,264 | 2,266 | | 998 |
| White female teachers | 1,024 | 1,079 | 55 | |
| Colored male teachers | 781 | 817 | 36 | |
| Colored female teachers | 182 | 199 | 17 | |
| Total public school teachers | 5,251 | 4,361 | 890 | |
| Average monthly pay of white men in counties. | $40 | $34 | | $6 |
| In cities and towns | 53 | 47 | | 6 |
| Of colored men in counties | 39 | 29 | | 10 |
| In cities and towns | 51 | 33 | | 18 |
| Of white women in counties | 32 | 28 | | 4 |
| In cities and towns | 51 | 37 | | 14 |
| Of colored women in counties | 32 | 26 | | 6 |
| In cities and towns | 33 | 32 | | 1 |
| **INCOME AND EXPENDITURE.** | | | | |
| Whole income for public schools | $972,904 | $891,235 | | $81,669 |
| Whole expenditure for public schools | 837,913 | 753,346 | | 84,567 |
| **STATE SCHOOL FUND.** | | | | |
| Amount of permanent school fund | | *i*$3,385,571 | | |

*a* Statistics for 1881 are wanting, owing to the loss by fire of the returns made to the secretary of the State board of education. Except as noted, the figures given for 1878–'79 are the statistics of 145 counties and 13 cities and towns; those for 1879–'80, of 132 counties and 18 cities and towns.

*b* For whole State, as estimated by the secretary of the State board.

*c* In 118 counties and 13 cities and towns.

*d* In 102 counties and 18 cities and towns.

*e* In 104 counties and 13 cities and towns.

*f* In 104 counties and 18 cities and towns.

*g* In 131 counties.

*h* In 124 counties.

*i* In 1878.

(From second biennial report of Hon. O. N. Hollingsworth, secretary of State board of education.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

The officers who have general control of the public school interests are the governor, secretary of state, and State comptroller, who constitute a State board of education. The secretary of this board has the office duties of a superintendent of education. The administration of public school affairs in each county is in the hands of the county judge, who appoints a board of 3 examiners, consisting of 3 well educated citizens of the county. The interests of each community school are in charge of 3 trustees appointed by the county judge. In cities and towns that have assumed control of their public schools, the city council or board of aldermen have exclusive power to maintain, regulate, and govern the city schools.—(Laws, 1879.)

### OTHER FEATURES OF THE SYSTEM.

The appropriation made for the support of free public schools for 1879–'80 and 1880–'81 consisted of the net proceeds of one-sixth of the ad valorem and occupation taxes collected and of all the annual poll tax, together with the interest on the permanent school fund, however invested. The fund thus formed was to be distributed on the basis of children of school age in each community. Cities and towns controlling their own schools may, by a two-thirds vote of qualified taxpayers, at an election held for that purpose, levy such a tax (not to exceed one-half of 1 per cent.), in addition to the pro rata of the available school fund received from the State, as may be necessary to conduct the schools for ten months in the year. The council or board of aldermen are authorized to pass such ordinances, consistent with the State laws, as may be necessary to establish and maintain free schools, purchase sites, and construct school-houses. Separate schools must be opened for white and colored children, but all are entitled alike to the benefit of the available free school fund. Tuition in the common English branches is free to all children of school age. Pupils not of scholastic age may attend the community free schools upon payment of such tuition fees as may be agreed upon between the teacher and parents; but the interests of State pupils are not to be subordinated to those of private pupils.

### GENERAL CONDITION.

Owing to the burning of the returns made to the secretary of the State board for 1881, no official statement of the general condition of education in the State can be made. The Texas Journal of Education of October, 1881, in an editorial, states that there were 7,000 public free schools maintained for an average term of four months, with an average enrolment of 200,000 pupils of lawful scholastic age. The Journal of Education, October, 1881, says: "Reports received from the principal cities and towns show a largely increased attendance over the same period last year. Favorable reports have also been received from many rural districts."

### AID FROM THE PEABODY FUND.

The agent of the Peabody fund granted in 1880–'81 for the improvement of schools in Texas $10,800, divided as follows: Sam Houston Normal College, $4,500; Houston public schools, $750; Bryan public schools, $800; teachers' institutes, $2,000; educational journal, $200; Nashville scholarships for teachers to be trained at the Normal College there, $2,550.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

In cities and towns that have assumed control of their public schools the city council or board of aldermen are the legal school officers. Galveston reports a city superintendent of schools, appointed in September, 1881, and a board of trustees. Houston and some smaller towns make reports that indicate the same provision.

### STATISTICS AND ADDITIONAL PARTICULARS.

*Austin* elected a board of trustees in 1880, and in September, 1881, levied a tax of 2 mills on the dollar, which, added to the State fund and $2,000 from the Peabody fund, made $16,000, a sum sufficient to run the schools 9 scholastic months. The schools were organized by the superintendent, and 25 teachers, 16 of them ladies, began work under the new system. Schools were graded as primary, grammar, and high, allowing 4 years for each grade. The enrolment the first week was 500, but had reached 1,090 at the close of the year.—(Texas Journal of Education, January, 1882.)

*Galveston* assumed control of her public school fund in July, 1881, and immediately elected trustees and levied a special school tax of 2 mills on the dollar of assessed valuation, which, with $10,000 from the State, amounted to $42,000. A superintendent was appointed, and the schools were organized in September. Up to December 31 they had

enrolled about 1,750 pupils and 34 teachers, with an average of 85 per cent. in attendance. The school age is 6 to 16, being 4 years longer than that of the State. School property was valued at $21,000, and an estimated enrolment of 400 in private schools was reported. Regular normal institutes under the care of the superintendent are held twice a month, one for white and one for colored teachers.—(Letter from superintendent and return.)

*San Antonio* reported to the State superintendent a population of 20,550 and 27 schools maintained for 10 months. With a scholastic population of 3,603, there was an enrolment of 1,737, with 1,045 in average daily attendance.

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

Two institutions of this class were organized in 1879, one for white pupils and one for colored.

The *Sam Houston Normal Institute* (for whites), Huntsville, is not designed to be an academic high school, but a school to fit teachers for their work by practical drill in organizing and conducting schools. The requisites for admission are residence in the State, girls not to be less than 18 and boys not less than 20 years of age, and an avowed purpose to follow teaching as a profession, with a pledge to teach as many sessions in the public schools of this State as the pupil attends at this institute. All pupils must also sustain a satisfactory examination in the branches taught in the public free schools. The State has increased its annual appropriation to $18,000 and the Peabody fund granted a donation of $9,000, enabling the institution to receive 4 State pupils from each senatorial district. Tuition and books are free to all who may attend; board and lodging are also free to State pupils for one year, an incidental fee of $4 a session being the only outlay required from them. The course of study covers two years, with an additional year for advanced work if desired. Two graduates are selected each year to receive advanced instruction at the expense of the Peabody fund in the Normal College at Nashville, Tenn. A model school composed of the resident children of Huntsville has been organized as a regular department of the institute. There were 7 resident instructors, 200 students, (including 50 model school children), and 70 graduates reported for 1881. All the graduates subsequently engaged in teaching.—(Texas Journal of Education.)

The *State Normal School of Texas for Colored Students*, Prairie View, organized under an act of the legislature by the board of directors of the Agricultural and Mechanical College in 1879, receives 1 student from each senatorial district and 3 from the State at large free of all expense to the students. In January, 1881, there were 40 State, 6 pay, and 3 local students in attendance.

### OTHER NORMAL SCHOOLS AND DEPARTMENTS.

The only schools of this class reporting for 1881 are Tillotson Collegiate and Normal Institute, Austin (1881), and Whitesboro' Normal, Whitesboro' (1880). The former, under the auspices of the American Missionary Association, is for colored pupils, and has primary, grammar, normal, preparatory, and collegiate departments. The normal course covers 4 years and requires thorough preparation in the grammar department for admission. A total attendance of 252 was given for 1881; of that number 31 were normal students. The Whitesboro' Normal has primary, grammar, and collegiate departments, and after 1880–'81 was to have a normal class. From the American Normal School, Kellyville, no information has been received.

Mansfield College, Mansfield, for both sexes, and Soule College, Chappell Hill, for young women, offered normal training, and Marvin College, Waxahachie, announced that a department for such instruction would be organized and made as efficient as possible in 1881–'82.

### TEACHERS' INSTITUTE.

The secretary of the board of education, by means of aid granted from the Peabody fund, inaugurated on the 4th of July, 1881, seven normal institutes, which lasted from 5 to 6 weeks, with an aggregate attendance of 451. The one at San Marcos, with 110 teachers in attendance, was the largest; the one at Orange, with 30 present, was the smallest of 6 reported. The work in all was encouraging, and arrangements were made for holding similar meetings in 1882.

### EDUCATIONAL JOURNAL.

The Texas Journal of Education, a paper devoted to public school interests, begun in August, 1880, and continued through 1881, was published at Austin. O. N. Hollingsworth, secretary of the State board of education, has been the editor, assisted by Mrs. Hollingsworth. Many subjects of educational importance are ably discussed. Normal schools and institutes, as well as all means for the aid and improvement of the teachers, receive special attention.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Information in regard to schools of this class is even more meagre than in former years. In 1879–'80 it was known that such schools were sustained in Brenham, Denison, Houston, and San Antonio. In 1881 Weatherford reported a class in the first grade of the high school and Austin a 4 years' course, but no statistics for that grade.

### OTHER SECONDARY INSTRUCTION.

For information as to business colleges, private academies, and preparatory departments of colleges reporting, see Tables IV, VI, and VII of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of 11 institutions of this class in the State, 9 present statistics for 1880–'81, and another (St. Joseph's College, Brownsville) reports that it had been closed and its buildings used for a yellow fever hospital. It was not to be reopened till 1883. The remaining one (Salado College) has made no report of courses since 1873, and none of statistics since 1878. Of the 9 reporting, Southwestern University, Georgetown (Methodist Episcopal South), and Marvin College, Waxahachie (non-sectarian), gave instruction in schools of English, Latin, Greek, mathematics, &c. Baylor University, Independence (Baptist), at the date of its latest catalogue, appeared to have the same arrangement. St. Mary's University, Galveston (Roman Catholic), makes report of preparatory students only. The other 5, all with arrangements for preparatory study and generally with the customary 4 years of collegiate study, were Henderson College, Henderson (non-sectarian); Mansfield Male and Female College, Mansfield (non-sectarian); Austin College, Sherman (Presbyterian); Trinity University, Tehuacana (Cumberland Presbyterian), and Waco University, Waco (Baptist). The last two mentioned, admitting women, had special courses for them, as well as commercial courses; Henderson and Marvin, also admitting them, allowed such courses. For statistics of those that have reported, see Table IX of the appendix; for a summary of them, a like table in the report of the Commissioner preceding.

The State University has been located at Austin, on a site of 40 acres set apart many years ago, with its medical department at Galveston. The board of regents met and organized in November, 1881, at which meeting they established the several departments of the university, defined the general plan of the buildings, and provided for advertising for plans and specifications for the same.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides 6 of the colleges above mentioned that admit women to like privileges with young men, 13 schools claiming collegiate rank, 7 of them chartered, are on the lists of this Bureau. Four of these 7 report for 1881 a total of 34 instructors, with 197 preparatory and 268 collegiate students. Another reports 17 instructors and 103 students, without distinguishing the preparatory and collegiate. All the 5 taught music, drawing, and (with one exception) painting, giving instruction also in French and German, to which 2 added Spanish. The courses in most of these schools are fairly advanced for a comparatively new region, and some compare well with those in the older States.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The Agricultural and Mechanical College of Texas, College Station, organized in 1876 on the basis of the congressional land grant, with 7 schools, has undergone a radical change in its plan of instruction and is in reality now a school of agriculture and mechanics. The course of instruction embraced 2 courses for theoretical and practical professional training in agriculture and mechanics of 4 years each, in 1880–'81. The freshman year is the same for both. By an act of the legislature of March, 1881, there are to be 3 students from each senatorial district, appointed by the senators and representatives and maintained and instructed free of charge. The State students are assigned a course of study in accordance with their appointment; pay students may make their own selection, but no other distinction is made. The study of ancient and modern languages is optional, but must not interfere with the regular course. The farm of 2,416 acres, with 230 acres fenced, has some good stock, improved machinery, an orchard, a vineyard, and vegetable garden. There are also connected with the college well equipped chemical and physical

laboratories, with the necessary apparatus, a drawing academy well fitted out, a complete set of meteorological instruments from the United States Signal Office, a series of shops, with a steam engine and the latest and most approved kinds of tools and machinery, and many other things necessary for practical illustration and instruction in the branches taught. There were 127 students reported, all taking the full course, under 9 instructors.

#### PROFESSIONAL.

*Theological* departments are reported in Baylor University, Independence (Baptist), and in Trinity University, Tehuacana (Cumberland Presbyterian). Both have full 2 years' courses. The former reports 2 professors and 7 students; the latter, 1 professor and 19 students.

There are no schools for *legal* training reporting, nor in 1881 does there seem to have been any for instruction in *medicine*, the Texas Medical College and Hospital, Galveston, the only medical school in the State, having suspended its teaching work because of the intention of the regents of the State University to locate the medical school at Galveston.

## SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB.

The Texas Institution for the Deaf and Dumb, founded in 1856, reported the school in successful operation in November, 1881, with 6 teachers and 94 pupils, about 30 per cent. receiving instruction in articulation. This institution is connected with the State board of printing, the State printer giving instruction in that art to the pupils. The printing office of the institution is a source of revenue to the State. Shoemaking, farming, and gardening are also taught to the boys, while the girls learn sewing and housework.—(Report.)

#### EDUCATION OF THE BLIND.

The Texas Institution for the Blind in 1880 reported 13 instructors (3 of them blind), 10 employés, and 84 pupils. There are 3 departments: literary, musical, and mechanical. In the first the common school branches, ancient and modern history, natural philosophy, and natural history were taught; in the second, vocal and instrumental music; in the third, broom, mattress, and pillow making, cane seating, piano and organ tuning and repairing, cutting and sewing, both by hand and machine.—(Report.)

## EDUCATIONAL CONVENTIONS.

#### STATE ASSOCIATION.

A called session of the State Teachers' Association was held at Austin, January, 1881, in the interest of higher education. A memorial embodying a plan of organization for the State University was submitted to the governor. The report of the State board of education was discussed and adopted as a report of the committee of the association on changes in school laws. A resolution urging the inauguration of a system of county superintendency was discussed and unanimously passed.

A regular annual meeting of the State educational association to convene at Corsicana, in June, 1881, was announced, but no report of the proceedings is at hand.

## CHIEF STATE SCHOOL OFFICER.

Hon. O. N. Hollingsworth, *secretary State board of education, Austin.*

Mr. Hollingsworth, who entered office in 1874, has been succeeded by Hon. B. M. Baker.

# VERMONT.

## STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5 to 20) | a99,463 | | | |
| Public school enrolment | 75,238 | 75,646 | | 592 |
| Average daily attendance | 48,606 | 49,700 | 1,094 | |
| Per cent. of attendance on enrolment | 64.6 | 66.5 | 1.9 | |
| Attendance in private schools | 7,123 | 7,506 | 383 | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | 2,359 | 2,353 | | 6 |
| Number of public schools | 2,597 | 2,561 | | 36 |
| Average term in days | 125 | 124 | | 1 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 725 | 678 | | 47 |
| Women teaching in public schools | 3,601 | 3,741 | 140 | |
| Whole number of teachers | 4,326 | 4,419 | 93 | |
| Teachers who had attended a Vermont normal school. | 542 | 576 | 34 | |
| Average monthly pay of men | $27 84 | $29 76 | $1 92 | |
| Average monthly pay of women | 17 44 | 16 84 | | $0 60 |
| INCOME AND EXPENDITURE. | | | | |
| Receipts for public schools | $417,491 | $454,832 | $37 341 | |
| Expenditure for public schools | 454,285 | 447,252 | | $7,033 |
| PUBLIC SCHOOL FUND. | | | | |
| Amount of available school fund | $669,087 | $669,087 | | |

a United States census of 1880.

(From reports of Hon. Edward Conant, State superintendent of education, for the two years indicated.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

A State superintendent of education, elected by the legislature at each biennial session, has general charge of school interests. Local officers are county examining boards of 3 members, appointed by town superintendents for the examination of teachers; town superintendents, elected annually by the people; and in towns where the district system has been abolished boards of 3 or 6 directors elected for 3 years, and in districts a moderator, a clerk, a collector of taxes, a treasurer, 1 or 3 auditors, and a prudential committee of 1 or 3 elected by the people for one year. Any town having a high or central school or schools must elect for such high school a prudential committee of not more than 3 to hold office 3 years, 1 going out each year. A law of 1880 gives women the same right as men to hold offices relating to school affairs, also to vote in school district meetings and for town clerks, school commissioners, and superintendents.

### OTHER FEATURES OF THE SYSTEM.

Public schools are supported by district and town taxation, the income of town school funds and of the United States deposit fund. The interest on the last is apportioned

on the basis of population. One-half the town school moneys is apportioned according to the number of children between 5 and 20 attending public schools, the other half among the districts equally without regard to population, except when the sum amounts to $1,200 or more, in which case two-thirds of it are apportioned on the basis of attendance. Towns failing to assess school taxes forfeit to the county a sum equal to double the amount required to be raised by such tax, with costs. Each town must sustain one or more schools in which the common school branches are taught, including free hand drawing, history, the Constitution of the United States, and good behavior. The attendance of children between 8 and 14 is compelled for at least 3 months in the year unless they have been otherwise instructed. The employment by manufacturers of children between 10 and 14 that have not attended the public schools at least 3 months during the preceding year is forbidden. Parents, guardians, and employers render themselves liable to a penalty of from $10 to $20 for an infraction of the law. Any town may establish one or more higher schools if the voters desire it. Teachers must have legal certificates of qualification to teach in order to be entitled to pay from public funds; and they must make report of school statistics annually to the district clerk or forfeit their pay. Town superintendents must report annually to the State superintendent, and the latter biennially to the legislature. The State superintendent is required to hold annual county institutes for teachers whenever so requested in writing by a certain number of teachers, and when not so requested he may hold educational meetings if in his judgment it shall seem best.—(Revised school law.)

### GENERAL CONDITION.

The statistics presented show that 1,094 more pupils were in average attendance on the public schools than in 1879–'80, although there were 6 fewer school districts reported and 36 fewer public schools, bringing the reported enrolment 592 below that of the preceding year. The number of teachers employed (comprising fewer men and more women) was greater by 93; the number who had attended Vermont normal schools was greater; the average monthly pay of men was increased by $1.92, and that of women, already smaller than elsewhere in the United States, was decreased by 60 cents. Less money by $7,033 was expended for all public school purposes, although $37,340 more were received for them.

The ungraded district schools, in which are enrolled about six-sevenths of the pupils attending public schools, are not accomplishing, it is said, what they should. One of the reasons given for this is the collection of population in business centres, leaving the rural districts thinly populated and reducing the size of the district schools. The pupils being young and taxes high, cheap teachers are too frequently employed. School-houses and surroundings are often neglected and pupils leave at an early age. In some instances these hindrances have been overcome by a few energetic persons, and so a number of the best schools in the State are among the ungraded. In these districts school-houses are well cared for, good teachers are employed, and wise supervision is given. But such instances are exceptional. A majority of the ungraded schools greatly need improvement and public sentiment demands that it be made. Among desirable changes in the course of study the superintendent suggests the simplification of text books on arithmetic and the omission of many unimportant details in geography and history, thus saving time for reading and language lessons and elementary work in the natural sciences.

Graded schools have been steadily increasing in number during the last 30 years and now enroll over 10,000 pupils. There has also been an improvement in these schools, particularly in primary departments. It is suggested, however, that in these schools there may be danger of crowding the courses of study too full, of giving too much attention to routine, and thus of sacrificing the interests of the scholar to the system.—(State report.)

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Burlington has a board of school commissioners of 6, 1 from each of the 5 wards and the city superintendent as president; Rutland, a board of education of 9 members; and in both cities there are school superintendents.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|
| Burlington | 11,365 | a3,258 | 1,425 | 33 | $19,629 |
| Rutland Village | 7,502 | ..... | 1,059 | 18 | ..... |

a In 1878.

ADDITIONAL PARTICULARS.

*Burlington* ranked its schools as primary, intermediate, grammar, and high. It also maintained two evening schools. Out of the 33 teachers in 1881, 24 were holders of high school, normal school, or collegiate diplomas, though only 2 of them were from the normal schools of Vermont. Special teachers of drawing, writing and book-keeping, and of vocal music were employed in addition to the 33 enumerated, and also 6 pupil teachers as there was occasion for them. Enrolment and average attendance increased, and tardiness diminished. Corporal punishment was rarely inflicted. A taste for reading was encouraged and good books were supplied.

*Rutland* had 12 schools, graded as primary, secondary, intermediate, grammar, and high. The superintendent, in the interests of school improvement, advises more thorough examination of teachers, their permanent employment, an increase in the pay of women, and a change from the district to the town system.

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

The three normal schools, at Castleton, Johnson, and Randolph, are only in a certain sense State institutions. The State owns no property in them and they are not under its exclusive control, but a certain amount of money is appropriated to them each year. This, in 1880–'81, amounted to $7,300. Each school receives $250 every half year and $250 more on condition that the trustees furnish a like amount for current expenses. The State also pays for one scholarship from each town at the rate of $24 a year. As the number of scholarships applied for exceeded that of the towns and doubts had arisen as to the method of distribution, a more definite legal enactment was called for. The Johnson and Randolph schools report 359 normal students (all but 96 of them women) and 51 graduates. The school at Castleton sends no statistics for 1880–'81, because of a change of principal without transfer of records. Each school has 2 courses of study, elementary and advanced. Graduates from the first receive a State license to teach in the public schools for a term of five years. Those from the second receive a license to teach for 10 years.

### TRAINING SCHOOL DEPARTMENTS OF GRADED SCHOOLS.

Departments for instructing teachers may be organized and conducted under the general direction of the State superintendent in graded schools situated in counties in which there is no normal school. The certificates of graduation have the same power as normal school certificates.

### TEACHERS' INSTITUTES.

The law requires the State superintendent to hold a teachers' institute in each county if he be requested to do so in writing by 25 teachers or in sparsely settled counties by 15; and, if in his judgment it be best, he may hold from 2 to 5 educational meetings in counties where teachers have not requested institutes. He may employ assistants and spend $12 of the public money for each meeting.

Institutes and other educational meetings were held in all the counties during the two years covered by the report, but their statistics for 1880–'81 cannot be given, not being reported apart from those of the other year. In March, 1881, at a meeting of the superintendents of Chittenden County, it was voted to hold an educational meeting in every town of the county during the year, and such meetings were actually held in 11 towns.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Provision is made for instruction in the higher branches in any district having more than one school, subject to the will of the voters of the district; and any town may by vote establish one or more central schools for advanced pupils. Arrangements are made, too, under certain circumstances, by prudential committees, for the instruction of public school pupils in academies.

There were during the year 1,818 pupils attending public high schools, of whom 700 studied Latin or Greek or both, 117 were graduated, and 59 fitted for college. Many persons disapprove of the prominence given to classical studies in these schools and urge the greater importance of the sciences as the basis of industrial pursuits; while, it is said, the professions are overcrowded, there is a demand for skilled workmen, and the useful artisan must have a knowledge of scientific methods.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix, and for a summary, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Vermont*, Burlington (non-sectarian), offers departments of study in the arts, in applied science, and in medicine, the first two being open to young women on the same terms as to young men. The department of arts comprises the usual course in languages, mathematics, physical sciences, mental, moral, and political philosophy, rhetoric, literature, and history. For admission to the academic department applicants must be at least 16 years old, must pass an examination in English studies, mathematics, and Latin and Greek, or have certificates from some preparatory school whose course of study is approved. In the latter case they are on probation during the first term. The scientific and medical departments of the university will be noted further on.

An addition of about 300 volumes was made to the library during the year, more than half of them public documents. The museum, also, received a number of interesting additions, among them a collection of Indian curiosities made by Capt. O. B. Read, Eleventh United States Infantry, illustrating the usages and habits of the Indians of the Northwest. But the most considerable gift received during the year was one of $50,000 from John P. Howard, esq., of Burlington, for the endowment of a chair of natural history. The surplus of the income above the salary is to be applied to the enlargement of the cabinets and the library.

*Middlebury College*, Middlebury (Congregationalist), exclusively for young men, received gifts amounting to $87,000 during the year.

### SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the opportunities for a higher education afforded young women in the State University, one institution exclusively for them is reported, the Vermont Methodist Seminary and Female College, Montpelier. It is authorized to confer degrees, and presents 7 distinct courses of study, among them a classical and a Latin scientific, each of 4 years. The modern languages, business, and music also receive special attention.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *State Agricultural College of Vermont*, a department of the State University, provides courses of study in agriculture and related branches, chemistry, engineering, and mining, leading to the degrees of PH. B., C. E., and M. E. Applicants for admission must be at least 15 years old and must pass an examination in the common English branches, algebra through quadratic equations, and plane geometry. A winter course has been arranged for the benefit of farmers who cannot attend in the summer or autumn. In this the aim is to give only a general outline of the subjects treated, to point out the best methods of study and most trustworthy sources of information, to stimulate and guide private study, and thus prepare the way for more intelligent work on the farm.

*Lewis College*, formerly Norwich University, Northfield, for 1880–'81 reports 20 pupils in a 4 years' scientific course of study and 4 graduates who received the degree of B. S., a library numbering about 4,000 books, and grounds and buildings valued at $20,000.

For further statistics, see Table X of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

### PROFESSIONAL.

No *theological* or *legal* schools report from this State.

The *medical* department of the University of Vermont, Burlington, reports for 1881 a class of 171 (the largest that ever attended the institution) and 50 graduates out of 56 candidates for graduation. In the regular course, the lecture terms of which occupy only 17 weeks each, the seven required branches of medical science are treated. Candidates for graduation must have attended at least two lecture courses and must have studied medicine 3 years, including the 2 required lecture terms. Chemical work is not obligatory, nor is a knowledge of medical botany essential to a diploma, and no examination for admission is required. In addition to the regular courses, lectures are given on a variety of medical topics by distinguished specialists, and a preliminary course lasting nearly 5 months may be attended. Ample opportunities for clinical study are afforded by the Mary Fletcher Hospital, whose grounds adjoin those of the university.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

Vermont has no institution for the instruction of the deaf, the blind, or the feeble-minded, but makes provision for their education in the American Asylum, Hartford,

Conn.; the Clarke Institution for Deaf-Mutes, Northampton, Mass.; the Perkins Institution and Massachusetts School for the Blind, Boston; and the Massachusetts School for the Feeble-Minded, Boston.

According to a report from the deputy secretary of state, there were maintained during two years at the American Asylum 17 deaf-mutes and at the Clarke Institution, 4, making 21 in both, at a cost to the State of $7,120.37; at the Perkins Institution, 8 blind pupils, at a cost of $4,850; at the Massachusetts School for the Feeble-Minded, 3, at a cost of $2,316.96.

### REFORMATORY TRAINING.

The Vermont Reform School, Vergennes, gives instruction to boys and girls in the common English branches and geometry; also, in farm, shop, and house work, besides the religious and moral training, which is considered more important than all else. There were 102 under instruction during 1880–'81, committed by the county and city courts and by parents and guardians. All were native born and all boys but 19. This school desires not to be classed with penal institutions, its design being not to punish, but to educate and preserve.

### EDUCATION OF ORPHAN AND DEPENDENT CHILDREN.

Two institutions for orphan and destitute children, the Providence Orphan Asylum (Roman Catholic) and the Home for Destitute Children (non-sectarian), both at Burlington, had a total of 172 children under instruction during the year. The Home for Destitute Children is supported by an endowment and contributions; admits children one to ten years of age, instructing them in the common English branches and in cane seating. Providence Orphan Asylum is supported by voluntary gifts; admits children two to ten; and, besides the common English branches, teaches them farming and housework.

## EDUCATIONAL CONVENTIONS.

### TEACHERS' ASSOCIATION.

The thirty-first annual meeting of the Vermont Teachers' Association was held at Northfield, August 10–12, 1881. After an address of welcome by Rev. W. S. Hazen and response by President Cilley, a paper on "The province of the State in education," by Rev. George B. Gow, D. D., was read. On the following day an address was delivered on "The spiritual significance of education," by Principal O. S. Johnson, Bakersfield. "How can the standard of qualification for teachers be raised?" was discussed by Prof. Charles N. Dole and others. Mr. Dole thought the first thing is to create a popular demand for better teachers; another recommended a change in the methods of examination of teachers. In the afternoon an address was delivered by Rev. J. D. Emerson, entitled "The interrogation point," in which it was urged that teachers should study to make themselves perfect in the art of asking questions. Principal Edward Conant, of Johnson, read a paper on the position of the high school and academy in the school system, and Rev. H. T. Fuller, principal of St. Johnsbury Academy, objected to normal departments in connection with academical institutions. J. J. Randall, superintendent of schools, Rutland, made some remarks to show the desirability of paying more money for better teachers. George A. Brown, of Bellows Falls, urged the necessity of a high and definite aim in teaching. Hon. Justus Dartt, State superintendent of education, spoke on the ungraded schools of the State; and President H. M. Buckham, of the University of Vermont, on "The moral hygiene of the school." On Friday morning, after a business session, in which reports were made by committees and officers were elected for the ensuing year, a paper on "The life and work of Mrs. Fannie K. Kyle" was read by Miss Alice M. Guernsey, of Saxton's River. Rev. H. T. Fuller, of St. Johnsbury Academy, presented a paper entitled "Among the schools of Europe," and Lyndon A. Smith, of Norwich, now connected with the United States Bureau of Education, a paper on "The teacher's need and means of growth."

### VERMONT COLLEGE OF TEACHERS.

The above organization, incorporated in 1881, was formed by the leading educators of the State for the advancement of educational interests. One of its aims is to secure the recognition of teaching as a profession, "and make prominent the distinction between the teacher and the educational tramp." The first public meeting was advertised to be held August 9, 1881, but no account of its proceedings has been received.—(Journal of Education.)

## CHIEF STATE SCHOOL OFFICER.

Hon. JUSTUS DARTT, *State superintendent of education, Ascutneyville.*

[First term, December, 1880, to December, 1882; second, to December, 1884.]

## VIRGINIA.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth 5–21 | 314, 827 | | | |
| Colored youth 5–21 | 240, 980 | | | |
| Youth of school age, according to State census. | a555, 807 | 556, 665 | 858 | |
| Whites in public schools | 152, 136 | 162, 087 | 9, 951 | |
| Colored in public schools | 68, 600 | 76, 959 | 8, 359 | |
| Whole reported enrolment | 220, 736 | 239, 046 | 18, 310 | |
| Whites in average daily attendance | 89, 640 | 92, 922 | 3, 282 | |
| Colored in average daily attendance | 38, 764 | 41, 565 | 2, 801 | |
| Whole average daily attendance | 128, 404 | 134, 487 | 6, 083 | |
| Whites studying higher branches | 6, 627 | 7, 530 | 903 | |
| Colored studying higher branches | 635 | 609 | | 26 |
| Pupils who are supplied with free text books. | 4, 290 | 5, 128 | 838 | |
| Pupils in private schools | 25, 692 | | | |
| Number of these in high grades | 4, 495 | | | |
| SCHOOLS AND SCHOOL-HOUSES. | | | | |
| Schools for white pupils | 3, 598 | 3, 939 | 341 | |
| Schools for colored pupils | 1, 256 | 1, 443 | 187 | |
| Whole number of public schools | 4, 854 | 5, 382 | 528 | |
| Number of these graded | 205 | 234 | 29 | |
| Average time of schools, in days | 113 | 117½ | 4½ | |
| School-houses owned by districts | 2, 395 | 2, 683 | 288 | |
| School-houses built during the year | 216 | 285 | 69 | |
| Valuation of all public school property. | $1, 177, 545 | $1, 199, 333 | $21, 788 | |
| TEACHERS AND THEIR PAY. | | | | |
| White teachers in public schools | 4, 088 | 4, 465 | 377 | |
| Colored teachers in public schools | 785 | 927 | 142 | |
| Whole number of teachers in the public schools. | 4, 873 | 5, 392 | 519 | |
| Number of men teaching | 3, 009 | 3, 208 | 199 | |
| Number of women teaching | 1, 864 | 2, 184 | 320 | |
| Average monthly pay of men | $29 20 | $29 18 | | $0 02 |
| Average monthly pay of women | 24 65 | 24 92 | $0 27 | |
| Teachers in private schools | 1, 609 | | | |
| INCOME AND EXPENDITURE. | | | | |
| Whole income for public schools | $1, 290, 288 | b$1, 335, 984 | $45, 696 | |
| Whole expenditure for them | 946, 109 | 1, 100, 239 | 154, 130 | |
| STATE SCHOOL FUND. | | | | |
| Amount of permanent fund | $1, 468, 765 | $1, 518, 845 | $50, 080 | |

a According to the United States census of 1880, the population between 5 and 21 numbered 585,042.
b Including balance on hand from previous year of $221,669.

(From returns and reports of Hon. William H. Ruffner, superintendent of public instruction, for the two years indicated.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

The free school system is administered by a superintendent of public instruction, elected by the general assembly for 4 years; a State board of education, composed of the superintendent, the governor, and the attorney general; county superintendents, appointed by the State board and confirmed by the senate for 4 years; district school trustees, appointed by a school trustee electoral board composed of the county superintendent, the county judge, and the county attorney; and subdistrict school directors.

### OTHER FEATURES OF THE SYSTEM.

The public schools are free to all persons of school age residing within the school district; but white and colored persons are taught in separate schools. The number of free schools is regulated, according to the funds available for the purpose, by the State board of education, whose duty it is to guard against so great a multiplication of schools as will lower the character of instruction. Where the number of children is sufficient, preference is given to graded schools. The schools receive for their support (1) State funds, embracing the annual interest of the literary fund, a capitation tax not exceeding $1 on all men over 21, and a property tax of not less than 1 nor more than 5 mills on $1 (as the general assembly shall from time to time order); (2) county funds, embracing fines, penalties, and donations, and a tax not to exceed 10 cents on $100; and (3) district funds, embracing fines, penalties, and a tax not to exceed 10 cents on $100. Cities of the first class (those having a population of 10,000 or upwards) and cities and towns of the second class (comprising all other cities) may levy, for the support of public free schools, a tax not to exceed 3 mills on $1 and a capitation tax not to exceed 50 cents for all purposes. The State fund is apportioned by the State superintendent of public instruction among the several counties and cities on the basis of the number of children from 5 to 21, as ascertained by a census taken every five years and by the best official authority at other times. School districts, to receive State money, must provide school-houses, furniture, and all necessary appliances, and no school may receive State funds that has not been taught 5 months during the year. Teachers' certificates, good for 1 or 2 years, according to the ability, experience, and success of the applicants, are given by the county superintendents. From among the number holding such certificates teachers are chosen by subdistrict directors; but they are employed by the district trustees. Each county superintendent is required to hold at least one teachers' institute during the year, which the teachers are expected to attend; and, if this attendance should cover any part of a school term, they are not to lose pay for the time spent at the institute.

### GENERAL CONDITION.

Asked by the State superintendent whether any progress was made in 1881 in school organization or methods of teaching, a majority of the county superintendents answer affirmatively, some of them reporting decided progress and improvement, especially in the schools whose teachers attended the normal institutes. A comparison of statistics for 1880 and 1881 shows a positive gain at almost every point, the most noticeable facts being an increase of 18,310 in enrolment and of 6,083 in average attendance, which was met by an increase of 528 schools. An increase of 29 in the number of graded schools and of 877 in the number of pupils studying higher branches also marks improvement in teaching. The normal institutes held by means of aid from the Peabody fund in 1880 and 1881 have been a great benefit to the schools by improving the methods of instruction in them. The State superintendent hopes to interest the legislature in these schools, so as to secure State aid for them.

### AID FROM THE PEABODY FUND.

Aid to the amount of $5,150 was received by this State in 1880–'81. Of this the sum of $3,000 was expended for teachers' institutes; $1,450 for scholarships, to enable selected Virginia teachers to study at the Normal College, Nashville, Tenn.; $200 for the Educational Journal; and $500 for Hampton Normal Institute.

### KINDERGÄRTEN.

Three schools of this class report for 1881: the American Kindergarten, Lynchburg; Portsmouth Kindergarten, Portsmouth, and American Kindergarten, Richmond, with an aggregate attendance of 48 children. For full statistics, see Table V of the appendix; for a summary, see the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Cities not divided into wards constitute a single district; in cities divided into wards, each ward constitutes a school district. The control of school affairs is in the hands of a school board composed of not more than 3 trustees from each district.

All cities of 10,000 or more inhabitants must (and all others may) have a city superintendent of schools, appointed by the State board of education, subject to confirmation by the senate.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Public schools. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|---|
| Alexandria *a* | 13,659 | 4,582 | 21 | 1,204 | 911 | 19 | $10,712 |
| Danville *b* | 7,526 | ..... | 15 | 994 | 508 | 15 | 11,856 |
| Lynchburg *a* | 15,959 | 4,907 | 32 | 1,872 | 1,171 | 31 | 41,590 |
| Norfolk *b* | 21,966 | 6,706 | 28 | 1,642 | 1,169 | 26 | 16,988 |
| Petersburg *a* | 21,656 | 7,203 | 28 | 2,083 | 1,518 | 28 | 17,232 |
| Portsmouth *a* | 11,390 | 3,210 | 14 | 997 | 575 | 14 | 8,670 |
| Richmond *c* | 63,600 | 21,536 | 133 | 6,993 | 5,739 | 143 | 91,616 |

*a* From city return. *b* From State report. *c* From city report.

### ADDITIONAL PARTICULARS.

*Alexandria* valued its school property in 1881 at $49,400 and reported 4 school buildings, with 21 rooms and 1,150 sittings for study. The schools were graded as primary and grammar, pupils in the seventh grammar grade receiving instruction in some of the higher English branches, such as physical geography, algebra, and geometry. The length of session was 180 days; 5 men and 14 women were employed as teachers. There was a gain of about 4 per cent. in enrolment of white and of 35 per cent. in enrolment of colored pupils, the latter attributed to the closing of a Protestant Episcopal church school for colored pupils and of one or two private schools. The average attendance of colored childen, notwithstanding a severe winter, increased nearly 37 per cent., a greater ratio than the increase in enrolment, while the average attendance among whites increased only 2 per cent. There were 629 cases of corporal punishment reported as against 1,073 for 1880, and 1,019 cases of tardiness against 916 for 1880. An estimated enrolment of 1,100 is given for private schools.—(City report).

*Danville* reported through the State superintendent graded schools for both white and colored children. Those for whites, with 7 grades, were taught by 8 teachers for 10 months, with an enrolment of 414 and an average daily attendance of 223; those for colored had also 7 grades, with 7 teachers, a session of 6 months, and an enrolment of 580, with 285 in average attendance.—(State report.)

*Lynchburg* reported 5 buildings, with 32 rooms and 1,350 sittings, valued at $56,000. The schools are graded as primary, grammar, and high, and were taught 194 days by 1 colored and 7 white men, 4 colored and 20 white women. An enrolment of 119, with an average attendance of 88, was given for the high school. Private schools enrolled 500.—(State report and return.)

*Norfolk* reported to the State superintendent 18 public schools for whites and 10 for colored, taught for 190 days by 18 white and 8 colored teachers. The schools are graded and under the charge of 5 principals for white and 2 for colored. The average monthly pay of men teaching was $80.12, and of women, $52.63.

*Petersburg* reported 6 school-houses containing 28 rooms, valued, with sites, furniture, &c., at $57,000. The 4 schools for whites are graded as primary, grammar, and high; the 2 for colored, as primary and grammar. The whole enrolment of whites was 33½ per cent. of the school population, that of colored, 25½, while 93.3 per cent. of average daily enrolment of whites and nearly 94 per cent. of the average daily enrolment of colored were in average daily attendance. The schools were taught 185 days by an efficient corps of teachers, 16 women and 12 men, besides a principal and special teacher of penmanship. The superintendent reports the schools as improving at all points. An estimated enrolment of 1,200 is given for private schools.—(City report and return.)

*Portsmouth* reported 14 primary schools, 10 for white and 4 for colored children, accommodated in 3 school-houses, with 14 rooms, and valued its school property at $15,500. The schools were taught 202 days by 14 white teachers, 4 men and 10 women. There were 819 enrolled in private schools.—(State report and return.)

*Richmond* expended $18,766 for the construction and improvement of school buildings and for school furniture, and valued its entire school property, thus improved, at $279,081.

Thirteen school-houses were reported, 8 for white and 5 for colored pupils; 12 of these contained 82 white and 51 colored schools, divided into 91 primary and 40 grammar grades, with two high schools, taught by 126 white and 17 colored teachers. With a school population of more than 20,000 and an enrolment of 6,993, there were sittings for only 6,549, showing the need of greater accommodations. The schools were in session for 9 months. The average daily attendance in this year, as in other years, was good, averaging 94.4 per cent. in white schools and 97 per cent. in colored on the average monthly enrolment. The high school for whites, with an enrolment of 282 pursuing a 3 years' course (including Latin, modern languages, and some branches of natural science), had 15 graduates, 13 girls and 2 boys, in 1881. The colored normal school reported a 3 years' English course of a lower grade than the high school; as the model school in connection with it has been discontinued for want of room and the normal instruction is limited, the superintendent recommends a further course of normal instruction for its graduates as well as for those of the high school; with an enrolment of 290, there were 10 graduates, 8 young men and 2 young women.—(City report.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS.

The normal schools reporting for 1881 are Bridgewater Normal School, organized in 1873; Hampton Normal and Agricultural Institute, organized in 1868 for colored and Indian students; St. Stephen's Normal School, Petersburg, organized in 1871 for colored youth; and the Richmond Normal School for colored. The first mentioned reports 87 students, but makes no distinction as to what number were in the normal department. Hampton had 48 instructors in all its departments, 305 normal students, 80 Indians, and 41 graduates from the 3 years' normal course, of whom 38 engaged in teaching. St. Stephen's Normal, under control of the Protestant Episcopal Church, reported 7 instructors and 250 students in all departments, 25 of them in the normal course. The Richmond colored normal is a part of the public school system of that city and had 66 normal students, of whom 9 graduated.—(Returns.)

### GENERAL TEACHERS' INSTITUTES.

The Virginia State Institute for Colored Teachers was held in the buildings of the Agricultural and Normal Institute, Hampton, June 28 to July 15, 1881, with an aggregate attendance of 141. The exercises were conducted by Prof. H. P. Warren, of the New Hampshire State Normal School, assisted by Misses Reed and Cate, of the same institution, and Mr. J. Freeman Hall, of Dedham, Mass. The entire time of the institute was devoted to discussions on the development of reading, number work, geography, language, and, to some extent, map drawing.

Two normal institutes for white teachers were held in 1881, one at Abingdon, in the buildings of Martha Washington College, the other at Front Royal. The former was conducted by Dr. M. A. Newell, of Maryland, assisted by Mr. J. P. Thomas, principal of Bethel Public School, Richmond; Mr. J. G. Swartz, principal Lexington Public School, and Miss Annie Ruffner, daughter of Superintendent Ruffner, a graduate of the New Jersey State Normal School. The enrolment, during the 4 weeks the institute lasted, reached 287, with an average attendance of 265, representing 25 counties. The work was divided into general, class, and optional exercises and lectures. General exercises consisted of singing and morning devotions, learning selections from the best English authors, the study of history by topics, and lectures on some point of school management or methods of teaching; the "grading of country schools" was a topic discussed with great interest. Class exercises consisted in class recitations, for which the students were divided into sections; geography and map drawing, arithmetic, grammatical analysis, object lessons, and reading were the principal subjects taken up. The optional exercises (singing, calisthenics, literary and musical soirées) took place out of school hours and were largely attended. Seven evening lectures, three by State Superintendent Ruffner, interested the citizens as well as members of the institute.

The Front Royal Institute was conducted during its 4 weeks' term by Dr. Edward Brooks, of the State Normal School at Millersville, Pa., assisted by Profs. E. O. Lyte, G. W. Hull, J. W. Lansinger, and Miss M. Frances Boice. The work was divided into general exercises and class drills. The principal lectured three-quarters of an hour every morning on subjects connected with the science and art of teaching. Class drills in grammar, vocal music, mathematics, geography, history, object lessons, reading, and elocution were given daily. The teachers formed a reading club, which met out of school hours; also, a glee club. These contributed to the evening entertainments frequently given. State Superintendent Ruffner and others delivered lectures. There were 265 in attendance on this institute, including teachers from 53 counties, 10 county and several city superintendents.—(State report.)

### COUNTY INSTITUTES.

A rule of the State board of education requires the holding of at least one teachers' institute a year in each county by the county superintendent. Of the counties and cities reporting to the State superintendent 21 held no institute, while 33 held more than one, Lynchburg reporting 14, Petersburg 10, and Alexandria 9.—(State report.)

### EDUCATIONAL JOURNAL.

The Educational Journal of Virginia is a monthly publication issued at Richmond. Its general department is devoted to education and literature and its official department, edited by the State superintendent, gives full information in regard to the State system. It is the official organ of the State Teachers' Association as well as of the State superintendent. It was in its twelfth volume in 1881.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The higher branches may be introduced into any school with the sanction of the county school board, and may be discontinued at the option of the board. The State superintendent reports 8,139 pupils studying higher branches, an increase of 877 over the previous year, but gives no definite information as to high schools established. The cities of Danville, Lynchburg, Norfolk, and Richmond reported high schools in 1880, while Liberty, Lynchburg, Petersburg, Richmond, Staunton, and Winchester report such schools for 1881, or grades that imply the existence of them. The Petersburg school had 109 pupils; the Richmond high school for whites, 282; the Richmond colored normal school, which appears to serve more as a high school for the colored race, 290, of whom 66 were reported as normal students. Cumberland College and Turkey Cove Seminary, Lee County, ranked among the State graded schools (probably as private schools receiving public pupils), also indicate high school grades.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix. For summaries of their statistics, see the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### UNIVERSITIES AND COLLEGES FOR YOUNG MEN.

The University of Virginia, Albemarle County (non-sectarian and supported in part by the State), is free to students from Virginia over 18 years of age, and offers to successful candidates, residence immaterial, at a competitive examination, 11 scholarships good for 1 year, divided among its various departments. The undergraduate studies are arranged in 12 schools, viz: Latin, including instruction in Sanscrit; Greek, including Hebrew, if desired; modern languages (including French, German, Italian, Spanish, and Anglo-Saxon); moral philosophy; history, general literature, and rhetoric; mathematics, pure and mixed; natural philosophy; general and applied chemistry; applied mathematics; analytical and agricultural chemistry; agriculture, zoölogy, and botany, and natural history and geology. There are also departments of medicine, law, and agriculture. An aggregate of 357 students in all schools and departments was given.

In 1877 Mr. Leander J. McCormick, of Chicago, offered to the university a great refracting telescope which he had had constructed at a cost of nearly $50,000, on condition that the funds necessary to erect an observatory and endow a chair of astronomy be raised by the university. In April, 1881, it was announced that the amount had been raised, Mr. W. H. Vanderbilt, of New York, contributing $25,000 and other friends residing in the State giving $50,000. Mr. McCormick then added $18,000 for the erection of the observatory, which was commenced at once.

To the museum of natural history and geology provided for by Mr. Lewis Brooks, of Rochester, N. Y., in 1875, at a cost of $68,000, and since improved by others at a further cost of $12,000, Mr. Brooks's brothers are reported by the visitors of the university in 1880–'81 to have added a valuable botanical collection by a gift of $4,000.

Of the 6 other institutions of this class reporting for 1881, the Randolph Macon College, Ashland; Washington and Lee University, Lexington; and Richmond College, Richmond, arrange the courses of study, like the University of Virginia, in separate schools. Emory and Henry College, Emory; Hampden Sidney College, Hampden Sidney; and Roanoke College, Salem, have preparatory departments and a 4 years' classical course, with opportunity for some scientific study. William and Mary College, Williamsburg, is understood to have almost wholly suspended its instruction from want of funds.

For statistics of the several institutions, see Table IX of the appendix; for summary of these statistics, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

For names and full statistics of institutions for the higher education of young women, see Table VIII of the appendix, and a summary thereof in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

Scientific instruction is found in 3 of the regular colleges reporting, Emory and Henry College offering a 3 years' scientific course and Washington and Lee University and the University of Virginia courses in civil engineering and general science, the last named adding mining engineering and a course in agriculture, zoölogy, and botany of 2 to 3 years, with a well stocked museum for illustration of the instruction given and an experimental farm for practice.

The separate scientific schools reporting for 1880–'81 are (1) the Virginia Agricultural and Mechanical College, Blacksburg, organized in 1872, which offers free tuition to State students, enjoys part of the congressional land grant, and has a scientific course of 4 years, leading, with practical work on the farm and in the shop, to the degree of graduate in agriculture or in mechanics; (2) Hampton Normal and Agricultural Institute, Hampton, which, organized in 1868 for the education of the colored race and since opened to Indians also, receives the benefit of a portion of the land grant and offers a 3 years' course, the first 2 years including elementary studies and the last higher mathematics and some scientific instruction, as well as opportunity for practice on the farm, in the household, and in the shops; (3) the Virginia Military Institute, Lexington, founded in 1839, which receives an annual appropriation for its support from the State and provides for one State cadet from each senatorial district. A 4 years' course includes instruction in the natural sciences, civil and military engineering, and mechanical drawing. A graduate course in a special school of applied science is also offered.

The Polytechnic Institute, New Market, has not reported since 1880.

For statistics, see Table X of the appendix; for a summary of them, the report of the Commissioner preceding.

### PROFESSIONAL.

The *theological* schools reporting are Union Theological Seminary, Hampden Sidney (Presbyterian), 1824; Richmond Institute, Richmond (Baptist), 1867; Theological Seminary of the Evangelical Lutheran General Synod South, Salem, 1832; and the Protestant Episcopal Theological Seminary of Virginia, Theological Seminary P. O., 1823. An examination for admission of applicants who are not college graduates is required by all and full 3 years' courses are offered. At the last named there is also a preparatory course. Richmond Institute, which is for colored students, has 3 years' preparatory and 3 years' academic courses before the theological. For statistics, see Table XI of the appendix, and for a summary, the report of the Commissioner preceding.

The institutions having a department for *legal* instruction are Richmond College, the University of Virginia, and Washington and Lee University. All offer a 2 years' course, which, at the option of the student, may be completed in one year, although the full 2 years' course, of 9 months each year, is advised. Washington and Lee University permits students devoting 2 years to the course in law to pursue certain academic studies at the same time, without additional expense. For statistics, see Table XII of the appendix; and for summaries of them, the report of the Commissioner preceding.

*Medical* instruction is given in the medical department of the University of Virginia and in the Medical College of Virginia, Richmond. Both have graded courses of 2 years (each of 9 months) and daily examinations on the studies of the preceding day and course. In the former no examination for admission is required, and students able to pass examination on the studies of the 2 years may graduate in one year. The latter requires one year's study with a reputable physician before admission, as well as attendance on 2 full lecture courses, and will admit no student to examination for the degree who has not dissected for at least one session.

*Pharmaceutical* students, by attendance on the lectures of the Medical College of Virginia, after passing a satisfactory examination, may receive a diploma in pharmacy.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Virginia Institution for the Deaf and Dumb and the Blind, Staunton, founded in 1839, has received since that time 530 deaf-mute and 253 blind students. The depart-

ment for the deaf and dumb for 1881 reports 96 pupils taught the common English branches, history, free hand drawing, and painting in oil; also, carpentry, painting, shoemaking, printing, cabinet making, bookbinding, sewing, and fancy work. The department for the blind had 32 pupils receiving instruction in a full course of common and higher English branches, French, and vocal and instrumental music; also, instruction in broom making, cane seating, mattress making, fancy and bead work.

### INDUSTRIAL TRAINING.

The *Hampton Normal and Agricultural Institute*, for Indian and negro students, gives instruction in various industries. The students work on the farm, in the sawmill, in the brickyard, in the shops at trades, in the sewing and tailoring departments, in the household and in the kitchen garden, receiving pay for their labor. They were enabled in 1881 to earn $24,898, which sum, with the addition of a small amount paid by some students, was sufficient, as tuition is free, to cover the expense of board, clothing, &c., for all colored students.

The *Miller Manual Labor School*, of Albemarle, so named after the late Samuel Miller, under whose will it was established, combines training in industries with study in the school. The latter is attended to from 8 to 1 o'clock on all school days, with half an hour of recess; the former occupies about two hours of the afternoon. Every boy is expected to work in the shop, in the printing office, on the farm, or in the garden, learning the use of mechanical tools, the best modes of feeding and caring for stock, of cultivating orchards, vineyards, gardens, and lawns; of planting crops, tending and gathering them; of setting type, printing books, and managing a telegraph—all with a view to preparation for earning an honest livelihood. The endowment of the school is ample, its buildings are good, and its officers of high repute for excellence. Its immediate benefits are limited to children 10 to 14 years of age of the county in which it is, who are either orphans or of parents unable to educate them. Since its organization, in 1878, there had been 124 received, of whom 100 were on the roll in 1881, under a superintendent and 4 instructors, with a matron.—(Report and return, 1881.)

Five orphan asylums send returns for 1880–'81. All seem to be exclusively for girls, and teach sewing and household work in addition to the elementary English branches. One at Lynchburg was handsomely endowed by Mr. Samuel Miller, before spoken of, and he was buried in its grounds. One in Lawrenceville, Brunswick County, with 90 boys and 135 girls, under 2 teachers, was for the education and elevation of the destitute children of the old plantation negroes of that region. For statistics of all that report them, see Tables XX and XXII of the appendix.

## EDUCATIONAL CONVENTIONS.

### VIRGINIA STATE EDUCATIONAL ASSOCIATION.

The sixteenth annual meeting was held in the hall of the Norfolk College for Young Ladies, July 5–6, 1881, and discussed such topics as the true sphere of the association, the geological and mineral interests of Virginia as affecting the future status of its schools, the practical utility of natural history in developing the industrial resources of the State, the educational needs of southern women and the means of meeting them, English language and literature, Greek, Latin, modern languages, algebra, geometry, &c. Secondary education received considerable attention, and was referred to a special committee for further consideration and for report at the next meeting. The need of endowment funds for educational institutions was dwelt upon by Professor Dreher, of Roanoke College, and legislation by Congress and by State legislatures for the support of schools and for the education of the people through them found an eloquent advocate in Hon. John Goode, of the Committee on Education and Labor of the United States House of Representatives.

The meeting is said to have been more numerously attended than the last, and the speakers were almost wholly representative men, of large ability, including Superintendent Ruffner and professors and principals of important educational institutions of the State. The meeting for 1882 was appointed to be held at Charlottesville, August 21 and 22.

## CHIEF STATE SCHOOL OFFICER.

**Hon. WILLIAM H. RUFFNER, *State superintendent of public instruction, Richmond.***

**[Third term, March 15, 1878, to March 15, 1882.]**

**Hon. Richard R. Farr has been chosen by a new legislature to succeed Dr. Ruffner.**

## WEST VIRGINIA

### SUMMARY OF EDUCATIONAL STATISTICS.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth of school age (6–21) | 202,364 | 205,087 | 2,723 | |
| Colored youth of school age (6–21) | 7,749 | 8,104 | 355 | |
| Whole number of school age | 210,113 | 213,191 | 3,078 | |
| Whites enrolled in public schools | 138,779 | 141,319 | 2,540 | |
| Colored enrolled in public schools | 4,071 | 3,884 | | 187 |
| Whole public school enrolment | 142,850 | 145,203 | 2,353 | |
| Average daily attendance, white | 89,022 | 88,807 | | 215 |
| Average daily attendance, colored | 2,682 | 2,459 | | 223 |
| Whole average daily attendance | 91,704 | 91,266 | | 438 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| School districts (former townships) | 363 | 365 | 2 | |
| Subdistricts in these | 3,529 | | | |
| Public high schools | 8 | 11 | 3 | |
| Public graded schools | 103 | 93 | | 10 |
| Public union schools | 20 | 12 | | 8 |
| Public ungraded schools | 3,680 | 3,796 | 116 | |
| Whole number of public schools | a3,811 | 3,912 | 101 | |
| Average time of school in days | 99 | 97 | | 2 |
| Frame and log school-houses | 3,458 | 3,604 | 146 | |
| Brick and stone school-houses | 99 | 100 | 1 | |
| Whole number of public school-houses | 3,557 | 3,704 | 147 | |
| School-houses built during the year | 152 | 167 | 15 | |
| Valuation of school property | $1,670,535 | $1,753,144 | $82,609 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 3,104 | 3,079 | | 25 |
| Women teaching in the same | 1,030 | 1,208 | 178 | |
| Whole number of teachers employed | 4,134 | 4,287 | 153 | |
| Average monthly pay of white men | $27 70 | $27 96 | $0 26 | |
| Average pay of white women | 29 28 | 28 70 | | $0 58 |
| Average pay of colored men | 29 22 | 27 37 | | 1 85 |
| Average pay of colored women | 28 72 | 24 70 | | 4 02 |
| RECEIPTS AND EXPENDITURES. | | | | |
| Whole receipts for public schools | $791,083 | $855,466 | $64,383 | |
| Whole expenditures for same | 716,864 | 761,250 | 44,386 | |
| STATE SCHOOL FUND. | | | | |
| Whole permanent fund reported | $423,989 | $441,947 | $17,958 | |

a Including the above 20 public union schools.

(From report of Hon. B. L. Butcher, State superintendent of free schools, for the two years indicated.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

For the State these continued to be a superintendent of free schools, chosen by the people for the term of 4 years; a State "board of the school fund," consisting of the governor, superintendent, auditor, and treasurer; a board of regents of the State normal school, consisting of the State superintendent and one person appointed by the governor from each congressional district; and a board of regents of the university, containing one person from each senatorial district, also appointed by the governor.

For each county there continued to be a superintendent of free schools, elected by the voters every 2 years, and a county board of examiners, consisting of the county superintendent and 2 experienced teachers, chosen by the presidents of the district boards of education in the county. For each school district in the county there was chosen by the people a board of education of 3 members, to continue in office 2 years.[1] For each subdistrict into which a district may be divided, there were 3 trustees appointed by the district board of education. Directors of a high school formed by the concurrent action of 2 or more districts are selected or removed at the discretion of the boards of education of said districts.

### OTHER FEATURES OF THE SYSTEM.

The State schools are free to all youth 6 to 21 years of age in the districts where established. Sufficient primary schools are to be provided for the instruction of all youth in the district entitled to attend; but separate schools for white and colored children are the rule, and there are separate funds for each. The elementary English studies only are required to be taught, but boards of education may add other studies. High and graded schools are authorized in districts where they are needed, subject, in all cases, to the vote of the people in said district whenever an additional tax is involved. Only duly licensed teachers are to be employed, who must keep the required registers of attendance, of studies, and of the number engaged in each, and make the required monthly and term reports to the secretaries of their respective boards, or forfeit the pay due them at the time. The school month consists of 22 days; the year for teaching, of 4 such months, unless a vote of the people in a district should call for a longer term. The free schools are sustained from the proceeds of a fund derived from the sale of United States land warrants; by an annual tax of 10 cents on the $100, with $1 capitation tax on each male citizen; by the proceeds of forfeitures, confiscations, and fines of the previous year; and by the income from such bank stock and United States bonds as may be held by the board of the school fund; while districts are required to raise enough, with the aid of the State money, to keep the primary schools open for at least 4 months in the year, the district tax in any year, however, not to exceed 50 cents on the $100, and the fund thus raised being used exclusively for teachers' salaries. For school-houses and all expenses beyond teachers' salaries, 40 cents on the $100 may be levied; while, for graded schools beyond the primary, 15 cents on the $100 and, for a high school, 30 cents on the $100 are allowed.—(School laws.)

### GENERAL CONDITION.

According to the State superintendent's review of the year, the outlook of popular education in the State was never brighter. The signs of general progress were the demand for better teachers; an increase, in some localities, of teachers' salaries; an improvement in methods of teaching; an increased interest on the part of parents; and improved school buildings, with better furniture and apparatus. The legislature of 1881 increased the duties and compensation of county superintendents, which resulted in an increased number of county educational meetings. That the colored people may have well trained teachers of their own race, the same legislature provided for the free education of 18 colored students at Storer College, Harper's Ferry, the selection to be made by the State superintendent from 9 appointment districts.

The statistics of 1880–'81, as compared with those of 1879–'80, show that, with an increased school population of 3,078, there was an additional enrolment of 2,353. The scholars were well provided for in 116 more ungraded and 3 more high schools, public graded schools, however, falling off 10. The average school term was 2 days shorter. Female teachers increased by 178 and the whole number of teachers by 153, a fair proportion to the new school-houses and enrolment. In the valuation of school property there was a gain of $82,609; in receipts, of $64,383; in expenditures, of $44,386; and in permanent fund, of $17,958. The only falling off, besides those before mentioned, was a decrease of 187 in colored pupils enrolled; of 438 in whole average daily attendance, about equally divided between whites and colored; of 25 in the number of male teachers, made up by an increase of females employed; and a slight decrease in the average monthly pay of teachers.

[1] Since changed to 4 years for the president and another member of the board.

### PEABODY FUND.

The amount given to the State in 1881 was $2,000, to be used in aid of teachers' institutes and of normal schools for the training of teachers.

### NEW SCHOOL LEGISLATION.

The colored people of the State having been to a large extent without competent teachers of their own race, the legislature of 1881 introduced into the school law a provision that the State superintendent of free schools should make arrangements with some suitable institution of learning in the State for the normal training of a number of colored school teachers, bearing to the colored population of the State a proportion equalling that borne to the white population by the non-paying white students in the State normal schools, the sum to be paid for each of these new pupils not to exceed that for each non-paying white pupil. The law was promptly carried into effect through an appropriation made for the purpose by the legislature.

A considerable revision of the general school law also appears to have been made, increasing the duties and compensation of county superintendents and making the pay of teachers largely depend on the grade of their certificates of qualification.

## CITY SCHOOL SYSTEM.

### WHEELING.

*Officers.*—At the latest date of definite information the officers continued to be a board of education of 3 members from each subdistrict, with a superintendent of the city school district, appointed by the board and required to have had at least 3 years of successful practice in graded schools.

*Statistics.*—Wheeling, with a population of 30,737 in 1880–'81, had 10,673 children of school age, averaging 10½ years old, the males and females being of nearly equal numbers, with only 270 colored youth. Of these, 4,917, or 46 per cent., were enrolled, while 3,156 were in average daily attendance, which, although only 30 per cent. of the school population, was 64 per cent. of the enrolment. There were 8 brick school buildings, containing 8 graded schools, with 93 teachers, 83 holding first grade and 10 second grade certificates. School property was valued at $236,680, while expenditures for the year amounted to $60,248.

*Additional particulars.*—According to a new plan of organization and course of study, adopted in 1881, the highest department of each school is to be called a grammar school, all the subordinate departments are to constitute a primary school, and each is to bear the name of the subdistrict in which it is located. The grammar schools are to be of 4 grades, each covering a year; the primary, of 4 divisions, each with as many grades or sections as the superintendent may deem necessary or expedient. No high school is provided for, but the studies of the grammar grades include several subjects usually in a high school course, without, however, any foreign language.—(State report for 1881.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS.

The normal school of the State, established under act of 1867 as a department of *Marshall College*, Huntington, is under the control of a board of regents, assisted by a local committee. The same is the case with its 4 branches at Fairmont (1869), West Liberty (1871), Glenville, and Shepherdstown (1873). The course of study in each school continued to be of 3 years. Upon its completion normal diplomas are granted by the State superintendent under authority of the regents, the holders of them, however, to be subject to examination by the county superintendents after 1882. Tuition and books were free to State students agreeing to teach 1 year in the free schools of the State. To these schools 600 students, divided among the counties according to population, may receive appointments. Boys appointed must be 14 and girls 13 years of age.

*Storer College*, Harper's Ferry (1867), besides affording preparatory and academic courses for colored pupils, gives normal training, and for 1880–'81 reported 8 instructors and 170 normal students, including 18 selected colored teachers supported by the State. Of the whole, 13 were graduated, 10 of whom engaged in teaching. This college had a library of 3,100 volumes, increased by 200 during the year, while instruction was given in drawing and in vocal and instrumental music.

*Bethany College* offered in 1880–'81 a teachers' course in natural philosophy of 6 to 10 weeks, affording laboratory work in verification and illustration of the instruction given.

### TEACHERS' INSTITUTES.

During 1881 there were 60 county and 5 district institutes held, with a total enrolment of 4,410 and an average daily attendance of 4,078. This remarkable attendance

was attributed to the compulsory provision of the institute law and the employment of well known competent teachers, while out of these gatherings came an improved condition in school affairs. The 5 district institutes were held at Parkersburg, Fairmont, Charlestown, Lewisburg, and Wheeling, each continuing 5 days, under the personal supervision of the State superintendent, with Prof. E. V. De Graff, of Paterson, N. J., and Prof. J. J. Ladd, of Staunton, Va., as instructors at the first 4 mentioned, and several other distinguished teachers at the last. The expenses, except the janitor fees, were paid from the Peabody fund. These were regarded as the most successful institutes ever held in the State.

#### WEST VIRGINIA SCHOOL JOURNAL.

A useful paper under this title issued its first monthly number in November, 1881. Besides many articles for the benefit of teachers, it presents much interesting information as to current school matters in the State.

## SECONDARY INSTRUCTION.

#### FREE HIGH SCHOOLS.

The law of the State authorizes the organization of high schools in single districts or in 2 or more combined districts where there are advanced students needing the higher instruction of such schools. Eleven were reported for 1880–'81, a gain of 3 on the previous year, but, as then, without statistics of attendance, &c.

#### OTHER SECONDARY SCHOOLS.

For business colleges and private academic schools, see Tables IV and VI of the appendix; for preparatory departments of colleges, see Table IX; for full summaries of the statistics of each class of schools, corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*West Virginia University*, Morgantown, 1867 (non-sectarian), continued in 1880–'81 its classical, scientific, engineering, and military courses of 4 years each, with a course in agriculture of 2 years, while those of law and medicine were not yet fully developed. It also provided a preparatory course of 2 years and an optional one of select studies for such as might not desire a full course in any of the regular ones; also, a free course of 1 year in vocal music. During the year there were 12 instructors, with 97 preparatory and 58 collegiate students, a gain of 30 over the previous year. There were 5,000 volumes in the library, which was increased by 250 during the year. University property was valued at $110,000, with a productive fund of $109,000, and, for the year, a State appropriation of $11,500.—(Catalogue and return.)

*Bethany College*, Bethany (Christian), in 1880–'81 continued its classical, scientific, and ministerial courses of 4 years each and 3 special courses in engineering, physics, and chemistry, with an academic preparatory course of 2 years, in some cases reduced to 1 year; also, irregular and graduate courses—all being open equally to both sexes. There were 8 instructors, with 67 students. Graduated since the opening of the college, 575.—(Catalogue and return.)

*West Virginia College*, Flemington (Free-Will Baptist), offered preparatory, academic, classical, philosophical, literary, normal, and musical courses of 3 years each, with undefined commercial, military, and select courses. It reported 11 instructors and 30 students in the freshman class, with college property valued at $15,000, and 600 volumes in the library.—(Catalogue and return.)

*Shepherd College*, Shepherdstown (non-sectarian), presented no definite collegiate course, though it offered collegiate instruction to follow the normal course mentioned under Training of Teachers. Two instructors, with 71 normal students, male and female, were reported for 1880–'81.—(Catalogue.)

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

West Virginia and Shepherd Colleges continued to admit women to equal privileges with men and Bethany College had opened its doors to them.

For institutions at Clarksburg, Parkersburg, and Wheeling admitting women only, see Table VIII of the appendix; for a summary of the statistics, the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

*West Virginia University* continued to offer in 1880–'81 its previously mentioned scientific course of 4 years for the degree of B. S.; an engineering course, in which the studies of the first 3 years are the same as in the scientific, while the senior year is devoted to studies belonging directly to that department, including civil and military engineering; and an agricultural course of 2 years.

*Bethany College* also offered a scientific course of 4 years; a special course in engineering, with no fixed time; a teachers' course in natural philosophy of 6 to 10 weeks; and a special course in practical chemistry.

For statistics of each college, see Table X of the appendix; for a summary of the statistics of all reporting, see the report of the Commissioner preceding.

### PROFESSIONAL.

*Theological.*—As far as known, the ministerial course in Bethany College affords the only theological instruction in the State. The course of 4 years embraces the school of sacred literature, of ancient languages, of mathematics and astronomy, of natural science and mental philosophy, belles lettres, and political economy. It reported 8 students.

*Legal.*—In the West Virginia University, the full legal course embraced common, statute, and mercantile law, equity, and evidence, with constitutional and international law, these last not required of students fitting themselves for ordinary practice. Besides daily examinations, there were term examinations at the close of each session, certificates of distinction being given to those whose entire examinations had been uniformly good. The course appears to cover the university year.— (Catalogue.)

*Medical.*—This department of the same university continued in 1880–'81 its lectures on anatomy, physiology, and hygiene, the class being made up of those in the junior college class who were required to study anatomy and physiology as a part of their course, of certain State cadets who elect to take this course, and of regular medical students. The interest taken in this course of study, shown by punctual attendance and evident comprehension of the instruction given, was very gratifying. The course of instruction begins with the winter term, in November, and continues to the close of the university year, in June.—(Catalogue.)

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The West Virginia Institution for the Deaf and Dumb and the Blind, Romney (1870), gave in its report for the two years ending in September, 1880 (the last received), 163 deaf-mutes and 54 blind youth as having been instructed in the ten years of its work. Of these, 93 deaf-mutes and 31 blind pupils had been graduated or regularly discharged, many of whom were then self supporting and industrious men and women. In 1879–'80 there were 94 deaf and dumb and 36 blind inmates, a total of 130. For 1880–'81 a return gives 30 blind pupils under 3 teachers, and the American Annals of the Deaf and Dumb gives 78 as the whole number of deaf-mutes at the close of 1881, with 6 teachers. The common English branches were taught, including drawing for the deaf-mutes, selected classes from whom received special instruction in articulation and lip reading, while the studies for the blind reached the higher branches and music. The industries were carpentry, cabinet work, shoemaking, tailoring, broom and mattress making, chair caning, and printing. The mattress, broom, and chair shops were reserved for the blind boys, while the girls made all their own clothing and the underwear of the boys. The course of instruction covers 8 years, and in the blind department extends from the embossed alphabet up through all the grades of the highest academic branches, while the deaf-mute is confined to the study of language until he has acquired a sufficient knowledge of it to begin the study of the ordinary school branches.—(Biennial report and return.)

## EDUCATIONAL CONVENTION.

### WEST VIRGINIA EDUCATIONAL ASSOCIATION.

No information has reached this Bureau in reference to a meeting of this body in 1881.

## CHIEF STATE SCHOOL OFFICER.

Hon. BERNARD L. BUTCHER, *State superintendent of free schools, Wheeling.*

[Term, March 4, 1881, to March 4, 1885.]

## WISCONSIN.

### STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (4–20) | 483, 229 | 491, 358 | 8, 129 | |
| Public school enrolment | 299, 457 | 300, 122 | 665 | |
| Average daily attendance | 197, 510 | 190, 878 | | 6, 632 |
| Youth attending private schools | 25, 938 | 26, 252 | 314 | |
| Attending State normal schools | 1, 880 | 1, 898 | 18 | |
| In academies and business colleges | 2, 258 | 2, 826 | 568 | |
| In collegiate and theological schools | 2, 587 | 2, 971 | 384 | |
| In State charitable and reform schools | 948 | 966 | 18 | |
| In other benevolent institutions | 700 | 972 | 272 | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of districts | 5, 604 | 5, 645 | 41 | |
| Number reporting statistics | 5, 561 | 5, 588 | 27 | |
| Districts that lent books to pupils | 622 | 579 | | 43 |
| Number of ungraded schools | 5, 533 | 5, 369 | | 164 |
| Number of graded (including high) schools. | 451 | 474 | 23 | |
| Number of high schools | 110 | 117 | 7 | |
| Total public schools | 5, 984 | 5, 843 | | 141 |
| Average term in days | 162. 5 | 175. 6 | 13. 1 | |
| Town and school district libraries | 318 | 274 | | 44 |
| Public school-houses | 5, 667 | 5, 754 | 87 | |
| Value of public school property | $5, 303, 298 | $5, 522, 657 | $219, 359 | |
| Number of private schools | 489 | 465 | | 24 |
| TEACHERS AND THEIR PAY. | | | | |
| Number of men teaching | 2, 918 | 2, 721 | | 197 |
| Number of women teaching | 7, 197 | 7, 198 | 1 | |
| Whole number of teachers | 10, 115 | 9, 919 | | 196 |
| Average monthly pay of men in cities | $85 74 | $93 85 | $8 11 | |
| Average pay of women in cities | 35 06 | 36 25 | 1 19 | |
| Average pay of men in counties | 37 14 | 35 39 | | $1 75 |
| Average pay of women in counties | 24 91 | 25 21 | 30 | |
| Number of teachers in private schools | 804 | 852 | 48 | |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for public schools | $2, 697, 801 | $2, 178, 219 | | $519, 582 |
| Whole expenditure for public schools | 2, 230, 772 | 2, 279, 103 | $48, 331 | |
| EDUCATIONAL FUNDS. | | | | |
| Amount of public school fund | $2, 747, 844 | $2, 790, 214 | $42, 370 | |
| University fund | 226. 461 | 226, 797 | 336 | |
| Agricultural college fund | 267, 331 | 271, 940 | 4, 609 | |
| Normal school fund | 1, 070, 674 | 1, 098, 467 | 27, 793 | |

(From reports of Hon. William C. Whitford, State superintendent of public instruction, for the two years indicated, with return from the same for 1879–'80 and from his successor, Hon. Robert Graham, for 1880–'81.)

## STATE SCHOOL SYSTEM.

### OFFICERS.

A State superintendent of public instruction, elected by the people for two years, has general supervision of the common schools. Each county has a school superintendent, who is elected by the people for two years, and such counties as have over 15,000 population may have two if the board of supervisors shall so determine. District school affairs are managed by district boards consisting of the director, treasurer, and clerk, who are elected at district meetings and hold office for 3 years, with annual change of one. In towns which have adopted the township district system, the schools are under boards of school directors composed of the clerks of the various subdistricts. Free high schools are in charge of boards of 3 members, comprising a director, treasurer, and clerk; but, in cities not under county superintendents that become high school districts, the city board of education acts as a high school board. State normal schools are controlled by a board of regents, consisting of the governor, the State superintendent, and 9 others, who are appointed by the governor, with the approval of the senate. Women are eligible to election as district, town, or county school officers.

### OTHER FEATURES OF THE SYSTEM.

Public schools are supported from the income of a State school fund and from local taxation. The latter must, in each district, equal the amount last apportioned to it from the State fund, the basis of such apportionment being the number of resident youth 4 to 20. Each district, in order to receive its share, must sustain a common school, taught by a qualified teacher, for 5 months (in exceptional cases 3 months) each year, must have reported its school statistics according to law, and taken an annual school census. The law requires yearly reports to be made by district clerks, town clerks, county superintendents, and the State superintendent. Public schools must be nonsectarian and are free to all resident youth 4 to 20; pupils over 20 and non-residents may be admitted and instructed gratuitously or on the payment of tuition fees. Parents and guardians are required to send to public school at least 12 weeks in each school year all their children between 7 and 15 not disqualified for study, unless their education has been otherwise provided for; and a fine is imposed on those who violate the law. Exception is made, however, in case the residence of a parent or guardian be situated 2 miles from the school-house or in case the labor of a child be necessary to the support of parent, brother, or sister. Teachers, to be legally employed, must have certificates of qualification, and they must keep a daily register or forfeit pay. Teachers' certificates, granted by county superintendents on examination, are of 3 grades. State diplomas, good for 5 years or for life, are given by a board of examiners appointed by the State superintendent. The superintendent also has power to grant diplomas to graduates of the normal schools (which are good for 5 years), of the State university, and of other colleges in the State with equivalent courses, after they have taught successfully a certain length of time (which are good until annulled).

The system comprises, besides the common schools, public, high, and State normal schools, teachers' institutes, and a State university. There are also State institutions for the blind and deaf and a State reform school.

### GENERAL CONDITION.

The statistics show an increase of over 8,000 in the number of youth of school age, with only 665 more enrolled in public schools and an average attendance 6,632 less than the preceding year. Attendance in the counties was reduced by bad weather in the winter, as well as by the prevalence of contagious diseases. The superintendent thinks the decrease would have been greater but for the compulsory law. In the cities there was a gain of nearly 2,000 attending public day schools and of as many more in the evening schools. More school districts by 41 were organized and more by 27 sent reports. The apparent decrease of 141 in the number of public schools taught arises from different methods of reporting, there being in fact an increase in some counties. In 1879–'80 each department was returned as a school, but in 1880–'81 all departments in a building were regarded and reported as one school. Seven more high schools and 23 more graded schools were so reported. Fewer private schools were taught, but more pupils attended them; in the cities, children were taken from these and sent to public schools. Public school-houses increased by 87 and the value of all public school property by $219,359. Fewer teachers were employed, all the reductions but one taking place among the men. The pay of teachers was on the whole slightly increased; in the cities men are reported as receiving on an average $8.11 more and women $1.19 more a month, while in the counties men were paid $1.75 less and women 30 cents more. The superintendent reports a decrease in the number applying for certificates, and says teachers are seeking more remunerative positions in the trades and professions opened to them by the revival

in business. A larger amount of money was expended for public schools, although the reported receipts for them were less. There was an increase of $42,370 in the public school fund and of $27,793 in the normal school fund, while the university and agricultural college funds also increased somewhat.

The superintendent finds evidence of a steady and healthful advance in all grades of schools and methods of school work. He reports, also, greater harmony and zeal in the management and teaching of the schools; a more general recognition of the prominent defects in the public school system and more apparent willingness to remedy them; a slight growth of sentiment favorable to the employment of better teachers and for longer terms; a wider dissemination of information in respect to hygienic laws in their application to school-houses, grounds, and the care of children while in school, and a marked progress in methods of instruction in the country schools through the introduction therein of a graded system of study. This system consists of a classification of pupils into three grades with regular steps, promotion from one to the other being made according to fixed rules, and the arrangement of a simple but complete method of school records. Great importance is attached to the adoption of this system, and the most active labor has been given during the year to its introduction. As during the preceding year, circulars on the subject were sent to school officers and teachers; meetings of county superintendents were held to discuss the best means of instructing teachers and of enlisting the interests of school boards in the system. The course of study for teachers' institutes and the teaching given therein were based on this graded course for country schools; public addresses were made explaining it and reports of its workings were published in educational and other journals. The result has been beyond the superintendent's expectations, the system having been introduced into about one-fifth of the previously ungraded schools of the State.—(State report.)

### RECOMMENDATIONS OF THE SUPERINTENDENT.

The superintendent repeats former recommendations as to changes in the school laws with a view to securing (1) better qualification of teachers and their greater permanence; (2) the provision of text books free of charge to pupils; (3) the enforcement of attendance on teachers' institutes; (4) changes in the compulsory education law making the required 12 weeks consecutive, and providing for the appointment of officers to look after truant children, to prosecute parents and guardians for violation of the law, and prevent the unlawful employment of children. He also advises the enactment of laws defining the educational qualifications necessary for superintendents; making the appointment of two superintendents in counties having over 15,000 population compulsory instead of permissive, as now; levying an annual State tax of two mills on the dollar of taxable property for public schools, one-half of the proceeds to be apportioned on the basis of attendance; and making compulsory the introduction of the town instead of the district system of schools. He says the voluntary system has been in operation 12 years, with but little advantage, the town system being now in use in only 19 towns in 9 counties. A few others adopted it, but abandoned it, chiefly because of its unlikeness in some points to the system prevailing in a majority of the districts.

### KINDERGÄRTEN.

Ten schools of this class send reports for 1880–'81, and the State superintendent's report shows that 3 others were taught during the year. Five of them, situated in Milwaukee, enrolled 246 pupils, under 13 teachers. Two are reported in La Crosse and Oshkosh, while Madison, Sheboygan, Watertown, Beloit, Kenosha, and Neenah each report 1 such school; one of those at Oshkosh was attached to the State normal school.

A strong sentiment favorable to the introduction of this system into the public schools has been created by the efforts of intelligent people, particularly women, in a few of the larger cities, and in Milwaukee a complete and well furnished Kindergarten was established under the supervision of the board of education. The establishment in 1879–'80 of a Kindergarten department in connection with the normal school at Oshkosh resulted so favorably that in 1881 the board made similar provision for the school at Platteville. No report from this has yet appeared.

For statistics of Kindergärten, see Table V of the appendix, and for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

In the principal cities of the State, boards of education, assisted by city superintendents, have charge of school interests.

STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Appleton | 8,005 | 2,946 | 1,790 | 1,432 | 29 | $20,117 |
| Fond du Lac | 13,094 | 5,455 | 2,191 | 1,315 | 43 | 25,032 |
| Green Bay | 7,464 | 2,413 | 1,069 | 776 | 20 | 11,239 |
| Janesville | 9,018 | 3,384 | 1,701 | 1,325 | 41 | 18,112 |
| La Crosse | 14,505 | 4,531 | 2,637 | 1,635 | 44 | 34,348 |
| Madison | 10,324 | 3,480 | 1,951 | 1,756 | 36 | 22,129 |
| Milwaukee | 115,587 | 40,096 | 17,309 | 14,193 | 267 | 216,193 |
| Oshkosh | 15,748 | 6,180 | 2,287 | 2,081 | 54 | 31,825 |
| Racine | 16,031 | 6,296 | 2,388 | 1,552 | 46 | 29,962 |
| Watertown | 7,883 | 3,462 | 1,084 | 672 | 21 | 11,757 |

ADDITIONAL PARTICULARS.

All the cities given in the above table report graded courses of study covering from 8 to 12½ years. Milwaukee reports the lowest number, 8, but has beyond those 8 grades a high school with 4 years' courses, and has had normal classes beyond.

*Appleton* reports 7 public schools, taught in as many buildings, capable of seating 1,750 pupils; all but one of the buildings in good condition, all but 2 built of stone or brick, but only 1 of them properly ventilated; another school building needed; 4 private schools, with 10 teachers and 396 pupils. Semimonthly teachers' meetings were held.

*Fond du Lac* reports 19 graded and 6 ungraded public schools, one of the former a high school; 19 school buildings, capable of seating 2,800 pupils; the buildings all in good condition, but only 4 properly ventilated; the 43 school rooms well supplied with blackboards and 40 of them with dictionaries. Teachers' meetings are held semimonthly.

The *Green Bay* system comprised 1 ungraded and 4 graded schools. Of the 5 school buildings (3 of brick or stone), only 2 were in good condition and only 1 properly ventilated. Another building was needed, the existing ones being capable of seating only 1,000 pupils. Teachers' meetings were held monthly. Four private schools were taught, with 350 pupils, under 7 teachers.

In *Janesville* 6 graded schools, with 4 or more departments in each, including a high school, were taught in 6 buildings, capable of seating 1,801 pupils; all the buildings (which were of stone or brick) were in good condition and properly ventilated. The semimonthly teachers' meetings were well attended. Four private schools were taught, having 175 pupils, under 4 teachers. Many children leave school early to work in factories, and the number seems likely to increase rather than diminish.

*La Crosse* reports 13 graded and 3 ungraded day schools and 1 evening school, the latter with 80 pupils, under 2 teachers; 10 school buildings, 5 being of stone or brick, and all capable of seating 2,150 pupils; 1 house built during the year, but another needed; all but 1 of the 10 in good condition, but only 5 properly ventilated; and 4 private schools, with 600 pupils and 14 teachers. Meetings of the public school teachers were held weekly.

The *Madison* public schools were taught in 9 houses, capable of seating 3,480 pupils; all but 1 of the houses were of stone or brick, all in good condition and properly ventilated. Teachers' meetings were held weekly. There were 8 private schools, with 650 pupils attending.

*Milwaukee*, besides 26 graded public schools, had 13 free night schools, the latter with 2,030 pupils enrolled, under 59 teachers. Of the 26 school buildings all but 2 were of brick or stone, and all but 1 were reported in good condition. One was built during the year, but 6 others were required to accommodate the pupils, who were steadily increasing in number. Music, drawing, and German were among the branches taught in all the grades, and improvement is noted in the instruction given in all three. During the year there was much discussion in the board as to continuing German in the public schools, and able reports were presented on both sides, the result being a decision that it should be continued. The course of study below the high school extends over 8 years, the high adding 4 more. In this school the curriculum was reorganized during the year and 4 distinct courses were established: English-scientific, German-English, preparatory normal, and Latin-English. Greek was discontinued for the present, the number pursuing it being thought too small to justify its continuance. Efforts made by the board to secure economy in school administration led to a reduction in the pay of teachers during the first three years of service, defended on the ground of the youth and inexperience of a majority of them when appointed, although it is acknowledged that nearly all are normal school graduates and among the best in the force. By such economy the board was enabled to establish evening schools as an experiment, and the earnest-

ness with which they were attended by young men and women was surprising. The evening schools were maintained to the end of February. During the term several hundred persons were refused admission, the funds available being insufficient. There were 48 private schools, with 7,311 pupils, under 174 teachers.

*Oshkosh* reports 7 graded and 2 ungraded public schools, taught in 10 buildings, 8 of which were in good condition and properly ventilated; teachers' meetings held monthly; and 7 private schools, with 975 pupils.

*Racine* reports 7 graded and 2 ungraded public schools, 8 school buildings, all in good condition and properly ventilated; one more building required; a high school, with 93 pupils; and 8 private schools, with 954 pupils attending. Teachers' meetings were held semimonthly.

In *Watertown* the public schools comprised 5 graded (including 1 high) and 1 night school, the latter having 115 pupils enrolled. The 5 school buildings (all in good condition and well ventilated) were capable of seating 1,200 pupils. Teachers' meetings were held semimonthly. Five private schools reported 800 pupils under 15 teachers.

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

The 4 State normal schools, at Oshkosh, Platteville, River Falls, and Whitewater, report a total of 1,029 normal pupils attending during the year (381 men and 648 women) and 65 graduates, of whom 12 were from the advanced course. Certificates are given to students who complete the elementary course of 2 years, and diplomas to graduates of the advanced course, which requires 2 years more. Graduates of the full course, after teaching successfully for one school year, may have their diplomas countersigned by the State superintendent, which gives them the value of unlimited State certificates, good for life unless revoked for cause. In like manner graduates of the elementary course may receive the limited State certificate, good for 5 years. The State normal schools are sustained mainly from the income of a normal school fund and offer tuition free to such as agree to teach in the public schools of the State. They are under the control of a board of regents consisting of 9 members appointed by the governor, the latter and the State superintendent being members ex officio. The president of the board of regents reports a steady increase in the amount of professional training given in these schools. He thinks, too, that greater skill is shown by the teachers in blending the professional and academic instruction. President McGregor, of the Platteville school, notes a constantly increasing demand for graduates and undergraduates of that school to teach, and President Albee, of the Oshkosh school, makes a similar report.

The Kindergarten established at the Oshkosh school in May, 1880, fully met the expectations of its friends. The visitors say that the work done therein was admirable and think its introduction will be amply justified, even should the normal students learn nothing more from it than how to keep little ones busy and interested.

An important addition was made during the year to the Platteville building by the erection of a two-story wing, 45 by 65 feet, substantially built at a cost of $10,000.

A new State normal is to be established within a year or two at Milwaukee. That city has appropriated $50,000 for a building and donated five city lots as a site for it.

### OTHER NORMAL TRAINING.

*Milwaukee Normal School*, a department of the city school system, presenting a professional course of 1 year for the preparation of teachers for the city schools, reports 15 pupils during the year, of whom 13 were graduated.

The *National German-American Teachers' Seminary*, Milwaukee, gives free tuition in a 3 years' course of study and reports 19 normal and 12 other students during the year.

The *Catholic Normal School of the Holy Family*, St. Francis Station, reports 35 normal students, all men, and 10 graduates, all of whom engaged in teaching. There were 2 courses of study, of 3 and 5 years, respectively.

Some instruction for students expecting to teach is provided at Galesville and Lawrence Universities and at Milton College. Northwestern University, too, had a normal department in 1878, the date of the last catalogue received by this Office.

### TEACHERS' INSTITUTES.

Fifty-six institutes were held by State authority, having an enrolment of 3,757, a decrease for the year of 8 institutes and 686 enrolled. Most of them remained in session 2 weeks, only 16 having so short a term as 1 week. A large majority of the teachers attending had been trained in college, academy, normal school, or high school, only 1,079 having had no further advantages than those of the common schools. Besides the above, provided by the State, 11 private institutes were held by county and city superintendents. Seven of these lasted 1 week each; one, 2 weeks; and two, 5 to 6 weeks. The

decrease during the year in the number of institutes held by the State was owing partly to the private ones held and partly to the fact that the subjects discussed in the public institutes have been largely taken from primary school work, not specially interesting to teachers above that grade.

### EDUCATIONAL JOURNAL.

The Wisconsin Journal of Education, published monthly at Madison, under the editorship of the State superintendent and his assistant, continued to give valuable information on educational topics, as in preceding years. It is the organ of the State Teachers' Association and of the State department of education, and is one of the most useful journals of its class.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

State aid to the amount of $500 a year for the first five years is given, on certain conditions, to high schools organized under the school law. There were 117 high schools taught, 7 more than in 1879–'80; of these, 78 were aided from the fund and 39 were not. Thirteen new schools were organized under the law, and 20, whose five years had expired, were transferred to the list of those receiving no aid. If the law should remain unchanged it was said that 36 more schools would be added to the latter class in 1882. The State superintendent thinks the State aid should be continued in a majority of cases longer than 5 years, and advises a change to that effect in the law. This he thinks especially desirable in the smaller villages and more densely populated country districts, where the school taxes are already high. In both classes of schools there were enrolled 8,202 pupils, under 263 teachers. There were 3,566 pupils in these schools studying only the common school branches; 2,805 studied algebra and geometry, 3,640 the natural sciences, 1,155 modern languages, and 1,340 ancient languages. The graduates in 1881 numbered 462, of whom 159 were boys and 303 girls; the total number of graduates was 2,781 (960 boys and 1,821 girls).

### OTHER SECONDARY SCHOOLS.

The State superintendent reports statistics from 17 academies and 7 business colleges, having a total of 2,826 pupils, under 129 teachers. Of the pupils 1,198 belonged to the business colleges and 1,628 to the academies; the former sent out 24 graduates in 1880, the latter 53. For further statistics of such of these schools as report to this Office, see Tables IV, VI, and VII of the appendix; for pupils in preparatory departments of colleges, see Table IX, and for general summaries, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Reports in some form have come for 1880–'81 (see Table IX) from the University of Wisconsin, Madison; Lawrence University, Appleton; Beloit College, Beloit; Galesville University, Galesville; Milton College, Milton; Racine College, Racine; Ripon College, Ripon, and Northwestern University, Watertown. All these institutions, except Racine and Beloit Colleges, were open to both sexes; all but the university at Madison present arrangements as before for preparatory instruction; all continued their classical courses of 4 years; and all but one (Beloit College) had scientific courses of equal length. This offered, instead of the scientific, a philosophical course of 4 years, which embraced an amount of Latin and Greek considered necessary to a liberal education, but gave special attention to science and the modern languages. German and French form a part of the course in 6 of these institutions. Ripon College provides only for German, which here, as in several of the others, forms a substitute for Greek in the scientific course. The State university adds instruction in the Scandinavian languages, as well as technical departments in science. Two have departments of music and 3 of drawing and painting; 3 prepare for teaching and 3 for business.

The State superintendent received reports from 17 institutions claiming to be collegiate. Four of these, however, are by this Office classed with academies, 2 with colleges for women, and 1 with commercial colleges. All had a total attendance of 2,687 students; 174 students were graduated, 50 were candidates for the degree of A. B., and 34 for that of B. S.

The *State University* discontinued its preparatory department, with the exception of a class in Greek, strengthened its higher courses of instruction, particularly in the departments of practical knowledge, and increased the number of elective studies. The astronomical observatory was finished and successful work done in it; Ladies' Hall was reor-

ganized and suitable grounds were acquired for a gymnasium. The report of the board of visitors shows perfect harmony of opinion in regard to the results of coeducation. They say that the health of the young women in the university as well as their scholarship compared well with that of the young men and very favorably with that of young women in general. The policy of the university in regard to discipline is also approved and its results commended, the aim being to develop character through reasonable personal freedom. There has been for the last 6 years a gradual change in the relative number of students pursuing the three leading courses, the ancient classical in 1881 numbering 60 (21 more than in 1875), the modern classical 71 (45 more), and the scientific 76 (44 less). This change is ascribed partly to an advance in the admission to the scientific course, partly to the preference of young women for the modern classical course, and partly to the fact that the feeling in favor of a scientific as opposed to a classical education seems to be somewhat abated. Special students are becoming each year a more important element; few of them belong to the class of those who are unable to take the regular work; many who lack time or means for the full course, including often graduates of normal schools, remain one, two, or more years. Some, however, who wish to lighten the examinations engage for a time in special studies and then find their way into the regular classes.

For further statistics of the colleges and universities, see Table IX of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Besides the 6 foregoing institutions, open to both sexes, there are 4 especially for young women: the Wisconsin Female College and Fox Lake Seminary, Fox Lake (Congregational); Milwaukee College, Milwaukee (non-sectarian); Santa Clara Academy, Sinsinawa Mound (Roman Catholic), and Kemper Hall, Kenosha (Protestant Episcopal). The first three named report a total of 94 students in collegiate classes (4 of them being young men), 215 in preparatory departments, and 95 in special courses. Only 1, the Milwaukee College, reports itself as authorized to confer collegiate degrees. An academy for young men was organized in connection with the Wisconsin Female College in 1875, the young men entering the collegiate department if they wish and reciting in the same classes with the young women; the boarding hall is reserved for the young women exclusively. Latin, German, music, painting, and drawing are taught in this college; that at Milwaukee adds French to the above; at Santa Clara Academy the course comprises French, German, Italian, music, crayon, oil, and water color.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

As already stated, nearly all the colleges and universities present courses of instruction in general sciences. The State University makes provision for scientific and technical instruction in a general scientific course of 4 years, a department of agriculture, one of civil and mechanical engineering, and one of mining engineering and metallurgy, each course occupying 4 years. Applicants for admission to the agricultural and general scientific courses must pass an examination in natural philosophy, physiology, botany, and a certain amount of German or Latin, as well as in English grammar and analysis. After 1882 solid geometry will also be required. Students desiring to enter the engineering or mining department must be fitted for the sophomore year in the general science course. In agriculture prominence is given to such studies as chemistry, botany, and zoölogy. A term must be spent in the machine shop learning the use of tools, and two terms are given to practical work in horticulture. The study of agriculture does not involve manual labor on the farm; where such work is undertaken by students they are paid for it. Students who may not wish to take the full course in agriculture may take a 2 years' course or they are received as special students. The regents of the university report marked progress in this department, as well as in those of civil and mechanical engineering, mining, metallurgy, and mechanics; and the committee of citizens appointed by law to visit the university express the opinion that opportunities are afforded here for the training of young men as engineers, miners, chemists, geologists, farmers, and draughtsmen which are equal to those of the best special schools.

For statistics, see Table X of the appendix, and a corresponding table in the report of the Commissioner preceding.

### PROFESSIONAL.

*Theological* instruction is given in the Seminary of St. Francis of Sales, St. Francis Station (Roman Catholic), which reports 203 students and 34 graduates; in Nashotah House, Nashotah Mission, Waukesha County (Protestant Episcopal), which had 12 students and graduated 3; in the Mission House, Franklin (Reformed Church), with 11

students; and in the Lutheran Seminary, Madison, which is sustained by the synod of the Norwegian Evangelical Lutheran Church in America. This institution reports 13 theological students, all of whom had received a degree in letters or science. In the seminary at St. Francis Station the course extends over 10 years, pupils as young as 13 being admitted. They must be able to read and write English or German and must intend to become priests. Those admitted to the Nashotah House must also be candidates for priests' orders. All received in the theological department of the Lutheran Seminary are college graduates. No examination is required for admission to the Reformed Church school at Franklin.

These 4 schools reported to the State superintendent a total of 284 pupils (of whom 176 were in regular theological classes and 108 in preparatory), 48 graduates during the year, and 590 graduates in all.

For further statistics, see Table XI of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

The *law* department of the University of Wisconsin reports 52 students for 1880–'81, of whom 9 had received a degree in letters or science, and 34 graduates. This department has recently gained importance in the work of the university. The attendance fell off slightly during the year, through changes respecting admission and graduation; but, as the school is now organized, its diploma has much greater value. Candidates for admission must pass an examination in English branches, and if under 20 they must be college graduates. In order to graduate, two whole years must be given to the study of law, one of them under the faculty of this school, and a final examination conducted by the faculty before the annual board of visitors must be passed. The law library, the largest of its kind in the Northwest, is at all times accessible to the students and receives important additions each year.

For statistics, see Table XII of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

No *medical* schools are reported.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *Wisconsin Institution for the Deaf and Dumb*, Delavan, reports 179 pupils, organized in 10 regular classes under as many teachers; also, supplemental classes in articulation, to which special attention is given. Primary, intermediate, and academic branches are taught; also, such employments as shoemaking, cabinet work, and printing. An effort was made to secure a teacher in drawing, but funds proved insufficient. The State provides board and tuition free of charge for all deaf and dumb residents of Wisconsin between the ages of 10 and 25 who are of suitable capacity.

Provision is also made for the instruction of deaf-mutes in *St. John's Catholic Deaf-Mute Institute*, St. Francis, and in the *Wisconsin Phonological Institute*, Milwaukee. St. John's had 43 pupils during the year, who were taught religious doctrine, the common school branches, printing, shoemaking, agriculture, general housework, needlework, and fancy work. The Phonological Institute reports 21 pupils, who were instructed in the common English branches, gymnastics, drawing, and needlework. The articulation method is the only one used in this school, which is in charge of a board of visitors appointed by the Wisconsin Phonological Institute, a society organized in 1879 for the purpose of propagating the method of instruction by articulation. The funds of the society are sufficient to sustain only a limited number of indigent pupils, who are admitted without charge.

### EDUCATION OF THE BLIND.

The Wisconsin Institution for the Education of the Blind, Janesville, embraces in its course of study and training the common and high school branches, music (vocal and instrumental), and such employments as carpet weaving, cane seating, sewing, knitting, crocheting, and bead work. Each pupil is expected to spend an hour every day in some industrial occupation. During the year there were 83 pupils under instruction, and since the organization of the institution in 1850 there have been 299. No charge is made for board or tuition. The age for admission is from 8 to 21, and pupils may remain as long as is necessary to finish the course of study.

### REFORMATORY AND INDUSTRIAL TRAINING.

The *Wisconsin Industrial School for Boys*, Waukesha, reports 90 boys 10 to 16 years old committed to its care during the year, with 5 returned to it, the whole number attending being 525. They were divided into two classes, which alternately work and attend the school, where they are taught the common English branches. The school is divided into 5 departments, each with 3 classes, and promotions are made from the lower to the

higher after a written examination. The employments provided are the manufacture of shoes, socks, and mittens.

The *Wisconsin Industrial School for Girls*, Milwaukee, receives girls from infancy to 16, the conditions of commitment being destitution, vagrancy, or danger of becoming depraved. All remain in school 4 hours daily, and the younger ones 6 hours. They are taught the common school branches, history, domestic economy and science, besides housework, hand and machine sewing, cutting, and many kinds of fancy work. Seventy-five per cent. of those discharged are known to have become orderly and useful members of society.

The *Good Shepherd Industrial School* (for girls), Milwaukee, under the care of the Roman Catholic Church, is partly sustained by the county. Plain and fancy sewing and knitting, washing, ironing, and all domestic employments are taught; also, reading, writing, spelling, and arithmetic.

Four orphan asylums, 3 of them in Milwaukee, admitting only girls, and 1 at La Crosse, for boys, report an aggregate of nearly 300 children. Three are supported by the Roman Catholic Church; the other, which is not denominational, by the contributions of friends. The children are instructed in reading, writing, arithmetic, and housework, and when old enough to be useful are provided with homes.

## EDUCATIONAL CONVENTIONS.

### WISCONSIN STATE TEACHERS' ASSOCIATION.

The twenty-ninth annual meeting of this association was held at Appleton July 6–8, 1881, President I. N. Stewart in the chair.

After the usual introductory exercises, Prof. F. H. King delivered a lecture on "The modern doctrine of evolution," accompanied by illustrations. On the following day an address of welcome was delivered by Mayor Humphrey Pierce, which was responded to by Ex-President W. H. Beach. President Stewart then delivered the annual address. This was referred to committees for consideration of and report on various topics embraced, such as "State certificates," "sanitation of school buildings," "normal schools and institute work," and "colleges and universities." President G. S. Albee, chairman of the committee on a course of reading for teachers, submitted a report, presenting a course for 4 years, which embraced, besides professional works, choice selections from history, fiction, belles lettres, and science. A paper on "Examinations in school, their methods and functions," prepared by Principal M. S. Frawley, was read by Superintendent Neill and discussed by President Stewart. Dr. Peet, of the Wisconsin Academy of Arts and Sciences, spoke of certain investigations concerning the Wisconsin mounds, and asked the aid of teachers in the resurvey of these mounds. Miss Etta S. Carle read a paper on "Naples and its surroundings," and Miss Mary A. Wadsworth, one on "Thackeray." After the election of officers for the ensuing year, the committee that had under consideration the subject of State certificates presented a report, adopted after some discussion, expressing a belief that the present laws on the subject give general satisfaction and recommending that no action in the matter be taken. A paper was read by Principal J. M. Rait on "Ungraded and backward pupils: what shall we do with them?" and one relating to sanitary matters connected with school work, by Dr. Chittenden, of the State board of health. E. G. Haylett read a paper on drawing, illustrating it by use of the blackboard, and Prof. N. M. Wheeler, one on "The machine in education." An abstract of a paper on "The practical in education," by President Albee, was read, and after the adoption of resolutions and some other business the association adjourned.

### MEETING OF COUNTY SUPERINTENDENTS.

The semiannual meeting of county superintendents usually held in connection with the State association took place on Thursday afternoon, July 7, the addresses and papers comprising "Examinations in theory and art of teaching," "Township system of school government," "Uses and abuses of the county superintendency," "Is a uniformity of teachers' examinations throughout the State desirable?" and "Difficulties in grading country schools." There were present 18 county and 5 city superintendents, besides State Superintendent Whitford (who presided) and his assistant, S. S. Rockwood.

### MEETING OF INSTITUTE CONDUCTORS.

The annual meeting of institute conductors was held at Appleton July 5, 1881, State Superintendent W. C. Whitford presiding. The best methods of teaching the various common school branches were presented and discussed, Prof. R. Graham presenting the subject of reading, Prof. A. J. Hutton arithmetic, Prof. J. B. Thayer writing, and Prof. A. Salisbury language. Prof. A. F. North read a paper showing how exercises in local history may be profitably given, and Mr. Chandler and others discussed the question of

examination in connection with the institutes. In the evening State Superintendent Whitford read a paper on "Future work in the gradation of country schools;" Superintendent James T. Lunn read one entitled "Lessons learned in introducing the graded system into country schools," and several other superintendents gave their experience and views on the subject. On the following day Prof. A. J. Hutton presented "Drawing;" Prof. J. B. Thayer, "Geography;" Prof. A. Salisbury, "United States history and government;" Prof. A. A. Miller, "Good behavior;" and Professor Graham, the "Theory and art of teaching."

## CHIEF STATE SCHOOL OFFICER.

Hon. WILLIAM C. WHITFORD, *State superintendent of public instruction, Madison.*

[Second term, January 5, 1880, to January 1, 1882.]

Hon. Robert Graham was chosen to be Mr. Whitford's successor at the election in November, 1881.

## ALASKA.

### GENERAL EDUCATIONAL CONDITION.

#### MISSIONARY SCHOOLS.

Nearly all the information at hand as to schools in Alaska for 1880–'81 relates to those sustained by the Presbyterian Board of Home Missions, which has schools at Sitka, Fort Wrangell, and among the Chilkat tribe of Indians, employing 11 missionary teachers in this field.

At Sitka the school attendance increased considerably during the year, the average being 230 pupils. This increase is ascribed to a compulsory attendance law proclaimed and enforced by Captain Glass, in command of the United States ship Jamestown. A much needed training school or boarding school for boys was opened at Sitka in November, 1881, and in December it numbered 25 pupils. Its beginning was made by a few boys who complained that they could not study while living at home, on account of the quarrelling and carousing there, and obtained permission to sleep in the school-house. They brought their own blankets and picked up food as they could. Others joined them, and as the number increased an old hospital building was fitted up for their use and a teacher moved into it with them.

The boarding and day school at Fort Wrangell made steady progress, from 90 to 100 pupils attending during the winter terms. A school among the Chilkats, established in 1880 and at first taught only by a native, had 60 to 80 pupils, who were learning words of 3 letters and improving rapidly, being very desirous to advance. At the Chilkat station, which has been named Haines, a substantial two story frame building was erected as a residence for the teachers, and another building purchased and refitted for the school.

Besides these schools two others were opened during the summer among two large and powerful tribes not previously provided for, the Hydah and Hoonyah.

As the superintendent of this work (Dr. Sheldon Jackson) remarks, the difficulties of providing suitable buildings for teachers and schools in a region hundreds of miles from a saw mill and 1,500 to 2,000 miles from stores of supply can be little appreciated in the older sections of the country. The lumber, hardware, glass, and carpenters for the Chilkat school at Haines were brought from San Francisco, Cal., and Portland, Oreg. The monthly mail steamer landed them, with teachers and superintendent, 100 miles from their destination, which was reached after considerable delay. Upon completion of the building here, men and materials were transported through the aid of Captain Glass, of the steamship Jamestown, to the principal village of the Hoonyah tribe, at the head of Lynn Channel, where a similar building was erected at Boyd; and a canoe voyage along the coast for about 500 miles brought them to the southern end of Prince of Wales Island, among the Hydah tribe, where a large native plank house was used, it having been found impossible to convey any lumber there.

#### OTHER SCHOOLS.

No recent information has come from the two schools of the Alaska Commercial Company on the Seal Islands, nor from the Russian schools at Unalashka and Belkovsky. These, with the missionary schools above noted, it is believed, comprise all that have been yet established in Alaska, leaving a population of fully 20,000 without any educational advantages whatever.—(Presbyterian Home Missions and report from Rev. Sheldon Jackson, superintendent.)

## ARIZONA.

### STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (6–21) | *a*7,148 | *b*9,571 | | |
| Enrolled in public schools | 4,212 | 3,844 | | 368 |
| Average daily attendance | 2,847 | | | |
| SCHOOLS. | | | | |
| Number of public schools | | 148 | | |
| Rooms for study | 101 | | | |
| Average duration of schools in days | 109 | | | |
| Estimated value of school property | $113,074 | $121,318 | $8,244 | |
| Number of private schools | | 9 | | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 48 | | | |
| Women teaching in public schools | 53 | | | |
| Whole number of public school teachers. | 101 | 162 | 61 | |
| Average monthly pay of men | $83 | $84 | $1 | |
| Average monthly pay of women | 70 | 68 | | $2 |
| Whole number of teachers in private schools. | | 15 | | |
| INCOME AND EXPENDITURE. | | | | |
| Total receipts | $67,028 | $58,768 | | $8,260 |
| Total expenditures | 61,172 | 44,628 | | 16,544 |

*a* School census taken by trustees in the spring of 1880.
*b* United States census, taken in the summer of 1880.

(From reports of Hon. Moses H. Sherman, territorial superintendent of public instruction, for the two years indicated.)

### TERRITORIAL SCHOOL SYSTEM.

#### OFFICERS.

A territorial superintendent of public instruction is elected by the people every 2 years and is associated with the governor and treasurer in a territorial board of education. The territorial board has general charge of the school system, and determines, among other things, the text books to be used and the terms on which teachers' diplomas are to be granted. The probate judge in each county is ex officio superintendent of the county public schools. For the examination of persons proposing to teach in these, the territorial superintendent appoints 2 persons to act with the judge as a county board of examiners and grant certificates to such as are found qualified. Three school trustees are elected by the people in each school district; in case of failure to elect, they are appointed by the county superintendent, subject to the approval of the territorial superintendent.—(Laws of 1879.)

#### OTHER FEATURES OF THE SYSTEM.

The public schools are supported from a territorial tax of 15 cents on each $100, apportioned to the counties according to the youth between the ages of 6 and 21, as ascertained by a biennial census; from a county tax of 50 to 80 cents, apportioned among the several districts within the county where raised, in proportion to the number that have

attended the public schools in said districts during the three months previous; and from a district tax voted by the residents of districts, should the territorial and county funds prove insufficient to maintain the schools 3 months. The board of education on examination issues certificates of 2 grades to professional teachers of experience and ability, one for life, another for 6 years. Teachers not holding such certificates must pass an examination by the county board of examiners, who may issue certificates good for 2 years. In order to receive any portion of the public school funds, schools must be taught by teachers duly examined and legally employed, and no sectarian doctrines must be introduced; school districts must also report according to law. Children between 8 and 14, unless taught regularly at home or in private schools or exempted on account of disability, must attend school for 16 weeks each year. This compulsory law, however, has not been enforced, owing to the lack of school accommodations.

#### GENERAL CONDITION.

The territorial superintendent expresses the conviction that a deep interest was taken in education by the people of the Territory during the year, and that a flourishing condition of the public schools exists, though the meagre statistics furnished by school officers failed to present this in any fair degree. For a time, however, he thinks the best results cannot be generally reached because of sparsely settled rural districts, short school terms, and small but costly schools.

## CITY SCHOOL SYSTEM.

#### TUCSON.

Tucson expended $4,527 for teachers' salaries in 1881 and $2,519 for other school purposes. The report of the principal of the public school states that the schools have been graded during the year into 3 divisions: primary, with 4 grades; grammar, with 4; and high, with scientific and literary courses of 3 years. The attendance in the primary and grammar grades was 234; that in the high school, if any had reached that grade, was not given. The school population was estimated at 1,500, the attendance in Roman Catholic schools at 450, leaving about 800 not attending any school.

## SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

There are two schools of this grade known to exist, one at Prescott and one opened or prepared to open in 1881 at Tucson. A third is indicated by the United States census of 1880, probably at Phœnix, as Superintendent Sherman speaks of high school work being done there.

## SUPERIOR INSTRUCTION.

#### TERRITORIAL UNIVERSITY.

The law provides for the establishment of a university, to be under the control of a board of regents composed of the governor, the judges of the supreme court, and three resident property holders of the Territory. It is to be supported by the proceeds of the university lands granted by the United States, by individual gifts, and by territorial appropriation; but has not yet been commenced, as the funds are insufficient.

## CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. MOSES H. SHERMAN, *territorial superintendent of public instruction, Prescott.*

[Term, January, 1881, to February, 1883.]

## DAKOTA.

STATISTICAL SUMMARY.[a]

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–21) | 39,742 | [b]50,000 | 10,258 | |
| Enrolled in public schools | 13,718 | 25,451 | 11,733 | |
| Number of these colored or Indian | 41 | | | |
| Average daily attendance | 8,530 | | | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Organized districts reported | | 1,255 | | |
| Schools or school rooms | 508 | 1,022 | 514 | |
| Number of these graded | | 41 | | |
| Number of sittings provided | 13,223 | | | |
| School-houses for public free schools | | 799 | | |
| Valuation of public school property | $214,760 | $532,267 | $317,507 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 212 | 346 | 134 | |
| Women teaching in the same | 308 | 687 | 379 | |
| Whole number of such teachers | 520 | 1,033 | 513 | |
| Average monthly pay of men | $32 31 | $33 00 | | |
| Average monthly pay of women | | 26 00 | | |
| INCOME AND EXPENDITURE. | | | | |
| Reported receipts for public schools | $255,000 | $363,000 | $108,000 | |
| Reported expenditure for them | 245,000 | 314,484 | 69,484 | |

[a] As the statistics reported to the territorial superintendent for 1879–'80 are said by him to be exceedingly imperfect, those here presented are from the United States census of 1880, except as regards receipts and expenditures, which are from a report of the governor to the Secretary of the Interior; the statistics for 1881 are from a report of the territorial superintendent for 1881.

[b] Estimated by territorial superintendent.

### TERRITORIAL SCHOOL SYSTEM.

#### OFFICERS.

A superintendent of public instruction is appointed by the governor, with the approval of the legislative assembly, for a term of 2 years. County superintendents, who may be either men or women, are elected by the people for 2 years. District boards, comprising a director, clerk, and treasurer, are elected for 3 years, 1 going out each year. No distinction of sex is made in the qualification of voters in district meetings.

#### OTHER FEATURES OF THE SYSTEM.

Public schools are supported from a county tax of 2 mills on the dollar, a poll tax of $1 on each elector, the proceeds of fines and forfeitures, and such special district taxes as may be voted by the people, the last, however, not to exceed 1 per cent. on the taxable property for school-houses and sites, 1½ per cent. for teachers' wages, fuel, and other contingent expenses, ½ of 1 per cent. for school furniture and apparatus, and $25 annually for each district library. County funds are apportioned to each district in proportion to the number of resident children and youth therein 5 to 21, and the public schools are free to all of that age. No district is entitled to its share of the fund unless it has sustained a school 3 months during the previous year and forwarded a report of school statistics to the county superintendent. Destitute children 8 to 14 are provided with necessary books. The Bible must not be excluded from the public schools; it may be

read 10 minutes daily, but without sectarian comment, and no pupil is required to read it contrary to the wishes of parent or guardian. Teachers must make reports of school statistics each term or forfeit pay; county superintendents must report annually to the territorial superintendent on penalty of like forfeiture, and the territorial superintendent must report annually to the governor. A territorial teachers' institute, lasting from 3 to 6 days, must be held each year at some convenient point by the territorial superintendent, if so requested in writing by one or more county superintendents; and if such request be not made he is required to hold institutes in three judicial districts, to continue not less than 6 nor more than 12 days.

### GENERAL CONDITION.

The public school statistics of this Territory for 1880–'81 are very meagre, owing to the fact that several of the larger counties failed to send any report to the territorial superintendent. Among the causes suggested for this failure are defective laws and the small pay of county superintendents, who receive only $3 a day for time actually employed and 5 cents a mile for travelling expenses, nothing being allowed for stationery, &c. Then, too, the reports when received must be far from adequate, since they only embrace statistics of the common district schools (generally ungraded), the larger cities and towns being managed by boards of education under special laws and not being required to report to the county superintendent.

The legislature failed to authorize the publication of the territorial superintendent's report for 1880–'81, but a brief one was printed by him at his own expense.[1] The superintendent's pamphlet was addressed especially to school officers and was intended to aid them in a better and more uniform enforcement of the laws, besides offering suggestions as to needed amendments, the principal change recommended being the adoption of the township system. This is described, the advantages of its application to the Territory are shown, and school officers are urged to use their influence in securing its adoption by the legislature. The same topic is treated by the governor in his report for 1881 to the Secretary of the Interior. The governor advocates the enactment of a United States law, applicable to all the Territories, establishing the township system; also, making provision for the collection of statistics, the keeping of public accounts, the maintaining of one or more normal schools in each Territory, and the organization of the university already provided for.

As in former years, the statistics are very imperfect and furnish little basis for comparison. Out of 49 organized counties, from 46 of which reports were due, only 33 made any whatever, and nearly all were accompanied by letters showing that they are not full and accurate. The financial statements are particularly deficient, partly because the local officers neglect their accounts and reports, but largely because the law is very imperfect and inharmonious in respect to these matters. The superintendent thinks that less than two-thirds of the school revenues appear in this report; that a full one would have made the receipts and expenditures each over $500,000. He thinks, too, that there were at least 1,800 organized districts, 1,700 schools, and 1,300 school-houses valued at $1,000,000, with nearly 50,000 children to be provided for.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

In the cities of Yankton, Fargo, Deadwood, Grand Forks, Vermillion, and Sioux Falls the schools are managed by boards of education established under the special laws chartering them.

### ADDITIONAL PARTICULARS.

The boards of education in the cities above named have large powers granted them, including power to levy taxes, borrow money, and issue bonds. The schools of Yankton have been longest in operation and have maintained a high grade of efficiency, while excellent work and good progress have also been secured in the other places named. The great error in the plan is the localization of all their experience and the entire lack of coöperation, even statistics not being furnished, except as locally published.

*Yankton* reports a slight decrease during the year, according to school censuses, in the population of the city, in the school population, and in public school enrolment, the last including 749 pupils in primary, grammar, and high grades; an average attendance of 479 pupils, under 14 teachers; and 10 public schools, taught in as many buildings, all but 2 of the latter owned by the board, having sittings for 569 pupils. The attendance fell off through fears of an epidemic and was partly absorbed by a newly established Catholic parochial school. Complaint is made of carelessness on the part of some parents as to

[1] The inadequacy of the superintendent's salary and other allowances has since been remedied.

the regular attendance of pupils. Still, with all these hindrances, better work was done by the regular attendants than during any previous year. No study out of school is required in any grades below the third grammar, and even in this and in the high school one hour a day of extra study is sufficient if the time in school be faithfully used.

## TRAINING OF TEACHERS.

### TERRITORIAL NORMAL SCHOOL.

A territorial normal school was organized October 15, 1881, at Springfield. Aid to the amount of $800 was received from the city; the annual charge for tuition is $15. Certificates are given graduates of the course (covering 3 years) which authorize holders to teach in the common schools without further examination.—(Return.)

### TEACHERS' INSTITUTES.

As already stated, the territorial superintendent is required to hold institutes, either a general one at some central point or else several in the judicial districts; but no public funds are allowed for the expenses of these meetings. Teachers are required to attend; and county superintendents may refuse to grant teachers' certificates to such as are absent without good excuse. Several institutes were held during 1880–'81 by the superintendent, among other places at Fargo, Jamestown, Elk Point, Swan Lake, Madison, Sioux Falls, Mitchell, and Marion Junction. County teachers' associations were also formed in several counties and attended by the superintendent, the sessions in some of them extending through two or three days and the work being of the character of that done at institutes. Other institutes were held in various counties by the county superintendents, and many brief but valuable meetings were held by teachers.—(Letter from superintendent.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOL.

No definite information for 1880–'81 has come from any public high school, except that at Yankton, although it is known that such exist in a number of the larger cities and towns of the Territory. That at Yankton reports 49 pupils and 4 graduates. The smallness of this class is explained by the fact that a year was added to the course of study, which would have left the school without any graduates in 1881 but that a few belonging to the senior year were able to complete the full course of 4 years in 3.

### OTHER SECONDARY SCHOOLS.

The provision heretofore made for advanced education in public high and graded schools is being supplemented by the establishment of academies, collegiate institutes, and colleges. Among these are the Academy of the Sacred Heart, Yankton (Roman Catholic), under the management of the Sisters of Mercy; a collegiate institute, Sioux Falls (Baptist), and the Dakota College, Spearfish, in the Black Hills, established by Congregationalists and having the equipment and aims of a high school or academy. The Academy of the Sacred Heart has buildings valued at $50,000. It has been successful from the beginning, and its patronage steadily increases. The Roman Catholic Church has also maintained schools at Bismarck, Deadwood, Holy Cross, and perhaps other places, all having a partially academic character.

For statistics of such as report, see Table VI of the appendix, and for a summary, see the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### TERRITORIAL UNIVERSITY.

The University of Dakota was by an early statute located at Vermillion; and a letter from the territorial superintendent says local enterprise was engaged in erecting buildings to cost $10,000.

### DENOMINATIONAL COLLEGES.

The Association of Congregational Churches for Southern Dakota having established a college at Yankton, the citizens gave $15,000 in money, besides grounds and other aids. A large and attractive building was in course of erection in the northern part of the city, the college having, meantime, been opened in leased apartments.

The Presbyterians of Northern Dakota and Minnesota organized a college at Casselton, Dakota, for which ample grounds were provided and a building was soon to be commenced, the numbers and wealth of its patrons promising a vigorous progress.—(Letter from territorial superintendent.)

## PROFESSIONAL INSTRUCTION.

### SCHOOLS OF SCIENCE, LAW, THEOLOGY, AND MEDICINE.

No steps appear to have been taken as yet towards the establishment of scientific or professional schools.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Dakota School for Deaf-Mutes, Sioux Falls, opened by private enterprise in November, 1880, became a territorial institution in March, 1881. The citizens of Sioux Falls, besides contributing liberally towards the school while it was a private one, gave 10 acres of land when the Territory took charge of it, the legislature having appropriated $2,000 to erect buildings. The school is free to deaf-mutes of Dakota. Only 5 were under instruction during the first year.

Besides the above there were 2 pupils from this Territory attending the Iowa Institution for the Deaf and Dumb, Council Bluffs, at a cost to the Territory of $15 a month for each.

Provision for the blind was made at the Iowa College for the Blind, Vinton, which had 3 Dakota pupils under instruction during 1880–'81.

## CHIEF TERRITORIAL SCHOOL OFFICER.

**Hon. W. H. H. BEADLE, *territorial superintendent of public instruction, Yankton.***

**[Second term, January 1, 1881, to January 1, 1883.]**

# DISTRICT OF COLUMBIA.

## STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Population of the District | a177,624 | | | |
| Whole school population (6–17) | a43,537 | | | |
| Colored school population | a13,945 | | | |
| Enrolment in public schools | 26,439 | 27,299 | 860 | |
| Colored enrolment in public schools | 9,505 | 9,583 | 78 | |
| Total average daily attendance | 20,637 | 20,730 | 93 | |
| Average daily attendance of colored pupils. | 6,412 | 7,292 | 880 | |
| Estimated enrolment in the private schools. | 5,781 | 5,000 | | 781 |
| SCHOOLS. | | | | |
| School rooms for study | 308 | 392 | 24 | |
| Seats provided | 21,526 | 21,733 | 207 | |
| Average duration of schools in days | 193 | 190 | | 3 |
| Value of public school property | $1,206,355 | $1,326,888 | $120,533 | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 34 | 35 | 1 | |
| Women teaching in public schools | 399 | 425 | 26 | |
| Whole number of teachers | 433 | 460 | 27 | |
| Colored teachers | 130 | 135 | 5 | |
| Average monthly pay of men | $90 16 | $91 13 | $0 97 | |
| Average monthly pay of women | 62 24 | 61 27 | | $0 97 |
| INCOME AND EXPENDITURE. | | | | |
| Total receipts for public schools | $476,957 | $555,644 | $78,687 | |
| Total expenditure for public schools | 438,567 | 527,312 | 88,745 | |

a United States Census of 1880.

(From reports and returns of Superintendents J. Ormond Wilson and George F. T. Cook for the two years indicated.)

## DISTRICT SCHOOL SYSTEM.

### OFFICERS.

The chief executive officer in 1880–'81, as previously, was a superintendent of public schools for whites in Washington and Georgetown and for both races in the rural districts, with another for the public colored schools in the two cities, both appointed by the District Commissioners to serve during good behavior or the pleasure of the ruling powers. To afford aid to the trustees in the selection of qualified teachers to be employed or promoted, a board of examiners is annually formed of the 2 superintendents, with others from the supervising principals and principals of individual schools chosen by the committee on teachers. The school board annually appoints supervising principals, who act as local supervisors in their respective divisions, under the direction of the superintendent.

### OTHER FEATURES OF THE SYSTEM.

The public schools are free to all resident children 6 to 17 years of age, and by a law of 1864 those 8 to 14 are required to attend at least 12 weeks each year, unless in other

schools or excused for cause. The want of school room has rendered this law inoperative, but as school buildings are increased it may come to be enforced. The white and colored pupils continued to be taught, with equal advantages, in separate schools, each being under teachers of the race to which they belonged; the fund is distributed to the schools in proportion to the school population of each race, each race having a high and a normal school. The city schools were of 8 grades, with high school classes rising gradually beyond these; the studies of each grade, including vocal music and industrial drawing, covered a year. In the rural districts there were graded and ungraded schools, according to the local density of the population. The school board decides what text books shall be used and appoints the teachers, determining their grade from reports of the examining board. Teachers must attend all meetings and special classes organized for their improvement, and must make such daily records and present such reports as are required, in order to receive their pay. Both teachers and pupils are required to protect themselves from small pox by vaccination or otherwise.

### GENERAL CONDITION.

The school record of the District for 1880–'81 was such as no combination of city and country need be ashamed of, the public schools enrolling almost 63 per cent. of the 43,537 children of school age. Adding the 5,000 reported as in private or church schools, about 32,300 of the school population, or over 74 per cent., were under instruction. The average daily attendance in the public schools was more than 47 per cent. of the whole number of school age and almost 76 per cent. of the number enrolled. There was an increase over the previous year of 860 in enrolment and of 93 in average daily attendance; 2 new school buildings were added during the year, with 24 rooms for study, 207 sittings, and 27 teachers; while the school term was shortened by 3 days. There was but a slight variation in the average monthly pay of teachers, that of males being 97 cents more, while that of females was less by the same amount. School property increased in value $120,533; while receipts for schools, increased by $78,687, were more than covered by an increased expenditure of $88,745.

### KINDERGÄRTEN.

During the year 1880, the Georgetown Kindergarten (1878) was discontinued, but was resumed in 1881, and a new school was opened in Washington by Miss Ogla Hesselback.

The others reporting were Capitol Hill Institute and Kindergarten (1877), Iowa Circle Graded School and Kindergarten (1879), National Kindergarten (1874), Industrial Home Kindergarten School, Georgetown (1880), and Fröbel Institute and Kindergarten (1875).

For further information respecting schools of this kind, see Table V of the appendix.

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS.

Normal instruction was given in the Washington Normal School for Whites (1873) and in the Miner Normal School for Colored (1877) in courses of 1 year; in the normal departments of Howard University (1867) and of Wayland Seminary (1865), in courses of 3 years each; while the Kindergarten Normal Institute (1875) reported courses of 1 or 2 years, with different diplomas. The Washington Normal School graduated a class of 20, who were immediately taken up as teachers. Miner School graduated a class of 18, and all but 1 engaged in teaching. The normal department of Howard University had 97 normal students, of whom 87 were in model classes. Wayland reported 103, of whom 39 were also in the theological department; while the Kindergarten Institute graduated a class of 9, all engaging at once in teaching.

### TEACHERS' INSTITUTES.

There is no change in respect to these since 1880. The law for semiannual institutes still existing, the practice is to hold more frequent meetings, called teachers' associations, for discussion of school questions.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The Washington high school for whites, having been retarded in its progress from its beginning by lack of suitable accommodations, closed the year 1880–'81 with the prospect of a new and commodious building in which to do its work in the future. In its 3 courses—academic and scientific of 3 years each and business course of 2 years—there was in 1880–'81 no change of studies from those of 1879–'80. In the boys' department there were 104 enrolled and 84 in average daily attendance and in that for

girls 130 enrolled and 100 in average daily attendance, giving an aggregate of 234 enrolled and of 184 ordinarily present, a gain of 55 in enrolment and of 34 in attendance over the previous year. For the first time in the history of this school, there was, in June, a ceremony of graduation, when certificates were conferred on 23 males and 33 females.

The high school for colored continued its 3 years' course of studies, including algebra, language, history, geometry, chemistry, astronomy, and mental philosophy. During 1880–'81 the school enrolled 75, retained 60 in average daily attendance, and graduated 12. The average per cent. in scholarship for the first year was 59.4; for the second year, 78.6; for the third year, 70.5; for entire course, 66.5 per cent., a falling off of .5 from last year.—(From information furnished by superintendents.)

#### OTHER SECONDARY SCHOOLS.

For information respecting business colleges, private academic schools, preparatory schools, or preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix. For summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*Georgetown College* (Roman Catholic), founded as a college in 1789, chartered as a university in 1815, reported in 1880–'81 its usual course of studies. After 2 rudimentary years come 2 preparatory and 4 classical collegiate, with a post graduate course, while there is a scientific course of comparatively low grade, covering 3 years, for which there is a brief English preparatory course. In the preparatory department were 147 students, with 3 instructors; in the classical and scientific, 80, under 19 instructors, with 11 graduate students. The college library contained 30,000 volumes, and the college property was valued at $325,000.—(Catalogue and return.)

*Gonzaga College* (Roman Catholic), Washington, reopened in 1848 and incorporated as a university in 1858, continued, in 1880–'81, to offer its college course, including Greek and Latin, with a non-classical course embracing the English language and literature, mathematics, and natural sciences; but no students appear to have then passed beyond a fair grade of preparatory studies.—(Catalogue.)

*Howard University* (non-sectarian) continued in 1880–'81 its preparatory and normal courses of 3 years each, classical of 4, and a literary course of 5 years, which last embraces the studies of the preparatory and college courses, except the Greek of the former and the Latin and Greek of the latter. Counting those pursuing this course, there were 35 students, 16 of whom were classical and 19 preparatory. There was a library of 7,000 volumes; property valued at $250,000; a productive fund of $20,000, affording for the year an income of $1,957; a congressional appropriation of $10,000, and a donation of $25,000 from Mrs. Valeria G. Stone, of Massachusetts.—(Catalogue and return.)

The *National Deaf-Mute College* became a department of the Columbia Institution for the Deaf and Dumb in 1864, with a preparatory course of 1 year and a collegiate one of 4, conferring degrees of B. A., M. A., B. S., B. L., and PH. B. on completion of the required courses. In this department there were 68 students, and in the preparatory 46, with 10 instructors for both. Since its foundation 234 had received instruction, of whom 32 were teaching.—(Catalogue, report, and return.)

*Columbian University* (1821) divides the studies of the college into 7 schools: English, Greek, Latin, and mathematics, of 4 years each; modern languages and natural science, of 3 years each; and a school of philosophy of 2 years. During 1880–'81 there were 80 preparatory students, with 2 instructors, and 39 in the college department, with 10 instructors. The degrees of A. M. and A. B. were conferred on 2 graduates. There was a library of 7,000 volumes; college property was valued at $300,000; and there was a productive fund of $100,000.—(Report and return.)

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

With the exception of Howard University, which gives equal privileges to both sexes, there are no public institutions of collegiate rank exclusively for women in the District.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

*Georgetown University* and *Columbian University* reported, as heretofore, scientific courses of 3 years each; the *National Deaf-Mute College*, one of 3 years. The polytechnic department of the National University, mentioned in the report of 1879–'80 as about to be established, had not in 1880–'81 been organized, and did not seem likely to be for some time to come.—(Catalogues.)

### PROFESSIONAL.

*Theological.*—The theological department of Howard University (non-sectarian) continued in 1880–'81 its examination of uncertificated applicants for admission to its 3 years' course, in which it had, under 4 instructors, 39 students, of whom 6 were graduated. Its students have access to the university library. Wayland Seminary (Baptist) reported also 39 students under 1 instructor, without note of graduations. It had a library of 1,900 volumes.—(Returns.)

*Legal.*—The law departments of Columbian University, Georgetown University, Howard University, and National University had, in 1880–'81, their previous courses of 2 years each, followed by a 1 year's post graduate course, the supreme court of the District of Columbia requiring 3 years of study for admission to the bar. Georgetown reported 38 students, including 7 post graduates; Howard, 13, conferring the degree of LL. B. on its 5 graduates; Columbian, 155; while the National graduated 30.—(Catalogues and announcements.)

*Medical.*—The National Medical College of the Columbian University, the medical department of Howard University, and the medical department of the University of Georgetown all continued their 3 years' graded courses, the last named extending its year to 8 months, the others retaining their 5 months' courses, Howard alone requiring a preliminary examination in English. Columbian, from a class of 44, graduated 5, Georgetown the same number from a class of 41, and Howard, having 81 students, graduated 12.—(Catalogues and return.)

The *National College of Pharmacy* continued in 1880–'81 to require for graduation and degree an age not less than 21 years, 4 years' experience in the practice of pharmacy, 2 full courses of lectures of 5 months each, and a 10 weeks' course in practical and analytical chemistry. The last course, as also that of analytical chemistry, must be taken in this college. Upon those who pass a satisfactory examination and are recommended by the board of examiners and faculty, the degree of doctor of pharmacy is conferred.—(Circular.)

For statistics of the legal, medical, and pharmaceutical schools, see Tables XII and XIII of the appendix.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Columbia Institution for the Deaf and Dumb, on Kendall Green, near Washington (1857), including the collegiate department (called the National Deaf-Mute College), reported 114 students for 1880–'81, of whom 103 were males and 11 females. Of these 68 were in the college and 46 in the primary department. No change is noted, except that the lower preparatory class of the college was removed to the primary department and made the advanced class of that department, leaving only the advanced preparatory below the freshmen, now called the introductory class. No mention is made of the results of teaching articulation, reported in 1879–'80 as being very encouraging, or of graduations.—(Twenty-fourth report.)

### EDUCATION OF THE BLIND.

There being no institution for the blind in the District, the Government, up to 1880–'81, continued to make provision for them in the Maryland Institution for the Blind. During the year the United States beneficiaries from the District numbered 17, 9 males and 8 females, most of them said to be bright and promising scholars. Their studies reached as high as algebra, geometry, history, and rhetoric, with vocal and instrumental music, the institution having 10 pianos and a grand organ with water motor. The industries were piano-tuning, broom and mattress making, chair caning, plain and fancy sewing, knitting, and use of sewing machine.—(Twenty-fourth report.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The *Reform School of the District of Columbia* (1869) up to July 1, 1881, had received 713 boys; during the year it had 219 under training, 60 of them committed in 1881 and 67 discharged on good behavior, while 14 left without consent. Of the 60 committed, 75 per cent. were 12 to 15 years of age, 7 were orphans, 11 fatherless, 12 motherless, while only 30 had both parents living. Neither accident nor death had occurred during the year; progress in studies was very satisfactory, as were also results of the industries on the farm and in the garden and shops, in which last the boys were trained in shoemaking, tailoring, and chair caning. Many improvements around the buildings were completed, and additional land, purchased with money from the estate of Jay Cooke & Co., was put under cultivation.—(Report.)

The *Industrial Home School*, Georgetown (1864), supplies a much needed charity. It is neither an orphan asylum nor a reformatory school. It is a child saving institution,

receiving children of either sex who are left in such a condition as to endanger their future welfare, such as orphans and children of dissolute and destitute parents. While providing a Christian home for such, it aims to give a moderate amount of education for head and hand. For 1880–'81 it reported 109 inmates. The school department is organized and furnished with teachers by the District board of trustees of public schools. For the children below the school age there is a Kindergarten. The industries are work on grounds around the buildings, in the garden and greenhouse, in carpentry, shoemaking, general housework, and sewing. During the year a greenhouse was completed and put in operation, the grounds were graded and ornamented, swimming and fish ponds excavated, and foundations laid for a cottage. Congress appropriated toward its support $10,000.—(Report.)

CHILDREN'S HOMES AND ORPHAN ASYLUMS.

*St. Joseph's Male Orphan Asylum* (1855) reported 110 inmates for 1880–'81; *St. Vincent's Female Orphan Asylum*, 115; while the *Branch St. Vincent Female Orphan and Industrial Asylum* had 40. The 2 former give elementary instruction in school studies and household industries. The pupils of the last are admitted at 13 to 20 years of age and are retained from 4 to 6 years, according to their capacity for instruction; are given a fair English education, with German and French, and trained in housekeeping, laundry work, and common and ornamental sewing. When thus prepared to teach or to do useful work in families they are furnished with suitable homes. The institution is self sustaining by the sale of the useful and ornamental work of the pupils.—(Special report.)

*Washington City Orphan Asylum* throughout its history of 67 years has been managed by the ladies of the city, and is entirely dependent on the charities of the public. It reported, for 1880–'81, 160 inmates, mostly small boys and girls, taken from the destitution and poverty of the city, of whom 5 were adopted, 9 indentured, 36 reclaimed by parents and friends, while 2 were sent to the reform school. For school instruction there are juvenile and senior departments. Dr. J. C. Hall, one of the trustees of the institution, left a bequest from which a memorial hall was nearly completed at the close of the year.—(Report.)

The *German Protestant Orphan Asylum*, Uniontown (1879), in its second annual statement, October, 1881, reported $3,453 received for its work and $3,360 expended. It had 41 inmates, 21 boys and 20 girls, of whom 6 were whole and 35 half orphans. Children are admitted at from 3 to 11 years of age and trained in elementary studies; the boys are also taught garden work and the girls housework and sewing. At suitable ages they are placed in homes under the care of officers of the institution till of age. The association received during the year, through congressional aid, a deed in fee simple for the whole property.

The *National Association for the Relief of Destitute Colored Women and Children* was incorporated by an act of Congress in 1863 to provide for such a suitable home, board, clothing, and instruction, and to bring them under Christian influence. Duly appointed officers are to enforce discipline, impart instruction in useful knowledge and in some regular course of labor, and establish rules for the preservation of health as well as for physical, intellectual, and moral improvement, and to bind out by indenture such children as may be deemed capable of learning a trade. During 1881 there were 135 inmates, of whom 7 were old women and 128 children. The school of the home was made a part of the public school system of the District in February, 1880, since which time it is reported to have made marked progress, the standard during the year being raised to comprise 3 grades. All the children of 6 years of age and upward were enrolled in the school, averaging 65.8 per cent. of the inmates. In the industrial department there were made by the children 1,891 articles of bedding, clothing, and all else used in the institution, except hats and shoes, besides 102 pairs of stockings knit by the children and aged women. Only in exceptional cases are children admitted under 3 years of age, and none retained beyond the age of 11 or 12, or until suitable homes are found for them. An appropriation of $6,535 from Congress is acknowledged for 1881.—(Nineteenth report.)

TRAINING OF NURSES.

The Washington Training School for Nurses (1877) reported, for 1880–'81, 7 instructors, 24 pupils (making 40 since opening), and 3 graduates, all of whom continued in the profession. The full course of studies covers 2 years of 42 weeks each. The only income was from membership dues. The demand for trained nurses was increasing, and graduates are certain of constant and remunerative employment. For admission, candidates must be not less than 20 years of age and must furnish evidence of good moral character and sound health. The second year must be passed in nursing in hospitals and private families, under the direction of teachers, at the close of which time those who have fully met all the requirements and have passed a satisfactory examination receive a diploma.—(Return and fourth announcement.)

### TRAINING IN ART AND MUSIC.

The *School of the Washington Art Club*, under Mr. Edmund Clarence Messer, proceeds upon the idea of individual instruction in drawing with pencil, coal, or crayon by professional methods. No classes are formed, but each student is trained to examine objects for himself and to represent them as he sees them. There is, consequently, no drawing from the flat, but only from models, from nature, and from life, instruction in perspective being given throughout. The school is yet in its infancy, but hopes to enter, before long, into better quarters, with greater facilities for useful and effective work.—(Personal information.)

In the *Art School* of Mrs. S. E. Fuller (who gives lessons in the public schools on the Walter Smith system) the plan of instruction is essentially the same as that of Mr. Messer, above mentioned, individual instruction being given to each student and each being trained to study nature and the works of those who best interpret her. A collection of casts and models enables students to study object drawing. Life classes are taught on two days of the week. A class of 47 students appears in the catalogue for 1880–'81.—(Twelfth catalogue.)

The *Rouzee Art School* of Mr. W. M. Rouzee employs the method known as the block system, which, after a pupil has become familiar with the rudiments of plain perspective, consists in drawing the outline of objects, or groups of objects, and the shadows belonging to them by straight lines and angles showing height and breadth at different points. The eye is thus trained to the true character of curves and angles. Pupils in 1881, under 2 instructors, 132; largest average monthly attendance, 105.—(Letter and circular.)

Mrs. Imogene R. Morrell, of the National Academy of Fine Arts, instructs throughout the year persons of all ages in the principles of art according to the methods of the European schools in which she has studied.

*Washington Conservatory of Music* (1868), under the direction of Mr. O. B. Bullard, with 12 instructors, embraces teaching on the piano, organ, violin, flute, guitar, and orchestral instruments, musical notation, cultivation of the voice (including elocution and vocal technique), thorough bass, harmony, counterpoint, composition, and the art of teaching. Pupils are classed in first, medium, and advanced grades of a year each, although instruction is given mainly on the idea of individual peculiarities of taste and capacity.—(Circular.)

The *School of Music* (1877), Theo. Ingalls King, principal, offers to pupils the services of teachers in such branches as the student may elect, including nearly the same as that above mentioned. The methods of instruction are by private lessons or in small classes, each pupil having the advantage of individual attention. A catalogue for 1880–'81 shows 84 pupils for that year.—(Circular and catalogue.)

## EDUCATIONAL CONVENTIONS.

### TEACHERS' ASSOCIATIONS.

A voluntary association of the graduates of the Normal School for whites meets once a month to compare experiences in government and teaching.

## CHIEF DISTRICT SCHOOL OFFICERS.

Hon. J. ORMOND WILSON is superintendent of public schools for whites in Washington and Georgetown and of the schools for both races in the rural districts.

Hon. GEORGE F. T. COOK is superintendent of the public schools for colored pupils in Washington and Georgetown.

## IDAHO.

### STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–21) | 6,000 | a9,115 | 3,115 | |
| Number of scholars enrolled | 6,758 | 6,080 | | 678 |
| Average daily attendance | | 4,127 | | |
| DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | 149 | 167 | 18 | |
| Number of school-houses | | b100 | | |
| Number of schools | 155 | b115 | | |
| Average duration of schools in days | | 150 | | |
| TEACHERS AND THEIR PAY. | | | | |
| Whole number of teachers employed | | 175 | | |
| Average monthly pay of men teaching | | $65 | | |
| Average monthly pay of women teaching | | 50 | | |
| INCOME AND EXPENDITURE. | | | | |
| Receipts for public schools | $51,530 | $54,609 | $3,079 | |
| Expenditure for public schools | 38,812 | 44,840 | 6,028 | |

a United States Census of 1880.
b The statistics of schools and school-houses in 1880–'81 are imperfect, two counties failing to report, while others report only partially.

(From returns of Hon. James L. Onderdonk, territorial superintendent of public instruction, for the two years indicated.)

### TERRITORIAL SCHOOL SYSTEM.

#### OFFICERS.

These are, for the Territory, a controller, who is ex officio territorial superintendent of public instruction; for each county, an auditor, who acts as county school superintendent (except in 2 counties, where the probate judge acts), and a county school examiner, appointed by the board of county commissioners, who, with the county superintendent, constitutes a county board of school examiners; for each district, 3 trustees, elected annually by the voters of the district.

#### OTHER FEATURES OF THE SYSTEM.

The schools are sustained by the interest of an irreducible and indivisible school fund, by county taxes of not less than two and not more than eight mills on each $1 of taxable property, by the amounts received from fines and forfeitures for breaches of the penal laws, and by a sum derived from teachers' examination fees of $3 from every successful applicant before receiving a certificate. A rate bill, not exceeding $25 for repairs to school property, may be levied on parents and guardians of children attending school, but the children are not to be denied school privileges if their parents and guardians are unable to pay such tax. For a district to receive its amount of school funds, at least 10 children must have been reported by the census marshal and the schools must have taught no political, sectarian, or denominational doctrines, nor have had such papers, tracts, or documents distributed therein. The basis of distribution of the territorial school fund is according to the number of children between 5 and 21 years of age in each county; but as each county constitutes at least one school district, irrespective

of the number of children of school age therein, one-half is to be divided equally among the several districts of the Territory complying with the law; the other half, in proportion to the number of children of school age enumerated in the county, except in 2 counties, which have a different arrangement. New districts receive their per capita proportion out of the school funds of the old districts from which they are formed; but, failing to keep the schools open three months and to report them according to law during the first year, the money must be refunded. Teachers considered competent to hold positions after examination by the board of examiners receive certificates good for two years showing the branches they are authorized to teach.—(School law, 1879.)

### GENERAL CONDITION.

The superintendent of public instruction, in making his report for the year 1881, states that a degree of substantial progress has been reached, notwithstanding the poor system of supervision and lack of funds. The statistics are so meagre for both 1880 and 1881 that it is difficult to make a fair comparison, although there has been an increase at some points. Graded schools have been established at Boisé City and at Lewiston, the building in Lewiston costing $10,000. Out of 129 districts giving information as to the condition of school buildings, 84 reported them in good condition, 34 in bad condition, 12 as improperly heated and ventilated, 2 as having insufficient grounds, and 1 as not properly drained.

## ADVANCED INSTRUCTION.

### NORMAL AND SECONDARY SCHOOLS, COLLEGES, &C.

There are no schools for normal, secondary, or superior instruction reporting from this Territory.

## CHIEF TERRITORIAL SCHOOL OFFICER.

**Hon. JAMES L. ONDERDONK, *territorial superintendent of public instruction, Boisé City, Idaho.***

**[Second term, February 21, 1881, to February 21, 1883.]**

# INDIAN TERRITORY.

## SUMMARY OF EDUCATIONAL STATISTICS. *a*

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Indians in the United States, exclusive of Alaska. | 256, 127 | 261, 851 | 5, 724 | ---------- |
| Youth of school age in the Five Nations | *b*11, 444 | 9, 315 | ---------- | ---------- |
| Youth of school age among tribal Indians | 34, 541 | 38, 923 | 4, 382 | ---------- |
| Enrolled in schools of the Five Nations | 6, 098 | 6, 183 | 85 | ---------- |
| Enrolled in schools of tribal Indians | 7, 240 | 8, 109 | 869 | ---------- |
| Average attendance of Five Nations | (*c*) | *d*3, 496 | ---------- | ---------- |
| Average attendance of tribal Indians | 4, 651 | 4, 976 | 325 | ---------- |
| Number of Indians that can read, including the Five Nations. | 46, 330 | 44, 478 | ---------- | 1, 852 |
| Number of tribal Indians taught to read during the year. | 1, 744 | 1, 508 | ---------- | 236 |
| SCHOOLS. | | | | |
| Boarding schools of Five Nations | 12 | 11 | ---------- | 1 |
| Day schools of Five Nations | 212 | 198 | ---------- | 14 |
| Boarding schools of tribal Indians | 60 | 68 | 8 | ---------- |
| Day schools of tribal Indians | 109 | 106 | ---------- | 3 |
| Whole number of boarding schools | 72 | 79 | 7 | ---------- |
| Whole number of day schools | 321 | 304 | ---------- | 17 |
| TEACHERS. | | | | |
| Teachers among tribal Indians | 338 | 368 | 30 | ---------- |
| Missionaries not counted as teachers | 200 | 184 | ---------- | 16 |
| EXPENDITURE FOR SCHOOLS. | | | | |
| Whole expenditure for education of Indians | $509, 760 | $548, 824 | $39, 064 | ---------- |

*a* As a matter of convenience, all education of Indians is, as far as possible, included under this head, except what has been given as to missionary educational work under Alaska, p. 278.
*b* No report from Chickasaws or Seminoles.
*c* Only the Chickasaws report this for 1879–'80, giving 1,845.
*d* All reporting except the Creeks.

(From reports of Hon. H. Price, Commissioner of Indian Affairs, for the two years indicated.)

## SCHOOL SYSTEMS AMONG THE INDIANS.

### OFFICERS.

As far as can be ascertained, the educational officers of the civilized tribes in the Indian Territory continued in 1881 to be as last reported, viz, among the Cherokees, a board of education of 3 members, nominated by the principal chief and confirmed by the tribal senate for terms of 3 years, one to be changed each year, with a board of 3 directors for each primary school, appointed by the board of education, to hold during good behavior; among the Choctaws, Chickasaws, Creeks, and Seminoles, superintendents of public schools, for general oversight, with trustees for local supervision of the schools of the districts into which the territory of each tribe is divided.

The United States Government, through its Commissioner of Indian Affairs, largely intrusts educational work for other Indians within the Indian Territory and elsewhere

(except in Alaska) to the several religious associations authorized by it to labor for the civilization of the different tribes. At Hampton, Va.; Carlisle, Pa.; Forest Grove, Oreg., and some other places, the principals of special schools, also authorized by the Government, continued, in 1881, to have supervision of the training of many Indian youth of both sexes, sent to them by the chiefs and head men of numerous tribes for education in ordinary studies and in useful industries.

### OTHER FEATURES OF THE SYSTEMS.

The Cherokee board of education, above mentioned, makes rules for the government of the schools of all kinds belonging to the nation, while each of the local trustees, who together compose the board, has supervision of the schools in the district to which he belongs. The members of the board examine all persons desiring to teach, and grant certificates to approved teachers according to qualification. Each is required also to ascertain the number of youth of school age (7–21) in his district and in the subdistricts of which it is composed, and such children are put under his control, to be sent to their proper schools at the expense of the Cherokee Nation till their 3 years of primary education are completed. Then such as desire the fuller 4 years' training of the higher schools may be sent to these at the expense of parents or guardians for board only, tuition still being free. They may also afterwards be sent to schools in the States. Substantially the same arrangements as to primary and higher training appear to prevail in the other 4 civilized tribes, under the direction of their superintendents and trustees.

Among the uncivilized Indians there is no uniform system as to studies or methods, each missionary or missionary association doing what seems best; but there is evidently an increasing disposition to gather the children into boarding schools, where they can be more easily protected against the degradation of barbarous rites and habits, more regularly taught, kept under better discipline, and trained in "white men's ways" and industries.

### GENERAL CONDITION.

As may be seen from the table of statistics, the schools of the Five Nations of civilized Indians enrolled 6,183 out of a reported school population of only 9,315, while, of those enrolled, 4 of the nations report 3,496 in average attendance, the Creeks making no return on this point. Of the comparatively uncivilized tribal Indians throughout the country, 8,109 out of 38,923 of school age were in the schools held for them, 4,976 of the enrolled being in average attendance. These figures indicate a considerable advance in educational interest among the civilized, especially as two of their chief school buildings were burned in 1880–'81, while they were greatly troubled during the year by the incursions of lawless whites into their territory. The advance among the wilder tribes was also great, both the increased enrolment and increased average attendance indicating this, although they too were in many cases troubled by encroachments of the whites. The day schools among uncivilized Indians fell off 3; but the better and more influential boarding schools were 8 more in number. Among the additional schools opened were 2 for the mission Indians of California, who, from their peacefulness, their poverty, and their industrious ways, appear to have fairly merited an increase of advantages for education. Six of the 8 new boarding schools for Indians in Utah, Arizona, and New Mexico were meant to accommodate 351 pupils, and are said to have been the first ever provided for the 27,000 Indians of those regions, who represent a school population of not less than 5,000. The remaining 2 new ones were established at Cheyenne River agency, Dakota, and among the Omahas of Nebraska. In all, 3 new school buildings for Indian use were completed, furnished, and occupied during 1880–'81, 8 more were made ready for occupation, and 5 others were in progress.

### COMBINED EDUCATIONAL AND INDUSTRIAL TRAINING.

To fully civilize the Indians, it has become clearly apparent that instruction in the arts of life must be connected with training in school studies. This connection has for several years been more and more attempted at several of the best Indian agencies and has been fostered by the authority of the Indian Office, especially at the schools for Indian youth assisted or sustained by it at Carlisle, Pa., Forest Grove, Oreg., and Hampton, Va. The pupils for these schools, as well as those for some less conspicuous ones elsewhere, have been chosen from different tribes (for their intelligence, character, and strength) to acquire a knowledge of such studies, arts, and habits as may enable them to aid in the civilization of their people. They are trained in the English language, in the ordinary school studies, in submission to discipline, in the orderly habits of civilized domestic life, and in the common mechanical and domestic industries. These, for the boys, include farm and garden work, carpentry, tailoring, the making of tin ware, blacksmithing, shoe, harness, and wagon making; for the girls, sewing, cookery, care of rooms and beds, nursing, and whatever will conduce to domestic comfort. The reports of

progress made show that time only is required to solve the domestic part of the Indian problem by a continuation of this system; for intelligent agents, appointed by the Government, declare, after full inspection, that for the time during which these youth have been under instruction the advance observed in school studies, in industries, in habits, and in manners has been wonderful, and would be regarded as unusual in children taken from American homes for like training.

The number subjected to this training for the year was, at Carlisle, 295; at Hampton, 81; at Forest Grove, 76.

### NORMAL AND SECONDARY TRAINING.

Education for teaching and for business is given to some extent not only in the schools above described, but also in the Santee Normal Training School, Santee Agency, Nebr., in St. Paul's Boarding School, Yankton Reserve, Nebr., and in the higher schools of the Five Nations, all for Indian youth. No training beyond this had been instituted for them in 1881.

## OBITUARY RECORD.

### COL. PETER P. PITCHLYNN.

This famous Choctaw half-breed, who died in Washington, D. C., January 17, 1881, had been during a long life one of the chief agents in the civilization and education of his tribe. The child of a Choctaw mother and a white who had served as an interpreter between the whites and Indians under a commission from General Washington, of fine physique and gifted with clear intelligence, he attracted in his prime the attention of Charles Dickens as one of nature's noblemen. He was born in the Indian town of Hooshookwa, Miss., January 30, 1806, when the Chickasaws and Choctaws owned a large part of that State. Resolving early to obtain an education, he went to a school in Tennessee, 200 miles away, carrying on his studies subsequently at the Columbia Academy, in the same State, and graduating finally at the University of Nashville. Returning thus educated to his people he exerted with great success his now developed powers in the repression of polygamy and intemperance. As a member of the national council of the Choctaws, to which he was soon elected, he made the first move for the establishment of schools, and set the example, which has been since followed at Carlisle and Hampton, of placing the first school among the whites, that other civilizing influences might operate with educational ones for the elevation and improvement of the youth brought under instruction. In 1828 he was made the leader of the expedition organized under Government auspices for the removal of the five tribes to the present Indian Territory, and by his tact and skill succeeded in making an agreement for this removal with the hostile Osages, who then held that region. Thenceforth he was till his death the trusted representative of the Choctaws in all their business transactions with the General Government, except during the war of the rebellion, when he took decidedly the Union side and commanded a Union Indian militia regiment, while many of the Choctaws were drawn into the confederate ranks from the force of early southern associations. On the return of peace he renewed his efforts on behalf of education, assisted to the utmost every movement in that direction, and is said to have been, more than any other one man, the parent of the Choctaw school system of neighborhood common schools and central higher schools, the funds for which he also did much to preserve.

## CHIEF SCHOOL OFFICERS.

These at the last advices, covering apparently the period from 1881 to 1882, were reported to be as follows:

### FOR THE FIVE NATIONS.

Hon. O. H. P. BREWER, *president of the board of education of the Cherokees, Tahlequah, Ind. Ter.*
Hon. WILLIAM L. BYRD,[1] *school superintendent of the Chickasaws, Stonewall, Ind. Ter.*
Rev. ALLEN WRIGHT,[2] *school superintendent of the Choctaws, Boggy Depot, Ind. Ter.*
Rev. JOHN MCINTOSH, *school superintendent of the Creeks, Eufaula, Ind. Ter.*
Hon. THOMAS CLOUD, *school superintendent of the Seminoles, Wewoka, Ind. Ter.*

### FOR OTHER INDIAN SCHOOL WORK.

Gen. S. C. ARMSTRONG, Hampton Normal School, Hampton, Va.
Capt. R. H. PRATT, Training School for Indian Youth, Carlisle, Pa.
Lieut. M. C. WILKINSON, Training School for Indian Youth, Forest Grove, Oreg.

[1] Mr. Benjamin Birney, of Tishomingo, is understood to have been chosen to succeed Mr. Byrd.
[2] Mr. Edmund McCurtain, of Red Oak, is understood to have been chosen to succeed Mr. Wright.

## MONTANA.

STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (4 to 21) *a* | 7,070 | 9,895 | 2,825 | |
| Number enrolled in public schools | 3,970 | 5,112 | 1,142 | |
| Average daily attendance | 2,506 | 2,800 | 294 | |
| Attendance on private schools | 211 | 305 | 94 | |
| SCHOOLS. | | | | |
| Public school districts | 130 | 144 | 14 | |
| Public graded schools | 34 | 36 | 2 | |
| Public ungraded schools | 119 | 136 | 17 | |
| Whole number of public schools | 153 | 172 | 19 | |
| Average term in days | 96 | 110 | 14 | |
| Private schools | 14 | 16 | 2 | |
| Public school-houses | 119 | 132 | 13 | |
| Value of public school property | $118,912 | $140,250 | $21,338 | |
| TEACHERS. | | | | |
| Number of men teaching | 62 | 59 | | 3 |
| Women teaching | 99 | 118 | 19 | |
| Whole number of teachers | 161 | 177 | 16 | |
| Average monthly pay of men | $71 64 | $79 88 | $8 24 | |
| Average monthly pay of women | 56 41 | 57 47 | 1 06 | |
| Number first grade certificates issued | 65 | 115 | 50 | |
| Whole number issued | 108 | 138 | 30 | |
| INCOME AND EXPENDITURE. | | | | |
| Receipts for public schools | $78,730 | $94,551 | $15,821 | |
| Expenditure for public schools | 59,463 | 55,781 | | $3,682 |

*a* Basis for distribution of school funds; age for admission to school, 5 to 21.

(From return of Hon. W. Egbert Smith, territorial superintendent of public instruction, for the first of the two years indicated, and from report for both years, with return for the latter, of Hon. Robert H. Howey, Mr. Smith's successor.)

### TERRITORIAL SCHOOL SYSTEM.

#### OFFICERS.

A territorial superintendent of public instruction, appointed by the governor and confirmed by the legislative council for a term of 2 years, has general charge of public school affairs. Local officers are county superintendents, elected by the people for 2 years; district boards of 3 trustees, elected for 3 years, 1 going out each year; and a district clerk for each district, elected annually.

#### OTHER FEATURES OF THE SYSTEM.

Public schools are sustained from a county tax of not less than 3 nor more than 5 mills on the dollar; district taxes, voted by the people; and fines, penalties, and proceeds of the sale of town lots in the hands of probate judges. All moneys derived from the sale of any school lands which may be granted by Congress are to constitute an irreducible school fund, the interest of which is to be used for public school purposes. A school

census must be taken annually by district clerks, and the funds apportioned to districts according to the number of youth 4 to 21 resident therein. The age for free admission to school is 5 to 21, but trustees may receive adults and non-residents when there are good reasons for so doing. No apportionment can be made to districts which have not maintained a free public school for at least 3 months during the preceding school year, nor unless the teachers employed hold legal certificates in full force, nor if sectarian or partisan books have been used or political or denominational doctrines taught in the school. The elementary English branches are prescribed studies, and others may be added as deemed expedient by trustees, who may also open high schools. Instruction must be given during the entire course in manners, morals, and laws of health. Due attention must be given to the ventilation and temperature of school rooms, and healthful physical exercises are to be provided for pupils. Teachers must report annually to the county superintendent and to the district clerk or forfeit pay for the last month employed. Trustees report to county superintendents and the latter must report annually to the territorial superintendent or forfeit $100 of their pay. County superintendents may, when they think best, hold institutes for teachers in all counties having 10 or more organized school districts.

#### GENERAL CONDITION.

The statistics show considerable increase in the school population during the year, and smaller advances in public school enrolment and average attendance. More school districts were organized, school-houses built, and schools taught, the average term being 14 days longer. While only 30 more teachers' certificates were issued than during the previous year, there were 50 more of first grade. Fewer men and more women were employed, the monthly pay of men being increased by $8.24 and that of women by $1.06.

The territorial superintendent, from personal observation, as well as from county reports, records a year of healthy growth of the public schools. The people contributed liberally to their support, raising over $15,000 more by taxation than the previous year, besides increasing the value of school property by more than $21,000. The average rate of taxation, 3.8 mills on the dollar, was nearly a mill above the minimum requirement, and 2 counties levied 5 mills, the full amount allowed by law. The low percentage of enrolment on census scholars is not owing to inefficiency of the schools, but rather to the sparseness of population and consequent distance of many pupils from school. One district in Meagher County contains about 4,000 square miles of territory and another in Gallatin County is 3 miles wide and 100 miles long. In the latter, the school-house stands near the centre; the patrons have built winter homes near by, and move there for the season in order to send their children to school. While much may be done, as in this instance, by determined effort on the part of parents, the difficulty cannot be entirely overcome until the population becomes more numerous. The policy of dividing districts and multiplying schools, to which there is a tendency in some localities, brings no adequate relief, since it necessarily results in small schools and short terms. Other obstacles noted by the superintendent may be more easily overcome, such as a failure on the part of some parents to appreciate the benefits of education sufficiently to send their children to school. To compel the attendance of such by law, he thinks, may at no distant day be considered both economical and humane. Too many studies, and hence too many classes for one teacher, short school terms, and a great variety of text books have hindered progress, particularly in the ungraded schools. The last named evil was remedied by the adoption by the legislature in February, 1881, of a uniform series of text books; for the first the superintendent recommends the arrangement of a course of study for ungraded schools similar to those which have been successfully used in other places.

## CITY SCHOOLS.

#### PROGRESS DURING THE YEAR.

The territorial superintendent reports great improvement in the schools of the principal cities. A better classification of pupils was made during the year and more thorough work was done, particulary in the schools of Helena, Butte, Bozeman, Deer Lodge, and Virginia City, where courses of study have been adopted, including primary, intermediate, and high school departments. The school buildings are handsome and well arranged, and are supplied with improved styles of furniture, libraries, apparatus, and musical instruments. In Helena, the largest of the above (with 3,624 population), there were 562 pupils enrolled and 316 in average attendance, under 11 teachers.

## TRAINING OF TEACHERS.

#### INSTITUTES.

A successful institute was held at Butte during the month of March for the teachers of Deer Lodge and Silver Bow Counties, and another at Virginia City in August for the

teachers of Madison County. It was expected that others would be held during the year, but no positive information regarding them has been received and no statistics of attendance at those which were held are given. The territorial superintendent says the importance of these meetings cannot be called in question; that they stimulate and encourage teachers and prepare them to do better work. He thinks, however, that the law which makes it the duty of teachers to attend county institutes and take part in the exercises would be more effective if some penalty were attached to its violation.

#### NORMAL COURSES.

A department for the training of teachers was, at last accounts, connected with the high school at Helena, but no information has been received from it for 1880–'81.

## SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

As already stated, high school departments are connected with the graded system in Helena, Butte, Bozeman, Deer Lodge, and Virginia City, and possibly there may be some in other places. In those of the cities named particularly good work was done during the year. The course of study comprised the higher mathematics, natural science, and the languages.

#### OTHER SECONDARY SCHOOLS.

For statistics of private academies or seminaries reporting, see Table VI of the appendix, and for a summary, see the report of the Commissioner preceding.

## SUPERIOR AND PROFESSIONAL INSTRUCTION.

#### TERRITORIAL UNIVERSITY.

The superintendent believes the time is near at hand for the establishment of a territorial university. In 1881 Congress passed an act granting 72 sections of the unappropriated lands of Montana for university purposes; but owing to conditions attached to its sale the benefits of this grant cannot be realized in time to meet the more immediate demands of the rising generation. He therefore advises the establishment of at least 3 departments of a territorial university at as early a day as practicable, the departments thought most essential being a school of mines, a normal school, and a scientific and classical school.

No information has reached this Office of any scientific, theological, legal, or medical schools in this Territory.

## SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB.

In accordance with a law providing for the education of the deaf-mute and blind children of Montana, 2 deaf-mutes are being educated at the Columbia Institution, Kendall Green, near Washington, D. C., at an annual expense to the Territory of $300 each, this covering board, tuition, clothing, and medical attendance.

## CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. R. H. Howey, *territorial superintendent of public instruction, Helena.*

**[Term, 1881 to 1883.]**

# NEW MEXICO.

## STATISTICAL SUMMARY. *a*

| | 1879–'80. |
|---|---|
| **POPULATION AND ATTENDANCE.** | |
| Youth of school age | 29,255 |
| Number attending school | 4,755 |
| Average daily attendance | 3,150 |
| **SCHOOLS.** | |
| Number of public schools | 162 |
| Average term in months | 5.6 |
| Public school-houses | 46 |
| Number of sittings | 5,580 |
| Value of school property | $13,500 |
| **TEACHERS.** | |
| Men teaching | 128 |
| Women teaching | 36 |
| Whole number of teachers | 164 |
| Average monthly pay of teachers | $30 67 |
| **INCOME AND EXPENDITURE.** | |
| Receipts for school purposes | $32,171 |
| Expenditure for schools | 28,973 |

*a* From United States Census of 1880.

## TERRITORIAL SCHOOL SYSTEM.

### OFFICERS.

A territorial board of education, comprising the governor, the secretary of the Territory, judges of the supreme court, and the Roman Catholic bishop of New Mexico, was created in 1863 and still appears to have a nominal existence. The same law provided for a territorial superintendent, to be appointed by the governor with consent of the legislative council for a term of 2 years; but in 1874 the duties of this office were transferred to the territorial librarian. Local officers are county boards of supervisors or commissioners of 3 members elected by the people for 2 years.

### OTHER FEATURES OF THE SYSTEM.

As the governor remarks in his report to the Secretary of the Interior, the legislature has from time to time passed acts relating to education which being liberally construed constitute a respectable school system, although not a complete one. The chief trouble, he says, lies in neglect to execute the law, which in some localities is not carried out at all and in others but indifferently. The system provides for compulsory education during 5 months of the year; for free schools, open to all children without regard to religious creed, nativity, or condition; also, for reports of school statistics from county officers to the territorial librarian and from him to the legislature. One-fourth of a tax of 1 per cent. on the property of the Territory and a poll tax of $1 on each voter are set apart for the support of public schools. These funds, a correspondent writes, if properly collected and honestly turned over, would be sufficient to keep up a fair average school in every school district for 3 months in the year; but they are not always or even generally so collected and applied. The county sheriff is tax collector, and the school commissioners have no control over the funds.

GENERAL CONDITION.

In the absence of territorial reports on education the United States census for 1880 furnishes the latest information respecting schools in New Mexico. From a lack of statistics for the year preceding or for any other recent years, it is impossible to institute comparisons showing progress or otherwise. A decided advance appears, however, during the decade. With about the same number of youth to be educated there were 4,755 attending all classes of schools in 1880 against 1,798 in 1870. The governor thinks a disposition to encourage education is rapidly growing and intelligence becoming more general through the agency of newspapers, which have been established in all the principal towns. A scattered population and the prevalence of two languages he mentions as great difficulties in the way of prosperous schools in this Territory, and thinks it may be wise for Congress to deal with the subject so far as to see that the true American idea of public schools be carried out, ample and equal advantages be provided for all classes, and aid afforded if necessary from the National Treasury.

From a sketch of the educational condition prepared by Hon. W. G. Ritch, secretary of the Territory, it appears that parochial and academic schools are sustained in all the more important towns and neighborhoods by the Roman Catholic Church, under the control of the Jesuits, the Christian Brothers, the Sisters of Loretto, and the Sisters of Charity, and that the various Protestant denominations are also represented in the larger towns by primary and academic schools. He says the Roman Catholic schools are largely supported in most of the counties by the public school funds and those of other denominations generally by tuition fees or private contributions or both, the greater part of the private funds coming from outside of the Territory. He thinks the present system might by proper management produce good schools, as it does even now in a few instances, although as a whole its workings are most unsatisfactory. But, since the territorial legislature cannot be induced to make the changes necessary to an efficient administration, and considering the peculiar difficulties existing here, he advises that relief be sought in congressional legislation. Among the features he would have thus established are a territorial board of education, comprising the governor, secretary, three judges of the supreme court, president of the council, and speaker of the house; the secretary to be superintendent of schools; the board to have full power, under general restrictions, to make all laws necessary for the establishment and government of the schools; school taxes to be paid over to the proper officer out of the first moneys collected, subject to the order of the board, and an equal sum to that raised by tax to be appropriated from national funds; the schools to be taught in the English language, but the study of Spanish also to be allowed when desirable.

# UTAH.

## STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age[a] | 40,672 | 42,353 | 1,681 | |
| Enrolled in district schools | 24,326 | 26,772 | 2,446 | |
| Average daily attendance | 17,178 | 18,682 | 1,504 | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | 301 | 314 | 13 | |
| Number of school districts reporting | 281 | 287 | 6 | |
| Number of district schools | 374 | 395 | 21 | |
| Average time of schools in days | 128 | 140 | 12 | |
| Valuation of school property | $372,723 | $415,186 | $42,463 | |
| TEACHERS. | | | | |
| Men teaching in district schools | 282 | 270 | | 12 |
| Women teaching in district schools | 235 | 295 | 60 | |
| Whole number of teachers reported | 517 | 565 | 48 | |
| Teachers in schools other than public | 49 | | | |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for district schools | $132,194 | $198,876 | $66,682 | |
| Whole expenditure for district schools | 132,194 | 199,264 | 67,070 | |

[a] This was 6 to 16 in 1879–'80; in 1880–'81, 6 to 18.

(From reports of Hon. John Taylor and Hon. L. John Nuttall, territorial superintendents of district schools, for the two years indicated, with written returns from the same.)

## TERRITORIAL SCHOOL SYSTEM.

### OFFICERS.

The public school officers are a territorial superintendent of district schools, elected for 2 years; a county superintendent of the schools in each county, elected for the same term; and 3 trustees for each school district, who are elected at first for terms of 1, 2, and 3 years, and subsequently each for 3 years. Boards of examination consisting of 3 persons are appointed by each county court to examine teachers and grant certificates.

### OTHER FEATURES OF THE SYSTEM.

School moneys are derived from a tax of 3 mills on $1 of ordinary property, from taxation of railroads, sale of estrays, and a special district tax, not to exceed 2 per cent. a year and to be levied only by a two-thirds vote of the taxpayers. These moneys are apportioned on the basis of the number of youth of school age. It is the duty of trustees to employ teachers; to provide school-houses, furniture, and apparatus; to visit officially each school in their district at least once each term; and to take an annual census of children 6 to 18 years of age. They may at their option collect tuition fees. The territorial and county superintendents and the president of the University of Deseret in convention determine what text books shall be used in the district schools, and books thus adopted cannot be changed within 5 years. Persons eligible to employment as teachers must hold a certificate as to their capacity and moral character. The normal certificate of graduation from the University of Deseret, indorsed by the board

of examiners as to the moral character of the applicant, entitles the holder to be chosen as a teacher in any of the district schools. The amended school law of 1880 changed the school age from 6–16 to 6–18, the first enumeration of children of the extended age being required to be taken on or before the second Monday in June, 1880, and at the same time annually afterwards.[1]

### GENERAL CONDITION.

A comparison of the statistics for 1880–'81 with those for the preceding year shows an increase in youth of school age, in enrolment and average attendance, in number of districts reporting and of schools, in length of term, and in whole number of teachers, there being fewer men but a much greater number of women. A financial gain is shown in increased valuation of school property and in greater receipts to meet the growing expenses. The superintendent says, too, that in his visitation of the schools he found much improvement in the style and quality of many new school-houses, as well as in the qualifications of a considerable number of the teachers, the normal classes of Brigham Young Academy, Provo, of Brigham Young College, Logan, and of the University of Deseret now graduating from 30 to 40 yearly.

### ANTI-MORMON SCHOOLS.

There were 60 schools of this class in the Territory in 1880–'81, in most cases supported by and under the control of Protestant and Roman Catholic churches. Among the number of those reporting were 36 elementary schools (part of them free, others asking a small tuition fee), with an aggregate attendance of 1,760. For those of academic rank reporting, see Table VI of the appendix, and a summary of the same in the report of the Commissioner preceding.

## TRAINING OF TEACHERS.

### NORMAL DEPARTMENTS.

The law appropriates $5,000 a year for the University of Deseret, provided 40 pupils annually shall be instructed, free of charge for tuition, books, and apparatus, in its normal department. Said pupils are to be selected by the territorial superintendent from persons nominated by the board of examination of the several counties, on condition that for each year's free tuition received they shall teach one year in the district schools. The statistics for 1880–'81 are: Instructors, 2; students, 45; graduates, 18; course of study, 1 year of 40 weeks.

A normal department, with a two years' course, was reported in connection with Brigham Young Academy, Provo. There were 20 students in attendance, 11 of whom expected to graduate at the close of the year.

### TEACHERS' INSTITUTES.

While there is no territorial provision for the holding of institutes, such meetings are recommended by the superintendent; they seem to have been established and sustained in at least 2 counties and to have been productive of great good.

## SUPERIOR AND SCIENTIFIC INSTRUCTION.

### UNIVERSITY OF DESERET.

There were in 1881 no institutions for superior or scientific instruction reported in the Territory, except the University of Deseret, Salt Lake, and it had only preparatory, academic, and normal departments. The course of study comprised English literature and history, geography and general history, mathematics, chemistry, physical and political science, natural history, Latin, and Greek. There were 3 instructors and 128 male and 74 female students in 1881.

## CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. L. JOHN NUTTALL, *territorial superintendent of district schools, Salt Lake City.*

[Term, August, 1881, to August, 1883.]

[1] Changed to July by an amendatory act of the next legislature.

# WASHINGTON TERRITORY.

## STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (4–21) | 26, 649 | 23, 899 | | 2, 750 |
| Public school enrolment | 14, 780 | 14, 754 | | 26 |
| Average daily attendance | 10, 546 | 11, 275 | 729 | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Districts | | 536 | | |
| Districts in which school has been taught | | 464 | | |
| Public school-houses | 487 | 444 | | 43 |
| Public school-houses built during year | | 38 | | |
| Public schools | 531 | | | |
| Graded schools | | 10 | | |
| Average term in days | | 100 | | |
| Estimated value of school property | $161, 309 | | | |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching | 199 | 149 | | 50 |
| Women teaching | 333 | 205 | | 128 |
| Whole number of teachers | 532 | *a*443 | | 89 |
| Average monthly pay of men | $35. 97 | $52 56 | | |
| Average monthly pay of women | | 37 50 | | |
| INCOME AND EXPENDITURE. | | | | |
| Total receipts for public schools | $120, 549 | $127, 609 | $7, 060 | |
| Total expenditure for public schools | 112, 615 | | | |

*a* Includes 89 whose sex is not reported.

(Statistics for 1880 from United States Census; those for 1881 from the report of Hon. J. S. Houghton and a return of his successor, Hon. C. W. Wheeler.)

## TERRITORIAL SCHOOL SYSTEM.

### OFFICERS.

The public school affairs of the Territory are intrusted to a territorial superintendent of public instruction, appointed for 2 years by the governor with the advice and consent of the legislative council, and to a territorial board of education, comprising the territorial superintendent and one suitable person from each judicial district, appointed by the governor for 2 years. For each county there are a county superintendent of common schools, elected by the people for 2 years, and a county board of examination, comprising the county superintendent and 2 teachers of the highest grade, chosen by him; for each district, a board of 3 directors, elected for 3 years, with annual change of one, and a district clerk, elected for a like term. The directors of incorporated city or town districts may elect a city or town school superintendent, who may be one of the teachers and shall have control or management of all the schools in his district. Women are eligible to school offices and may vote at school meetings.

### OTHER FEATURES OF THE SYSTEM.

The moneys for the support of the public schools are derived from the interest on the fund accruing from the sale of lands donated by the United States, from county taxes of

3 to 6 mills on $1, and from fines for breach of license and penal laws. All school moneys apportioned by county superintendents to the several districts are apportioned according to the number of youth of school age. On the vote of qualified electors additional sums may be raised by special district tax, not to exceed 10 mills on $1 for maintaining schools or for building and furnishing school-houses; and in any school district composed of an incorporated city or town an additional tax of 5 mills may be levied for tuition purposes. In order to receive their portion of public school money, districts must have maintained a public school taught by a qualified teacher for at least three months the preceding year. Since 1881 each incorporated city or town has formed a school district, and all such districts having 300 or more school children are required to establish graded schools, but no other language than English and no mathematics higher than arithmetic may be taught therein. Two or more districts may unite to establish graded schools, and any single district may have the same power. District clerks must take an annual census of all persons between the ages of 4 and 21; failing to do this at the proper time they are individually liable for the full amount the district may lose thereby. The territorial board of education prescribes the text books to be used in the public schools and the methods of instruction and discipline. It is the duty of the territorial superintendent to hold annually a territorial institute; that of county superintendents, to hold annually county institutes. In order to draw pay, teachers must hold certificates in full force either from the territorial or a county board of examination. To obtain the former, which are good for 3 years in any part of the Territory, the applicant for examination must hold a first grade county certificate and must have taught for 3 years; the latter are of 3 grades, good for 1, 2, and 3 years in the county where issued. Teachers must keep a register and must make an annual report to the county superintendent or forfeit their last month's pay.

### GENERAL CONDITION.

The figures respecting the general educational condition in the two years under comparison are so incomplete that they fail to indicate decisively the measure of advance or retrogression in 1880–'81. The returns, too, are said to be imperfect. As far as given, they show that with a school population reported nearly 3,000 less than in 1879–'80 there was yet an enrolment in the public schools only 26 short of that reported the year before, while average daily attendance was greater by 729, although the school-houses for the reception of public pupils appear to have been fewer by 43 and the teachers in them fewer still. Receipts for public schools were larger than they had been; the expenditure for them is not given.

### CHANGE OF SCHOOL LAW.

A revision in 1881 of that part of the school law which related to cities and towns made each incorporated one a school district; changed the number of school children required for a graded district from 500 to 300; limited the instruction to be given in such districts, as above indicated, to studies in English branches and arithmetic; and gave permission to levy in them, with consent of voters, a building tax of 10 mills in any year and a tuition tax of 5 mills.

## TRAINING OF TEACHERS.

### NORMAL DEPARTMENT OF WASHINGTON UNIVERSITY.

The normal department of the University of Washington, Seattle, gives a 2 years' course that includes the higher English branches and methods of teaching. There were 12 students in the senior preparatory, 8 in the first class, and 2 graduates reported for this department in 1880–'81.

### TEACHERS' INSTITUTES.

In counties containing 10 or more organized school districts the law requires the county superintendent to hold annually a teachers' institute, makes it the duty of the teachers to attend and participate in the exercises thereof, and permits them to adjourn their schools during the session of the institute. This requirement was generally complied with in 1880–'81, as there were 33 institutes reported, some counties holding more than one. The meetings in several counties were large and enthusiastic.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS AND OTHER SECONDARY SCHOOLS.

The superintendent of public instruction reports 10 graded schools in the Territory, but gives no information in regard to public high schools. The United States Census

gives 5 high schools or schools with high school departments, but does not distinguish the number of pupils attending or the teachers employed in these schools from others, as was done in 1850 and in 1860 for the country generally.

For statistics of private academic schools reporting, see Table VI of the appendix, and for a summary, the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### UNIVERSITY OF WASHINGTON TERRITORY.

The University of Washington Territory, Seattle, open alike to both sexes, is a part of the public school system and is supported by legislative appropriations, interest on endowment, and tuition fees. It offers 4 years' classical and scientific courses, leading to appropriate degrees, and 2 years' normal and commercial courses. A course of law lectures was delivered to students in 1880–'81 and will become a permanent feature of the university. There were 137 students enrolled: 27 in the collegiate department, which includes the advanced classical, scientific, normal, and commercial students, and 33 in the senior and 77 in the junior preparatory classes.

## EDUCATIONAL CONVENTION.

### WASHINGTON TERRITORY TEACHERS' INSTITUTE.

Information in regard to the opening exercises of the sixth annual meeting of this body at New Tacoma is wanting. At the evening session held August 17, 1881, R. C. Townsend delivered a lecture upon the question "Is teaching a profession?" The following day, which was the closing one, G. W. Mattice, of New Tacoma, presented "Methods of teaching the greatest common divisor and least common multiple," which was fully discussed. Prof. F. P. Gilman, Seattle, spoke on "Mineralogy in the public schools by object lessons." The subject of "Reading" was taken up and several essays read. At the afternoon session methods of teaching arithmetic were discussed. Mrs. L. P. Anderson delivered an address on botany and Superintendent Houghton a lecture on physiology. Methods of classification and management of schools were spoken of by F. E. Eldridge, of Slaughter, and C. A. Gilbert, of Riverside. With appropriate remarks by Dr. Houghton, Prof. A. J. Anderson, and others, the institute adjourned, to hold its seventh annual meeting at Seattle.

## CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JONATHAN S. HOUGHTON, *territorial superintendent of public instruction, Olympia.*

[Term, November, 1880, to January 9, 1882.]

Mr. C. W. Wheeler is understood to have been chosen to succeed Mr. Houghton at the date above given for a term to reach to 1884.

## WYOMING.

### STATISTICAL SUMMARY.

| | 1879–'80. | 1880–'81. | Increase. | Decrease. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Number of children of school age (7–21) *a* | 4,112 | ---------- | ---------- | ---------- |
| Enrolled in public schools | 2,907 | 2,544 | ---------- | 363 |
| Average attendance in public schools | 1,920 | ---------- | ---------- | ---------- |
| SCHOOL BUILDINGS AND SCHOOLS. | | | | |
| Public school buildings | 29 | ---------- | ---------- | ---------- |
| Public schools taught | 55 | 55 | ---------- | ---------- |
| Valuation of buildings and furniture | $40,500 | ---------- | ---------- | ---------- |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 31 | ---------- | ---------- | ---------- |
| Women teaching in public schools | 39 | ---------- | ---------- | ---------- |
| Whole number of teachers | 70 | 57 | ---------- | 13 |
| Average monthly pay of teachers | $60 23 | $59 31 | ---------- | $0 92 |
| INCOME AND EXPENDITURE. | | | | |
| Receipts for schools | $36,161 | ---------- | ---------- | ---------- |
| Expenditure for schools | 28,504 | ---------- | ---------- | ---------- |

*a* Changed from 6–21 in 1877.

(Figures for 1879–'80 from the Compendium of the United States Census for 1880; those for 1880–'81 from message of Governor John W. Hoyt for 1881.)

### TERRITORIAL SCHOOL SYSTEM.

#### OFFICERS.

The territorial librarian continued to be ex officio superintendent of public instruction for the Territory; for counties there were superintendents elected by the people every 2 years; and for school districts boards of 3 trustees, each elected for 3 years, 1 being changed each year.—(School laws, 1878.)

#### OTHER FEATURES OF THE SYSTEM.

The public schools are sustained from a poll tax of $2 on each voter, from 2 mills on $1 of all taxable property, and from the proceeds of fines and forfeitures.

The people at the annual district meeting may vote a district tax to supply any deficiency in the teachers' fund, to lease or purchase sites and build and keep in repair school-houses, to supply them with necessary fuel and appendages, and to purchase school libraries and books for indigent children, the sum for library not to exceed $100 in any one year. Women of 21 years of age may vote for and be elected as school officers, and as teachers are to receive the same pay as men if equally qualified. Where there are 15 or more colored children in a school district, a separate school for them may be established, but legally established district schools are equally free to all children resident therein over 7 and under 21 years of age; and a compulsory law requires parents and guardians, under a penalty of $25 fine, to send their children of 7 to 16 years of age to some public school at least 3 months each year or present reasons for their absence. Persons without higher certificates offering to teach must be examined by the county superintendent, whose certificate is good for 1 year, and must make reports of school statistics at the close of each term or forfeit their pay, at the discretion of the district

board. The county superintendent and the district board of directors may decide whether a school of higher grade than the ordinary district school shall be established in the district, may locate and erect a suitable house for said school, and may decide the number of teachers to be employed and studies to be pursued, this last subject to the decision of the Territorial Teachers' Institute, which determines ordinarily every 5 years the studies of the like grade of schools in the Territory. This institute must be held annually and continue in session not less than 4 nor more than 10 days, and be free to all teachers and those preparing to teach in the Territory. It must decide upon the books and the system of instruction to be used in the Territory, and also decide upon the manner, place, and time of holding institutes in each county.—(School laws.)

### GENERAL CONDITION.

The governor states in his message to the legislature that the public schools in 1881 continued to prosper, that new ones were opened, that liberal sums were expended for the erection of new school buildings and the enlargement of old ones, and that great efforts were made in the larger towns to secure experienced and efficient teachers, who did good work when secured. The graded schools, though laboring under the many disadvantages of a new Territory, compared favorably, he says, with schools of like general character in the States most advanced.

The school system is claimed to be one of the best. As yet there is no indication of any institution belonging to the public school system of a higher grade than the high school. In the absence of corresponding data for two years, few comparisons can be made between 1880 and 1881, and these indicate the same number of schools in the latter year as in the former, but with fewer teachers, a smaller average rate of pay, and a smaller enrolment.

At a few points in the Territory libraries were begun, and it was urged that something in this direction worthy the intelligence and liberality of the people be undertaken without further delay.

One thing which may go to promote education in the future is the organization at the capital, in 1881, of an association for the encouragement of historical and scientific research, the promotion of the practical industries of the Territory, the collection and preservation of authentic records of territorial history, the formation of historical, scientific, and industrial museums, and the enlargement of the territorial library, which was already of considerable size and for 1880 and 1881 received additions of about 700 volumes yearly.

Another important point was an appropriation by Congress in 1881 of 22 sections of public land for a future university.

## CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN SLAUGHTER, *territorial librarian and ex officio superintendent of public instruction, Cheyenne.*

Mr. Slaughter has acted as ex officio superintendent since 1873. His next term reaches from March 31, 1882, to March 31, 1884.

## EDUCATIONAL ASSOCIATIONS AND CONVENTIONS.

### NATIONAL EDUCATIONAL ASSOCIATION.

#### PROCEEDINGS OF THE GENERAL ASSOCIATION.

By invitation of Hon. Gustavus J. Orr, State school commissioner of Georgia, the National Educational Association held its twentieth annual meeting at Atlanta, Ga., July 19–22, 1881. An unusual interest attached to this meeting in the far South, and important educational results were expected from it. The meeting was called to order by President Smart, of Indiana, and opened with prayer by Rev. Dr. Gwin, of Atlanta. Governor Colquitt then gave the address of welcome, in which he said: "If I could convey to you a complete sense of our esteem and of our admiration, indeed you would be prompted to believe that in this city and on Georgia soil the schoolmaster is at home, and nowhere else is his noble mission more honored." Responses were made by the president and others, and were followed by the inaugural address of the president, "On the value of schools." Prof. C. C. Rounds, principal of the State Normal School, Farmington, Me., then read a paper on the "Lines of advance in education," showing that teaching is assuming a more definitely professional character; that methods of teaching have advanced; and that courses of study have been extended from classics and mathematics to cover the realms of science, art, and industry; that a transition from principle to application is going on, resulting in an extensive conviction that ability to work is a necessity for all; that the only safe state is that in which work is honorable and well rewarded; and that the training of the hand is as legitimate a function of the school as the training of the head. Then followed a paper on "What shall we teach in our elementary schools?" by Superintendent A. J. Rickoff, of Cleveland, Ohio, who in a long and well arranged paper said that much in the curriculum of the elementary schools, if tested by its practical value in the pursuits of life, would be cast aside as worthless. The discussion which followed developed a considerable difference of views.

General Eaton, United States Commissioner of Education, opened the evening session of the general association with an address on "Education and the building of the state," the leading point of which was that to build a state is not to locate a certain number of people in a given territory. It is to build up the whole body politic in its interests, individual, social, civil; its ideas, doctrines, sentiments, laws, customs, and institutions. To understand man, we must look at him in combination with his fellows. It is in society that he first feels what he is and first becomes what he can be. The earliest and simplest form of association is the family. This enlarges itself naturally into the clan and tribe, which then, by combining, form states, federations, and nations. Tracing the history of ancient in contrast with that of modern nations, he said that "the motion of the ancients in the effort to reach truth was like that of the rocking horse, while that of the moderns is more like the course of the thoroughbred racer." This speech closed with some remarks eulogistic of President Garfield, which were received with great applause. After the announcement from the chair of the committee for nominating officers the association attended a complimentary banquet at the opera house, tendered by the citizens and teachers of Atlanta, over 500 invitations to which were issued. The tables were spread with an elegant collation, choice music was furnished, and the social exercises were continued till an early hour in the morning.

"Some essentials in the development of a school system," by Hon. D. F. De Wolf, State commissioner of common schools of Ohio, opened the morning session of the second day. This paper, prepared with great care and ability, urged the necessity and advantage of adding moral and æsthetic instruction to that usually given in the public schools. The work of education, he said, is no longer confined to the teaching of the three R's. It embraces the awakening of ideas relating to success in life. The state is not interested alone in the intelligence of the individual, but much more in his relations to success in his special calling. Society is interested in the thrift of each individual, and demands not only the development of knowledge and skill, but that the virtues which are essential to the comfortable conditions of life be inculcated in the schools, such as self denial, prudence, and temperance, and a high regard for art, music, literature, &c. Men stand aghast at the prophetic rumblings of an unreasoning and relentless communism, and well they may. In a more thorough study of this problem of public education and higher thoughts concerning it than have ever prevailed lies our only safeguard. There must be fullgrown men or women to conduct the public school system instead of undeveloped boys and girls or martinets trained only in the narrow experiences of school

room life. The chief essential to the employment of talent and ability is such a warm social interest as will direct the best and most cultured minds to assume and maintain an interest in the work. Hence the coming system demands such a social position for the teacher as will render the highest culture available in the schools. So long as teachers are taken largely from classes whose narrow means force them to adopt teaching for a living, and are then denied social recognition, they should not be criticised for their shortcomings in the formation of character. Next came a paper by Prof. N. A. Calkins, assistant superintendent of the city of New York, on "The teacher's work in the development of mental and moral power." He asked whether, when the teacher receives the pupil from the hand of nature and leads him into the school room, he takes up the work at the point where nature left it and conducts the youth onward in the same royal road? Knowledge of the being to be taught as well as of the subjects and methods of instruction is indispensable to success in the development of power. Then, given a skilful teacher, with faithful labor and patient waiting, success will crown the work. Hon. M. A. Newell, State superintendent of public schools of Maryland, next read a paper on the proposed "Revision of the common school curriculum," in which he suggested (1) the addition of new subjects of instruction; (2) a new apportionment of the old studies with regard to the time devoted to them; (3) a rearrangement of studies in the order of time. Children should be taught morals, their duties to one other, the virtues of honesty, truthfulness, and purity; also, a few homely lessons in the laws of health. The revision, however, will be incomplete till there be added some form of manual industry.

The evening session opened with a paper on "The necessity for spelling reform," by T. R. Vickroy, of St. Louis, Mo., in which the historical claims of the current orthography were discussed and the hindrance it forms to the acquisition of useful knowledge by public school pupils was demonstrated by a reference to the meagre results of public instruction in England and this country compared with the outlay made. A valuable paper was then read by Hon. J. P. Wickersham, long State superintendent of public instruction of Pennsylvania, on "The leading characteristics of American systems of education," which, he said, as they exist here, may be regarded as indigenous, there being nothing in the Old World from which they could have been copied. The peculiar features of the American school systems generally are that the schools are open to all children of a proper age, without regard to sex, race, or rank, and largely without regard to color; that they are free and unsectarian; that the National Government has no control; that the several States hold this control, and that even they have not much to do directly with the work of education, the real power resting much nearer the people, in the hands of the township and city governments, so near the people as to touch their homes and hearts. This address was followed by one by President L. C. Dickey, A. M., of Georgia, who spoke in opposition to public schools, free scholarships, and monumental institutions, which produced a lively interruption. Mrs. Louise Pollock, principal of the National Kindergarten and Normal Institute, Washington, D. C., in a brief address, presented the advantages of the Kindergarten teaching in the primary schools and called for the introduction of its methods in the primary departments of public schools.

On report of the nominating committee, G. J. Orr, of Georgia, was elected president for the ensuing year; W. D. Henkle, of Ohio, secretary; and H. S. Tarbell, of Indiana, treasurer.

On the third day, the morning session of the general association was called to order by President Smart, and prayer was offered by Dr. L. L. Rogers, of Tennessee. John B. Peaslee, superintendent of public schools in Cincinnati, then read a paper on "Moral and literary training in the public schools," in which he advocated the study of English literature as a distinct branch in the high schools and wanted classes to begin with the authors of to-day and go back to the older ones, instead of beginning with the early writers and coming down to the present day. He then called attention to some of the errors in our methods of teaching. One is in the amount of time given to arithmetic, which is more than all the other studies combined receive, while little time is given to literature and composition. Another mistake is the pernicious method of teaching history, compelling the pupil to memorize page after page of dates and facts. Still another is crowding into the high school course much that belongs to the colleges and universities. He believed that gems of literature, properly taught in schools, would elevate and make our boys and girls grow up into better and nobler men and women. Dr. A. W. Calhoun, a distinguished oculist of Atlanta, Ga., then read a paper on "The effect of student life upon the eyesight," in which he referred to the fact that it is in the school room that the larger and most important part of the child's life is spent, and that, while the whole energy is bent upon the proper development of the brain, too little attention is given to the importance of a healthy eye, which, while itself is developing, undergoes great changes from the duties it is called on to perform. The near-sighted eye is too long a ball and is absolutely diseased, the extra convexity making its appearance rarely before the fifth or sixth year, which is about the time children begin to go to school. It is

produced by overwork, and the elongation gradually but constantly increases through all the years of school life, even to the twentieth or twenty-fifth year. Nearsightedness in city schools is more frequent than in rural districts, owing to the better surroundings in the country, where there are less strain and more rest. Colored children are remarkably free from nearsightedness. Some instruction as to the kind of glasses to be used, the amount, direction, and color of light to be admitted into the school room, concluded this address. After a spirited discussion of the two papers read on Tuesday and Wednesday, "What shall we teach in our public schools?" and "The proposed revision of the common school curriculum," a communication from the senate inviting the association to seats with that body in the senate chamber was received and read.

In the evening Mrs. Pollock, of Washington, D. C., gave an exhibition of the Kindergarten system and its working, which was much enjoyed; while at De Give's Opera House Prof. Wm. I. Marshall, of Fitchburg, Mass., in an illustrated lecture, gave a description of the great Yellowstone National Park.

On the fourth day the general association listened to a paper by F. Louis Soldan, of St. Louis, on "The century and the school," a long and exceedingly interesting paper, of which only the central thought can be given. The century makes two distinct demands on schools. One is that the school shall be in harmony with the practical aims and spirit of the times; the other, that it shall help to guard those ethical interests which are as old as the human race itself, which alone constitute man a civilized being, and which make uprightness and charity a part of human nature. Hon. Joseph E. Brown, United States Senator from Georgia, was then introduced, and said: "As a citizen of Atlanta and Georgia, I take pleasure in uniting with what has been said by the governor of our State, as well as by our citizens whom you have heard, that you are cordially welcome to our State and city. Many of you come from the Northern and Western States. We are proud to see you here on that account. The time was when we had differences. That time has passed. We are now one people again, and one people we shall remain forever. The cause of our struggle has been forever removed, and there is now no question that will divide the people in the future. I am proud to know that this is so, and I shall do all I can to promote the interests of the whole nation, and especially the cause of education." He then referred to the remarkable age in which we live, especially in the progress of education; and, while he differed in politics from many of his brethren in the North, he said he was grateful for the educational doctrines they held, enunciated, and applied. He then spoke of the peculiar troubles of the South in this direction, saying that at the close of the war 4,000,000 people had been changed from slaves to freemen and that it is the interest, wish, and duty of the southern people to make them as good citizens as they can. But they had lost the value of them, $2,000,000,000. Two armies were supported on their territory. They were left poor, and must have aid. The Senate was a unit on this view of their need, and the outlook was hopeful. He sat down amid great applause, and a vote of thanks was tendered him for his address.

Mr. Bicknell, chairman of the committee on resolutions, reported a preamble and two resolutions in reference to national aid, which were unanimously adopted. Mr. Bicknell subsequently introduced a resolution heartily commending the arrangement to include in the proposed cotton exhibition at Atlanta a representation of education, and pledged the coöperation of the association, which was adopted with much enthusiasm. Mr. William T. Harris, of St. Louis, then read a paper giving an account of his visit to Brussels last August as the representative of the association at the International Educational Congress; and a committee was appointed to prepare the way for a representation of education at the proposed International Exposition at Boston in 1885. John D. Philbrick, Massachusetts; John Eaton, Washington; J. P. Wickersham, Pennsylvania; H. S. Thompson, South Carolina; A. J. Rickoff, Ohio; T. W. Bicknell, Massachusetts, and J. H. Smart, of Indiana, constitute the committee. The committee on resolutions reported a series of resolutions on wider reading of educational literature, on the need of universal education as vital to our institutions, on the necessity for normal schools to train teachers for the common schools, on the satisfaction with which the progress of free school training in the South was witnessed, on the amount of good done by the National Bureau of Education in disseminating valuable educational information, and deploring the mortal assault upon President Garfield.

Then, after a few remarks from the president elect, Dr. Orr, the association adjourned to meet next year at Saratoga.—(Journal of Education.)

### DEPARTMENT OF HIGHER EDUCATION.

On the afternoon of the second day, the department of higher education met, and President Lemuel Moss, of Indiana, being in the chair, opened the meeting with an address, the leading thought of which was that all questions of human interest are, at bottom, questions of philosophy, and that no competent and honest teacher in this day and nation can be otherwise than serious and anxious concerning the philosophical con-

ceptions which are to dominate and direct the thought and life of the people. President I. W. Andrews, of Marietta College, Ohio, followed with a paper on "The study of political science in colleges." Among the principal reasons given for this study was this, that the student would there lay the foundation of this knowledge without partisan bias. Dr. H. H. Tucker, of Atlanta, was then introduced and read an entertaining paper on "The advancement of the higher education," opening with the statement that prominent and influential men are not usually looked for among teachers and stating that the profession, even in its higher departments, involves elements which are apt to belittle the mind and character. Its sphere of thought is narrow. A teacher's life is almost necessarily monastic. His business shuts him out of the world. A recluse never becomes great. Not having means to travel, he becomes provincial in habits of thought. Repeated stooping to inferior minds lowers his stature. Teachers should hold a higher rank, and be worthy of it. The style of this production was unique, its delivery producing a high degree of enthusiasm.

### DEPARTMENT OF NORMAL SCHOOLS.

At 3 P. M. of the third day the department of normal schools, Jerome Allen, of Geneseo, N. Y., president, proceeded to elect as its officers for the ensuing year C. C. Rounds, of Maine, president; T. C. H. Vance, of Kentucky, vice president; and Jerome Allen, of New York, secretary. After a short address from the president on the "Necessity of a normal school in a public system of instruction," Prof. J. C. Gilchrist, president of the Iowa State Normal School, read a paper on "What constitutes a normal school." He said the purpose of a normal school is the preparation of teachers for positions in the school system of the people; it must instruct in the sciences; must teach the science of the mind, the philosophy of education, the systems of instruction for all phases of school room work; must maintain a model or training department; must develop a professional spirit with that of noble manhood and womanhood in all its pupils, uniting to all this true culture in goodness of heart and agreeableness of manners. He would have the normal school point out the sources of all moral knowledge, and would bring to bear on every pupil a moral power by which habits of the purest virtue will be inculcated, both by conscious and unconscious tuition. Mr. Vance, of Lexington, Ky., following with a paper on "The best normal training for country teachers," severely criticised normal schools. Mr. DeWolf, State school commissioner of Ohio, to some extent agreed with him. Commissioner Orr, of Georgia, said that he was older than many present, but was young in this matter. The Atlanta University for colored pupils was the only college in Georgia that professed to be a normal school. The teachers turned out from normal schools are said to be far superior to any others, and he felt very deeply the importance of having in the State a normal school for the white and one for the colored teachers.

### THE DEPARTMENT OF ELEMENTARY SCHOOLS

met on the first day, with Hon. John M. Bloss in the chair as president. A carefully prepared paper on "The philosophy of illustration" was read by Ex-State Commissioner J. J. Burns, of Ohio, and followed by another on "The education of the sensibilities," by Superintendent John W. Dowd, of Toledo, Ohio, in which he said that schools cannot give too much intellectual power, but they may give too little of refined sensibility. School life touches character at every point. You can no more teach school without teaching morality than a mason can lay brick into a grand imposing structure without the aid of mortar.

The department, on report of its nominating committee, elected Superintendents J. M. Bloss, of Indiana, A. L. Rogers, of Louisiana, and J. J. Burns, of Ohio, as president, vice president, and secretary for the ensuing year.

### DEPARTMENT OF INDUSTRIAL EDUCATION.

On Friday morning the department of industrial education was called to order by President E. E. White, of Indiana. The first business transacted was the election of C. O. Thompson, of Worcester, Mass., as president for the ensuing year; Henry H. Fick, of Cincinnati, Ohio, vice president; and S. R. Thompson, of Lincoln, Nebr., secretary; and a vote of thanks to the retiring president. President White read a short address on the general objects of industrial education, which was a brief statement of the principles advocated in his address on "Technical education in public schools," given last year at Chautauqua. The secretary, S. R. Thompson, in his report, gave the names of the industrial schools established during the year, of new departments in schools already established, new and improved facilities for teaching manual arts in schools for deaf-mutes and the blind, as well as in reform schools, and the general drift of public opinion in regard to industrial training. Resolutions requesting the United States Commissioner of Education to publish certain documents on this subject and requesting the secretary to continue his investigations were adopted; an excellent address, by Prof. L. S. Thompson, of Purdue University, on "The decay of apprentice-

ship—its causes and remedies," was then delivered, followed by an exhibition of some specimens of the work done by the students, illustrative of the course of study, especially in drawing, after which the department adjourned.

### ANNUAL MEETING OF THE DEPARTMENT OF SUPERINTENDENCE.

This body, made up of State and city superintendents and other educational officers from all parts of the country, held its annual meeting in the hall of the Cooper Union, New York, from Tuesday to Thursday, February 8–10, 1881. The attendance was large and the programme well sustained. The address of welcome was by Stephen A. Walker, president of the New York board of education. He referred to the educational character of the Cooper Institute and to the hall as "the cellar of oratory." William T. Harris, LL. D., of St. Louis, then delivered an address on "The present aspect of public education in America and Europe."

Wednesday morning the meeting opened in the hall of the Young Men's Christian Association, with a paper on "The unification of school statistics," by Andrew McMillan, of Utica, N. Y., followed by addresses on "Weak places in our systems of public education," by Hon. J. P. Wickersham and Hon. B. G. Northrop; "The conservation of pedagogic energy," by Charles O. Thompson, of Worcester, Mass.; and "Our schools and our forests," by Dr. F. B. Hough, of the Agricultural Department, Washington. Thursday's session began with a paper by Mrs. Mary H. Hunt, of Brooklyn, N. Y., urging the introduction of scientific temperance teaching in schools and colleges, at the close of which Hon. John Eaton, Commissioner of Education, read a paper on "Museums illustrative of education." He was followed by Mrs. Walworth, a school commissioner of Saratoga, N. Y., who pressed the inquiry whether something could not be done by way of teaching a few of the elementary principles of morality in the schools, which gave rise to a long and inconclusive discussion. J. W. Patterson, State superintendent of New Hampshire, then read a paper on "National aid to education," the discussion of which finished the programme; and after the usual vote of thanks the meeting adjourned.—(Journal of Education.)

### NATIONAL COUNCIL OF EDUCATION.

A council of education was created by the National Educational Association at its nineteenth annual meeting at Chautauqua in July, 1880. The membership consists of 51 persons who must belong to the parent association and be clearly identified with educational work. Three members were elected by each of the five departments, the elementary, higher, superintendents', normal, and industrial; 12 were elected by the directors of the association, and 24 others by the 27 thus elected. After the first year each of the departments is to elect 1 member biennially, the directors 2 annually, and the council 4 annually, the term of service being 6 years.

This organization was seen to be necessary from the fact that the annual sessions of the National Educational Association were too short to allow of any final decision on many important questions presented. It was also considered that the work of the association would be greatly facilitated if subjects were brought before it in the matured form which the deliberations of a committee would give them. Committees representing the several departments of education are to be appointed by the council, and may be called on at any time for the consideration of educational questions and the expression of opinion, and each member must engage to serve on the committee to which he may be appointed. The regular annual meeting of the council is to be held two days before that of the association and at the same place. An annual report must be made by the council to the association, setting forth the questions considered during the year and the conclusions arrived at and embodying a survey of such topics as seem to call for action on the part of the association.

The meeting of 1881 was held at Atlanta, July 19–21. After the arrangement by lot of the official terms of a portion of the members first elected and the transaction of other business, the reports of committees were submitted. Mr. E. E. White presented that on "Industrial education;" Mr. J. W. Wickersham, one on "Superintendency;" Mr. W. T. Harris, one on "Pedagogy in universities," and Mr. Eaton, one on "Hygiene." It was agreed that all titles be omitted in reporting the minutes of the meetings of the council. The officers elected for the ensuing year were: T. W. Bicknell, president; James P. Wickersham, vice president; E. E. White, secretary; and Messrs. D. C. Gilman, W. H. Ruffner, John Hancock, and J. L. Pickard, executive committee.—(Journal of Education.)

### NEW ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS.

This association, which holds two sessions during each year, met May 27 and again October 28, 1881, in Boston.

The first session was in many respects a notable gathering, both as to number of mem-

bers present and the interest and order of business. Only one general subject was before the convention, namely, "Resolved, that superintendents, unbiassed by personal considerations or political and social influences, should recommend the dismissal of incompetent teachers and the election of competent teachers only." This was divided by the executive committee into a number of subheads and assigned to various speakers. Secretary Dickinson answered the question "What constitutes a good teacher?" Dr. Philbrick, "How shall we get good teachers?" Superintendent Tash, of Portland, "How shall we keep good teachers?" Superintendent Aldrich, of Canton, "How shall we help teachers in their schools?" Superintendents Lambert, of Malden, and Parish, of New Haven, "Should teachers disabled from age and long service be retained?" Superintendent Marble, "How shall we get rid of the incompetent teacher?" and Superintendents Allard and Edgerly, "What shall we do when teachers are retained by political and social influence?" The general question being then before the meeting it was discussed by the superintendents named and a number of others, and was finally laid on the table, it being decided that in theory there could be no question as to a superintendent's duty in the matter.

At the subsequent session 31 members were present, Hon. T. B. Stockwell, of Rhode Island, in the chair. The first business was the report of a committee on Barnard's American Journal of Education, Mr. Bicknell chairman. Superintendents were solicited to aid in placing 100 sets of this work in the public and teachers' libraries of New England, and the responses from all present indicated a deep interest in the subject and willingness to assist. As on the previous session, the topics before the meeting were first discussed by members to whom they had been assigned and then by the association at large. Superintendent J. T. Prince answered the question "What is the best method of developing the intellectual faculties?" Superintendent Brown, the kindred one, "What are the means to secure the best mental discipline?" Superintendent J. Osgood treated of moral discipline; Superintendent G. C. Fisher, of physical development; and Superintendent Cogswell, of teaching and discipline. The last gave a résumé of the methods applied in Cambridge to ascertain the character of teaching and discipline. These included personal inspection, written examinations, and written reports from members of examining committees, the coöperation of the committees being thus secured in the removal of incompetent teachers. Superintendent Parker suggested that, prior to the application of the tests, teachers be given an opportunity to teach according to their judgment. He said that they were often given work beyond the power of the children and of themselves. Supervisor Littlefield, of Boston, thought that to only ask teachers to do what they think they can would make district schools of all graded schools. He said a superintendent of schools is as necessary as an overseer of a mill or of slaves. He questioned the utility of discussing these and similar topics, and of all such investigations. He feared they might lead to general doubt of all educational truths (such doubts having been a result of investigation in the religious world), and besides, in his opinion, there is no educational science or system of principles. These remarks led to an animated discussion, in which many members joined, and after the election of officers for the ensuing year the meeting adjourned.—(Journal of Education.)

## AMERICAN INSTITUTE OF INSTRUCTION.

The fifty-second annual meeting of the American Institute of Instruction was held at St. Albans, Vermont, July 5–8, 1881, the president, William A. Mowry, of Providence, R. I., in the chair.

The editor of the Journal of Education describes this meeting as eminently an educational success. The news of President Garfield's assassination came just in time to arrest the great throng that would have welcomed him to the first reception of a President by an educational association in Northern New England. But the higher teachers came in large numbers, probably a full thousand. The audience room of the Congregational Church was crowded to its utmost capacity, and the interest seemed to increase up to the culminating point, in the great out-door meeting in the public park and the closing reception at the home of Hon. Worthington Smith, on Friday evening.

The institute opened on Tuesday evening with an interesting and scholarly address from M. H. Buckham, president of the University of Vermont, on "The choice and use of books," after which several entertaining readings were given by Prof. S. S. Bloch, of Boston.

The second day was given to a consideration of national aspects of education in the broadest sense. The address of welcome by Governor Farnham, of Vermont, an excellent practical talk, was followed by the president's annual address. This commenced by saying that true education is wider than the schools, deeper than the curriculum of studies, and higher than childhood and youth, including, as it does, the school, the college, the trades, industries, and professions. He thought that arithmetic received too

much attention in the common schools; that more time should be given to language and its study; and that the high school curriculum should embrace more political studies, including the balance of power between the State and the nation and the duties of American citizens. Superintendent J. W. Patterson, of New Hampshire, gave an address on "Political education," in which various good reasons were given for making the study of politics universal. In the afternoon the audience listened for three hours, without showing signs of weariness, to the glowing word pictures of C. C. Coffin, of Boston, who spoke on "The physical geography of our continent," and to the fervid oratory of Dr. J. L. M. Curry, agent of the Peabody education fund, who made a stirring appeal for education in the South. Mr. Coffin's paper gave a most graphic description of the wonderful resources of our country, and showed the mighty influence it must exert in future ages. The address of Dr. Curry was the more valuable from the fact that his connection with the Peabody fund leads him into every part of the South to examine their educational interests and prepare the way for free schools. In the evening Dr. A. D. Mayo gave some of the results of his observations during the year in nine Southern States on the subject of education. On Thursday morning the institute listened to an address from President Greenough, of the Rhode Island Normal School, who outlined his ideal of the true educator. Professor Bloch, whose readings were one of the attractions of the entire session, discoursed on methods of elocutionary instruction; Professor Osbun, of the Salem (Mass.) Normal School, illustrated his method of manufacturing and using apparatus for the teaching of nature knowledge in common schools; Ex-Superintendent Small, of Salem, Mass., presented the moral, social, and æsthetic bearings of popular education in an address on "Jesus Christ, the model teacher;" Mrs. Julia Ward Howe read one of her admirable essay lectures on "The relation of education to our new social life;" and a lecture by Wallace Bruce on Sir Walter Scott closed the educational feature of the meeting. Friday morning was given chiefly to commemorative addresses on departed educators: George B. Emerson, of Massachusetts; David Crosby, of New Hampshire; and Nathan Bishop, of New York. A beautiful tribute was paid to Mr. Emerson by General H. K. Oliver, now the only surviving member of the first board of management of the institute.

A mass meeting in the open air, held in the afternoon, was a fitting close to the public exercises of this occasion. Mrs. Howe addressed the assembly on the grand mission of teachers; President Mowry read a poem composed for the occasion, which was then sung by the congregation; Rev. Charles Van Norden offered prayer, asking God to save the President; Mrs. Howe's "Battle Hymn of the Republic" was sung with great effect; President Mowry delivered an address alluding to President Garfield's intention of being present at the institute, and the sad event which had prevented it; and after other short addresses and the singing of the doxology the institute adjourned.—(Journal of Education.)

## AMERICAN SOCIAL SCIENCE ASSOCIATION.

The general object of this association is to promote the good of the community by the investigation of various social questions, including education, health, jurisprudence, and social economy. Its annual meeting for 1881 was held at Saratoga, N. Y., September 6–9.

The opening address by the president, Francis Wayland, of the Law School at New Haven, was an able presentation of the defects in our law-making system. At a meeting of the department of education, the chairman, Prof. W. T. Harris, of Concord, Mass., made a masterly extemporaneous address of an hour on education. While recognizing fully the vital importance of moral and religious training in early youth, he thought this should be attended to especially by parents and churches and that school education should be secular. A paper on the education of deaf-mutes was read by Dr. Edward Gallaudet, president of the National Deaf-Mute College. He expressed the opinion that the sign language and lip reading should both be used, some pupils being most benefited by one method and some by the other, but claimed that the sign language had important advantages over articulation in the greater rapidity and certainty with which it can be used. Mr. Charles Dudley Warner read a paper on the American newspaper, which concluded with the opinion that the moral tone of the newspaper is generally higher than that of the community in which it is published. A discussion of the temperance question was one of the most interesting of the session. Hon. P. Emory Aldrich advocated prohibition, presenting a solid and effective array of facts and figures, with the inevitable conclusions to be drawn from them. Dr. Leonard W. Bacon defended license and Hon. F. W. Bird argued for unrestricted traffic. Each presented a written paper, limited to half an hour. Dr. Bacon charged the comparative inefficiency of the license laws largely on prohibitionists, many of whom, he said, desired to have them fail, and were even willing to combine with liquor dealers to effect that end. Mr. Bird attempted to show that both license and prohibitory laws have proved a complete failure, neither

having reduced materially the consumption of liquors, and said that moral suasion is the only effective method of restricting the traffic. Each side was strongly presented, but the sympathy of the audience seemed to be decidedly in favor of prohibition. There was a crowded house to listen to George W. Curtis, of New York, on "Civil service reform." He gave a history of the civil service, showing that the reform he advocated would be simply a return to the principles and practice of early administrations.

The subject of insanity occupied considerable time, and there seemed to be a general agreement that the women in asylums for the insane should be attended by women physicians; also, that patients should have individual treatment as far as possible. Hon. Dorman B. Eaton, in summing up the debate, said that, after all, very little is known yet about insanity or its causes, as to when it really exists, or even what is an accurate and comprehensive definition of it. Mr. F. B. Sanborn expressed the opinion that there are now not less than 100,000 insane people in the country. Dr. Emily Pope, of Boston, read a paper on the women physicians of the country, showing wide and careful research as to their number, circumstances, and success. She thought the number in practice was about 390 or more. Mr. Robert P. Porter, of the Census Bureau, read a paper showing that the present State, county, and municipal debts of the country amounted to about $1,055,308,000. General John Eaton, United States Commissioner of Education, spoke on education at the South, giving many facts of interest. Rev. S. W. Dike read a paper on "Divorce legislation," and many other topics of interest were presented. The attendance was not large, the house frequently not being more than a quarter filled; but most of the addresses will be printed, and will thus reach the public.—(Congregationalist.)

## AMERICAN PHILOLOGICAL SOCIETY.

The thirteenth annual meeting of this society began in Cleveland, Ohio, July 12, 1881, with about 30 members in attendance. The papers and discussions of the first day embraced "Homer and Strabo," by Professor Egrihler, of Johns Hopkins University; "Latin words in the Talmud," by Prof. James S. Blackwell, of the University of Missouri; and "The home of the original Semitic people," by Professor Toy, of Harvard. In the evening Prof. Lewis R. Packard, of Yale College, delivered the annual address. On the second day the following papers were read: "History of the 'A' vowel, from old Germanic to modern English," by Dr. W. Weelsey, of the Johns Hopkins University; "Verses of text respecting the precious stones of Scripture," by Professor Blackwell, of the University of Missouri; "Mixture in language," by Prof. W. D. Whitney, of Yale College; "Language of the Isle of Man," by Mr. W. S. Kerruish, of Cleveland; "The use of abstract verbal nouns in Thucydides," by Dr. E. G. Sihler, of New York; "The vowel scheme of Melville Bell," by Prof. Samuel Porter, of the National Deaf-Mute College, Washington.—(Scientific American.)

## NATIONAL CONFERENCE OF CHARITIES AND CORRECTION.

The eighth national conference of this body was held in Boston July 25–30, 1881, there being present 214 delegates, from 16 States, the District of Columbia, and Canada. The objects aimed at by the society are: (1) to reduce vagrancy and pauperism and ascertain their true causes; (2) to prevent indiscriminate and duplicate giving; (3) to secure the community from imposture; (4) to see that all deserving cases of destitution are properly relieved; (5) to make employment the basis of relief; (6) to elevate the home life, health, and habits of the poor; and (7) to prevent children from growing up as paupers.

The conference met, by invitation of the State authorities, in the representatives' hall of the State House, and was opened by Governor Long, of Massachusetts, in a graceful and felicitous address of welcome. The president of the conference, F. B. Sanborn, esq., of Massachusetts, followed in the customary address, in which he considered "Insanity in its relations to the state." Two days were devoted to questions connected with the work of associated charity societies. A report by Dr. Charles Cadwalader, of Philadelphia, showed the coöperation of societies in 16 cities of the United States and in about 78 cities in Great Britain, reports having been received from 9 European organizations. Robert Treat Paine, jr., president of the society in Boston, gave an account of its workings there, and J. Guilford Smith, esq., secretary of the Buffalo society, gave a history of the work in that city, where, he said, they had virtually put an end to all street begging. Mrs. James T. Fields presented a paper on "The constitution and duties of a district conference," in which she referred to the need of industrial training for the young and the necessity of teaching the poor how to become self supporting. Levi L. Barbour, esq., president of the society in Detroit, followed with a paper on the difference between pauperism and poverty, and the duty of suppressing vagrancy, street begging, and mendicancy; Mr. Seth Low, of the Brooklyn Bureau of Charities, read a paper on

public outdoor relief in the United States; Mr. George A. James, of Boston, gave an account of the "provident wood yard" of that city, an association to provide employment for persons seeking relief; and Mrs. Charles R. Lowell, of the New York State board of charities, read a paper on "The considerations upon a better system of public charities and correction for cities," in which was sketched a carefully considered plan for dividing the charities of every large city into three departments, one for the care of children, one for the care of public dependents, and one for the reduction of crime.

Friday was given to the subject of "Preventive work among children. It was to have been presented by Ex-Governor John J. Bagley, of Michigan, but news of his sudden death reached the conference by telegraph the morning of the day on which he was to speak. His place as chairman for the day was taken by Hon. W. P. Letchworth, of New York, and after a report of local work in this direction in Vermont and Illinois, by Mrs. H. M. Beveridge, of Illinois, Mrs. Elizabeth C. Putnam, of Boston, gave an account of "The work of auxiliary visitors among dependent and delinquent children." These visitors are persons appointed by the State of Massachusetts to visit and care for the minor wards of the State. There are 60 such acting under the authority of the State board of health, lunacy, and charity, who are paid only their travelling expenses. They seek homes for children either in domestic work or by adoption, visit the family of the child and that to whose care it is proposed to confide him or her, keep constantly informed about the circumstances of the child, and report to the board. Mrs. Susan I. Lesley followed in a paper on "Foundlings," and much other interesting matter was presented on the subject of insanity, imbecility, immigration, crime, penalties, hospitals, asylums, and other topics, which may be found in the official report of the conference. After resolutions of sympathy with President and Mrs. Garfield, the conference adjourned to meet the following year in Madison, Wis.—(Monthly Register, Philadelphia.)

## CHAUTAUQUA TEACHERS' RETREAT.

This department of the Chautauqua movement proposes to benefit teachers by combining recreation and conversation on the philosophy of education and the methods by which it may be promoted. Some of the foremost educators of the country are interested in the movement, and a large number of teachers from various parts of the Union received certificates of attendance during the two weeks term of 1880 and of 1879.

The retreat for 1881 was advertised to open July 19 and close August 2. Among the topics on the programme appear psychology and pedagogy, geography, Kindergärten, industrial education, the tonic sol-fa system, elocution, gymnastics, clay modelling, English grammar and literature, and phonography. No further report of the session has been received.—(Teachers' Guide.)

## AMERICAN MISSIONARY ASSOCIATION.

A conference of the officers and workers of this association, which deals largely with education of Indians and freedmen, was held at Fisk University, Nashville, Tenn., December 26–27, 1881, to consider the educational work of the association in the South, with a view to its unity and efficiency. Many of the teachers present had been long in the service, thus bringing to the discussion the qualifications of experience and observation in regard to the educational aptitudes of the colored race. It was considered necessary to provide for them more and better theological instruction; and to this end the association was asked to establish a theological seminary farther south, in addition to the department of Howard University, and to sustain the efficiency of the departments at Talladega College, Alabama, and Straight University, New Orleans, La. The review of the industrial departments was satisfactory. The farms at Tougaloo, Miss., and Talladega, Ala., furnish labor for the boys, and the boarding departments there, as also at Atlanta and Fisk Universities, give employment to the girls. These industrial departments do not pay pecuniarily, but they pay in healthy mental and moral stamina and in preparation for practical pursuits. Much time was given to the discussion of normal and preparatory schools and their relations to higher institutions. The most effective work for the colored race, it was felt, is in the normal and preparatory schools, where the wants of the masses are met and the foundations laid for more advanced study. The results of the conference in this respect are expected to be greater unity and efficiency in object lesson teaching, normal training, and practical business education, as well as in giving more thorough preparation to those who may enter the colleges. The meeting also furnished opportunity for a better acquaintance among officers and teachers of the association and for a more extended knowledge of the various interests in its care. A significant and encouraging fact was the presence of Dr. J. B. Lindsley, secretary of the State board of education of Tennessee, and of State Superintendent Doak, both of whom expressed in the strongest terms their appreciation of the work the association was doing in the South.—(American Missionary.)

## AMERICAN MEDICAL ASSOCIATION.

The thirty-second annual session of this association was held in Richmond, Va., May 3, 1881. The subjects under discussion related mainly to medical practice and not to the elevation of standards in medical colleges or other educational topics. The question of admitting homœopathic students to the courses at regular schools, which has been a burning one for several years, after an animated and eloquent debate, was finally disposed of by a compromise. The homœopath is to be allowed an education, but not a diploma. Dr. J. J. Woodward, Assistant Surgeon-General, Washington, D. C., was chosen president of the association for 1881–'82.

## AMERICAN INSTITUTE OF CHRISTIAN PHILOSOPHY.

This association, starting in 1881, grew from a similar one, the Victoria Institute, in England, whose object is the creation and distribution of literature illustrating the relations between science and religion. As many of its ablest papers were from this side of the Atlantic, it occurred to some of the Christian scholars of America that a similar organization should be attempted in this country.

The attempt was experimental, but largely successful. Rev. Dr. Deems, pastor of the Church of the Strangers, in New York, who had for years been a member of the British Institute, and Rev. Amory H. Bradford, pastor of the Congregational Church of Mont Clair, N. J., made an effort to ascertain whether 10 gentlemen could be found who would deliver a course of lectures in the line of the relations of science and religion. The response was such that a syllabus was made out. William O. McDowell, esq., engaged to build a hall to be used for these lectures on a beautiful property of his called Warwick Woodlands, on the west side of Greenwood Lake, at a railroad terminus 40 miles from New York City; and having secured an encamping hotel he offered to pay the fees and expenses of the lecturers. The course was opened July 12, 1881, with a lecture by Dr. Deems on "The cry of conflict," followed on the 13th by one from President Porter, of Yale College, on "What we mean by Christian philosophy;" on Thursday, the 14th, by Prof. Borden P. Bowne, of Boston University, on "Some difficulties of modern materialism;" on Friday, 15th, by Prof. Stephen Alexander, of Princeton, on the "Origin and primitive state of man;" on Saturday, 16th, by Prof. C. A. Young, of Princeton, on "Astronomical facts for philosophical thinkers." On Sunday a large gathering listened to a sermon from Rev. A. H. Bradford, of Mont Clair, N. J. On Monday, 18th, the course was resumed with a lecture by Prof. Alexander Winchell, of the University of Michigan, on "The philosophical consequences of evolution," followed on Tuesday, 19th, by Rev. Lyman Abbott, D. D., of New York City, on the "Foundations of Christian belief;" on Wednesday, 20th, by Rev. J. H. McIlvaine, of Newark, N. J., on "Science and revelation;" Thursday, 21st, by Prof. B. N. Martin, of the University of New York, on "Recent physical theories in their bearing on teleology;" and lastly, Friday, 22d, by President John Bascom, of the University of Wisconsin, on "The gains and losses of faith by science."

On the 21st of July, while this course was in process, a meeting was held in the hall of philosophy, when the American Institute of Christian Philosophy was organized, a prospectus issued, and Rev. Charles F. Deems, D. D., LL. D., was elected provisional president, Rev. Amory H. Bradford, provisional secretary, and William O. McDowell, provisional treasurer. The first monthly meeting was held at Warwick Woodlands, August 28, 1881, and the following gentlemen were elected vice presidents: John Bascom, LL. D., of Wisconsin; Hon. Kemp P. Battle, LL. D., of North Carolina; Rev. Bishop Charles Edward Cheney, of Illinois; and General G. W. Custis Lee, of Virginia. It was ordered that the future monthly meetings be held in the parlors of the Church of the Strangers, where the second and third monthly meetings were held, at the last of which the committee on by laws reported a system of laws, which was adopted.—(Christian Philosophy Quarterly, 1881.)

## AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The thirtieth annual meeting of this association met in Cincinnati August 17, 1881. Prof. G. J. Brush, of the Yale Scientific School, in the chair. The venerable retiring president, Hon. Lewis H. Morgan, absent on account of sickness, took leave of the society in a touching letter. The meeting was a most important one, whether viewed in reference to the numbers in attendance, the high standing of the members in their various specialties, or the bearing upon science and real life of the subjects discussed. The topics presented before the several sections were too numerous for special mention here; among them were the following, arranged according to a new schedule adopted at this

meeting: In the section of mathematics and astronomy, "Method of determining the solar parallax from meridian observations of Mars at opposition," by J. R. Eastman, of Washington, D. C.; "Wave lengths of the principal lines of the solar spectrum," by T. C. Mendenhall, of Columbus, Ohio, and a report from a committee of eminent astronomers on new standards of stellar magnitudes; in the section of physics, "Electricity, magnetism, gravitation, considered as manifestations of one force," by S. S. Parsons, Lodi, Ohio; in the section of chemistry in its application to agriculture and the arts, "Coal dust as an element of danger in mining," by H. C. Hovey, of New Haven, Conn.; "Amylose," "Mixed sugars," and the "Composition and quality of American wines" received attention, as well as "The development of sugar in maize and sorghum," the writers on the last two being Henry B. Parsons and Peter Collier, both of Washington, D. C.; in the section of mechanical science, "Suggestions for improvement in the manufacture of glass and new methods for the construction of large telescopic lenses" was presented by G. W. Holley, of Niagara Falls, New York; in the section of geology and geography, came "On the cause of the arid climate of the western portion of the United States" and "The excavation of the grand cañon of the Colorado River," both by Capt. C. E. Dutton, of Washington, D. C., and also "A short study of the features of the region of the lower Great Lakes during the great river age; or, Notes on the origin of the Great Lakes of North America," by J. W. Spencer, of Windsor, Nova Scotia, and "Evidence from the drift of Ohio, Indiana, and Illinois, in support of the preglacial origin of the basins of Lakes Erie and Ontario," by E. W. Claypole, of Yellow Springs, Ohio; in the section of biology, "A contribution to the study of the bacterial organisms commonly found upon exposed mucous surfaces and in the alimentary canal of healthy individuals;" in the section of anthropology, a lengthy and learned paper on "The gesture speech of man," by Col. Garrick Mallery, U. S. A., with another on "A lawgiver of the stone age," by Horatio Hale, of Clinton, Canada, descriptive of the formation by Hiawatha of the great league of the Six Indian Nations of New York.

Before the close of the session, action was taken, with considerable decision, on the practice which it was ascertained was growing up of conferring the degrees of doctor of philosophy and doctor of science honoris causa, instead of as an earned reward for scientific work and high attainments in philosophic study. The revelations made, in the discussion on this point, of the lavish way in which degrees are given went far to show the need of repressive action in other directions than the two specifically referred to.—(Proceedings of the thirtieth meeting, 1881.)

# APPENDIX.

## STATISTICAL TABLES

RELATING TO

# EDUCATION IN THE UNITED STATES.

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories, showing &c.; from replies to inquiries by the*

| | States and Territories. | Report for the year— | SCHOOL YEAR. Begins— | SCHOOL YEAR. Ends— | SCHOOL POPULATION. Between what ages. | SCHOOL POPULATION. Total number between said ages. |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | Alabama | 1881 | Oct. 1 | Sept. 30 | 7-21 | *a*422,739 |
| 2 | Arkansas | 1880-'81 | July 1 | June 30 | 6-21 | *b*272,841 |
| 3 | California | 1880-'81 | July 1 | June 30 | 5-17 | 211,237 |
| 4 | Colorado | 1881 | Sept. 1 | Aug. 31 | 6-21 | 40,804 |
| 5 | Connecticut | 1881 | Sept. 1 | Aug. 31 | 4-16 | 143,745 |
| 6 | Delaware | 1880-'81 | Dec. 1 | Nov. 30 | 6-21 | 37,285 |
| 7 | Florida | 1879-'80 | Oct. 1 | Sept. 30 | 4-21 | 88,677 |
| 8 | Georgia | 1881 | Jan. 1 | Dec. 31 | 6-18 | *a*461,016 |
| 9 | Illinois | 1880-'81 | July 1 | June 30 | 6-21 | 1,002,222 |
| 10 | Indiana | 1880-'81 | Sept. 1 | Aug. 31 | 6-21 | 714,343 |
| 11 | Iowa | 1881 | Sept. 15 | Sept. 15 | 5-21 | 594,730 |
| 12 | Kansas | 1881 | Aug. 1 | July 31 | 5-21 | 348,179 |
| 13 | Kentucky | 1880-'81 | July 1 | June 30 | *f*6-20 | 553,638 |
| 14 | Louisiana | 1881 | Jan. 1 | Dec. 31 | 6-18 | *a*271,414 |
| 15 | Maine | 1880-'81 | Apr. 1 | Apr. 1 | 4-21 | 213,927 |
| 16 | Maryland | 1880-'81 | Sept. 1 | July 31 | 5-20 | *a*319,201 |
| 17 | Massachusetts | 1880-'81 | May — | Apr. — | 5-15 | 312,680 |
| 18 | Michigan | 1881 | Sept. 6 | Sept. 5 | 5-20 | 518,294 |
| 19 | Minnesota | 1881 | Sept. 1 | Aug. 31 | 5-21 | 300,923 |
| 20 | Mississippi | 1881 | Jan. 1 | Dec. 31 | 5-21 | 419,963 |
| 21 | Missouri | 1879-'80 | Apr. — | Apr. — | 6-20 | 723,484 |
| 22 | Nebraska | 1881 | Apr. 1 | Apr. 1 | 5-21 | 152,824 |
| 23 | Nevada | 1881 | Sept. 1 | Aug. 31 | 6-18 | 10,533 |
| 24 | New Hampshire | 1881 | ..... | ..... | 5-15 | *a*60,899 |
| 25 | New Jersey | 1881 | Sept. 1 | Aug. 31 | 5-18 | 335,631 |
| 26 | New York | 1880-'81 | Oct. 1 | Sept. 30 | 5-21 | 1,662,122 |
| 27 | North Carolina | 1880-'81 | Dec. 1 | Nov. 30 | 6-21 | 468,072 |
| 28 | Ohio | 1881 | Sept. 1 | Aug. 31 | 6-21 | 1,063,337 |
| 29 | Oregon | 1880-'81 | Mar. — | Mar. — | 4-20 | 61,641 |
| 30 | Pennsylvania | 1881 | June — | ..... | 6-21 | *a*1,422,377 |
| 31 | Rhode Island | 1880-'81 | May 1 | Apr. 30 | *j*5-15 | 53,077 |
| 32 | South Carolina | 1881 | Nov. 1 | ..... | 6-16 | *a*262,279 |
| 33 | Tennessee | 1881 | July 1 | June 30 | 6-21 | 545,875 |
| 34 | Texas | 1879-'80 | Sept. 1 | Aug. 31 | 8-14 | 230,527 |
| 35 | Vermont | 1880-'81 | Apr. 1 | Mar. 31 | 5-20 | *a*99,463 |
| 36 | Virginia | 1881 | Aug. 1 | July 31 | 5-21 | 556,665 |
| 37 | West Virginia | 1881 | Sept. 1 | Aug. 31 | 6-21 | 213,191 |
| 38 | Wisconsin | 1881 | Sept. 1 | Aug. 31 | 4-20 | 491,358 |
| 39 | Arizona | 1881 | Jan. 1 | Dec. 31 | 6-21 | *a*9,571 |
| 40 | Dakota | *l*1881 | Apr. 1 | Mar. 31 | 5-21 | *b*88,815 |
| 41 | District of Columbia | 1880-'81 | July 1 | June 30 | *j*6-17 | *a*43,558 |
| 42 | Idaho | 1881 | Sept. 1 | Aug. 31 | 5-21 | 7,520 |
| 43 | Montana | 1881 | Sept. 1 | Aug. 31 | 4-21 | 9,895 |
| 44 | New Mexico | 1880 | ..... | ..... | 7-18 | *a*29,255 |
| 45 | Utah | 1881 | July 1 | June 30 | 6-18 | 42,353 |
| 46 | Washington | 1881 | Sept. 1 | Aug. 31 | 4-21 | 23,899 |
| 47 | Wyoming | 1880 | ..... | ..... | 7-21 | *a*4,112 |
| 48 | Indian: | | | | | |
| | Cherokees | 1881 | ..... | ..... | ..... | 3,715 |
| | Chickasaws | 1881 | ..... | ..... | ..... | 900 |
| | Choctaws | 1881 | ..... | ..... | ..... | 2,600 |
| | Creeks | 1881 | ..... | ..... | ..... | 1,700 |
| | Seminoles | 1881 | ..... | ..... | ..... | 400 |

*a* United States census of 1880.
*b* Several counties made no report of sex.
*c* Number under 5 years of age.
*d* Estimated.
*e* For the winter term.
*f* For colored population the school age is from 6 to 16.
*g* For white schools only.

*the school population, enrolment, attendance, duration of schools, number and pay of teachers, United States Bureau of Education.*

| SCHOOL POPULATION. | | | | | PUBLIC SCHOOLS. | | | |
|---|---|---|---|---|---|---|---|---|
| SEX. | | | | | | | | |
| Male. | Female. | Number under 6 years of age. | Number over 16 years of age. | Number between 6 and 16 years of age. | Number of pupils enrolled during school year. | Average monthly enrolment. | Average daily attendance. | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| ..... | ..... | ..... | ..... | ..... | 176,289 | ..... | 115,316 | 1 |
| *b*136,799 | *b*125,407 | ..... | ..... | ..... | 98,744 | ..... | ..... | 2 |
| 106,568 | 104,669 | *c*88,068 | ..... | ..... | 163,855 | 114,486 | 105,541 | 3 |
| 20,886 | 19,918 | ..... | 9,186 | 31,618 | 26,000 | ..... | 14,649 | 4 |
| ..... | ..... | *d*24,000 | ..... | *d*119,745 | 119,381 | ..... | *e*76,028 | 5 |
| ..... | ..... | ..... | ..... | ..... | 29,122 | ..... | ..... | 6 |
| ..... | ..... | ..... | ..... | ..... | 39,315 | ..... | 27,046 | 7 |
| ..... | ..... | ..... | ..... | ..... | 244,197 | ..... | 149,908 | 8 |
| 508,698 | 493,524 | ..... | ..... | ..... | 701,627 | ..... | 425,858 | 9 |
| 366,840 | 347,503 | ..... | ..... | ..... | 503,855 | ..... | 306,301 | 10 |
| 303,239 | 291,491 | *d*74,341 | *d*139,763 | *d*380,626 | 431,513 | ..... | 254,088 | 11 |
| 178,170 | 170,009 | ..... | ..... | ..... | 249,034 | ..... | 139,776 | 12 |
| ..... | ..... | ..... | ..... | ..... | *g*238,440 | ..... | *g*149,226 | 13 |
| ..... | ..... | ..... | ..... | ..... | 62,370 | ..... | *h*45,626 | 14 |
| ..... | ..... | ..... | ..... | ..... | 150,067 | ..... | 99,500 | 15 |
| ..... | ..... | ..... | ..... | ..... | 158,909 | ..... | 79,739 | 16 |
| ..... | ..... | ..... | ..... | ..... | 325,239 | ..... | *i*233,108 | 17 |
| ..... | ..... | ..... | ..... | ..... | 371,743 | ..... | *d*219,328 | 18 |
| 152,713 | 148,210 | ..... | ..... | ..... | 177,278 | ..... | 79,901 | 19 |
| ..... | ..... | ..... | ..... | ..... | 237,288 | 194,568 | 160,064 | 20 |
| ..... | ..... | ..... | ..... | ..... | 476,376 | ..... | *d*219,132 | 21 |
| 79,645 | 73,179 | ..... | ..... | ..... | 100,776 | ..... | 65,504 | 22 |
| 5,198 | 5,335 | ..... | ..... | ..... | 8,329 | ..... | 5,406 | 23 |
| ..... | ..... | ..... | ..... | ..... | 63,235 | ..... | 43,943 | 24 |
| 166,137 | 169,494 | ..... | ..... | ..... | 203,542 | 119,437 | 110,052 | 25 |
| ..... | ..... | ..... | ..... | ..... | 1,021,282 | ..... | 559,399 | 26 |
| 240,486 | 227,586 | ..... | ..... | ..... | 240,716 | ..... | 142,820 | 27 |
| 543,994 | 519,343 | ..... | 252,084 | 811,253 | 744,758 | 577,751 | 468,141 | 28 |
| 32,960 | 28,681 | ..... | ..... | ..... | 34,498 | ..... | 25,196 | 29 |
| ..... | ..... | ..... | ..... | ..... | 931,749 | ..... | 599,057 | 30 |
| 26,849 | 26,228 | ..... | ..... | ..... | *k*44,920 | *k*32,597 | *k*28,836 | 31 |
| ..... | ..... | ..... | ..... | *a*262,279 | 133,458 | ..... | ..... | 32 |
| 282,046 | 263,829 | ..... | ..... | ..... | 283,468 | ..... | 180,509 | 33 |
| ..... | ..... | ..... | ..... | ..... | 186,786 | ..... | ..... | 34 |
| ..... | ..... | ..... | ..... | ..... | 74,646 | ..... | 49,700 | 35 |
| 282,902 | 273,763 | 49,722 | 122,343 | 384,600 | 239,046 | 180,520 | 134,487 | 36 |
| 111,798 | 101,393 | ..... | 48,817 | 164,374 | 145,203 | ..... | 91,266 | 37 |
| 247,670 | 243,688 | ..... | ..... | ..... | 300,122 | ..... | 190,878 | 38 |
| ..... | ..... | ..... | ..... | ..... | 3,844 | ..... | *h*2,847 | 39 |
| *b*19,298 | *b*17,272 | ..... | ..... | ..... | 25,451 | ..... | ..... | 40 |
| *a*20,998 | *a*22,560 | 0 | *a*2,904 | *a*40,654 | 27,299 | 22,061 | 20,730 | 41 |
| 3,927 | 3,593 | ..... | ..... | ..... | 6,080 | ..... | 4,127 | 42 |
| 5,143 | 4,752 | 2,752 | ..... | ..... | 5,112 | ..... | 2,800 | 43 |
| ..... | ..... | ..... | ..... | ..... | *a*4,755 | ..... | *a*3,150 | 44 |
| 21,616 | 20,737 | ..... | ..... | ..... | 26,772 | ..... | 18,682 | 45 |
| ..... | ..... | ..... | ..... | ..... | 14,754 | ..... | *m*11,275 | 46 |
| ..... | ..... | ..... | ..... | ..... | *a*2,907 | ..... | *a*1,920 | 47 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 48 |
| ..... | ..... | ..... | ..... | ..... | 3,048 | ..... | 1,792 | |
| ..... | ..... | ..... | ..... | ..... | 650 | ..... | 270 | |
| ..... | ..... | ..... | ..... | ..... | 1,460 | ..... | 1,260 | |
| ..... | ..... | ..... | ..... | ..... | 799 | ..... | ..... | |
| ..... | ..... | ..... | ..... | ..... | 226 | ..... | 174 | |

*h* In 1880.
*i* Average attendance.
*j* Inclusive.
*k* Includes evening school reports.
*l* This report is only approximately correct, many counties omitting to make their returns to the territorial superintendent.
*m* In 1879.

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories, show*

| | States and Territories. | PUBLIC SCHOOLS. | | | SCHOOLS OTHER THAN PUBLIC. | | | |
|---|---|---|---|---|---|---|---|---|
| | | Number of schoolrooms exclusive of those used only for recitation. | Number of schoolrooms used exclusively for recitation. | Average duration of school in days. | Schools corresponding to public schools below high schools. | | Schools corresponding to public high schools. | |
| | | | | | Pupils. | | Pupils. | |
| | | | | | Male. | Female. | Male. | Female. |
| | 1 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 1 | Alabama | | | 80 | | | | |
| 2 | Arkansas | | | | | | | |
| 3 | California | | | 115 | | (*cd*14, 953) | | |
| 4 | Colorado | | | *e*89 | | | | |
| 5 | Connecticut | 2, 637 | | 180 | | (12, 500) | | |
| 6 | Delaware | *cg*512 | *cg*150 | *g*153 | | | | |
| 7 | Florida | | | | | | | |
| 8 | Georgia | | | | | (*d*43, 374) | | |
| 9 | Illinois | | | 149 | | (59, 902) | | |
| 10 | Indiana | | | 135 | | (13, 814) | | |
| 11 | Iowa | 13, 052 | | 148 | | (15, 098) | | |
| 12 | Kansas | (6, 518) | | 117 | | | | |
| 13 | Kentucky | | | *c*102 | | | | |
| 14 | Louisiana | | | 100 | | | | |
| 15 | Maine | | | 118 | | | | |
| 16 | Maryland | | | | | | | |
| 17 | Massachusetts | | | 178 | | (25, 911) | | |
| 18 | Michigan | | | 154 | | (19, 788) | | |
| 19 | Minnesota | | | 100 | | | | |
| 20 | Mississippi | | | *l*78 | | | | |
| 21 | Missouri | *e*9, 000 | | *e*100 | | | | |
| 22 | Nebraska | 3, 128 | 40 | 110 | | | | |
| 23 | Nevada | | | 140. 4 | | (868) | | |
| 24 | New Hampshire | 2, 657 | | 97. 15 | | (3, 562) | | |
| 25 | New Jersey | 3, 495 | 66 | 190 | 20, 121 | 22, 270 | 612 | 653 |
| 26 | New York | | | 178 | | (*o*145, 367) | | |
| 27 | North Carolina | | | *p*48 | | | | |
| 28 | Ohio | 16, 381 | | 155 | | (*r*35, 805) | (*r*1, 711) | |
| 29 | Oregon | | | 86 | | (*d*4, 823) | | |
| 30 | Pennsylvania | | | 146. 96 | | (*t*26, 710) | | |
| 31 | Rhode Island | 830 | 79 | 186 | | (*u*6, 717) | | |
| 32 | South Carolina | | | 73. 33 | | | 1, 516 | 1, 217 |
| 33 | Tennessee | | | 70 | | (*d*35, 054) | | |
| 34 | Texas | | | *w*73 | | | | |
| 35 | Vermont | | | 124 | | | | |
| 36 | Virginia | | | 117. 5 | *c*10, 291 | *c*10, 906 | *c*1, 772 | *c*2, 723 |
| 37 | West Virginia | | | 99 | | | | |
| 38 | Wisconsin | | | 175. 6 | (24, 624) | | (1, 628) | |
| 39 | Arizona | *c*101 | | *c*109 | | | | |
| 40 | Dakota | | | | | | | |
| 41 | District of Columbia | 382 | 13 | 190 | | (*cf*5, 000) | | |
| 42 | Idaho | | | 150 | | | | |
| 43 | Montana | 169 | 3 | 110 | | | (305) | |
| 44 | New Mexico | | | | | | | |
| 45 | Utah | | | 140 | | | | |
| 46 | Washington | *e*400 | 0 | *e*100 | | | | |
| 47 | Wyoming | | | | | | | |
| 48 | Indian: | | | | | | | |
| | Cherokees | | | 180 | | | | |
| | Chickasaws | | | 180 | | | | |
| | Choctaws | | | 200 | | | | |
| | Creeks | | | 180 | | | | |
| | Seminoles | | | 180 | | | | |

*a* For white teachers; for colored teachers the average salary is $23.15.
*b* Average salary of male teachers of the first grade is $47.42; of female teachers, $40.90; in the second grade the salaries are $38.58 and $34.76, respectively; in the third grade, $31.64 and $29.15, respectively.
*c* In 1880.
*d* In private schools of all grades.
*e* In 1879.
*f* Estimated.
*g* For white schools only.
*h* Includes 56 colored teachers; sex not reported.
*i* The average monthly salary for colored teachers is $22.
*j* In 1878.
*k* For white schools in the counties; the average for teachers in graded schools for whites in the cities is $71.25; in public high schools, $88.97.
*l* In the country; 138 in cities.
*m* In graded schools the average salary of men was $87; of women, $40.
*n* In schools corresponding to public high schools only.

*ing the school population, enrolment, attendance, duration of schools, &c.*—Continued.

| SCHOOLS OTHER THAN PUBLIC. | | | | | | | |
|---|---|---|---|---|---|---|---|
| Teachers in said schools in all grades. | | Whole number of teachers employed in public schools during the year. | | | Number of teachers necessary to supply the public schools. | Average salary of teachers per month in public schools. | |
| Teachers. | | | | | | | |
| Male. | Female. | Male. | Female. | Total. | | Male. | Female. |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | | 3,042 | 1,656 | 4,698 | | (*a*$22 98) | |
| | | 1,688 | 481 | 2,169 | | (*b*) | (*b*) |
| | | 1,198 | 2,539 | 3,737 | 3,737 | $79 50 | $64 74 |
| | | 245 | 556 | 861 | 633 | 78 50 | 55 15 |
| | | *f*680 | *f*2,432 | *f*3,112 | 2,800 | 60 69 | 35 37 |
| | | *g*222 | *g*305 | *h*583 | | *gi*31 49 | *gi*27 56 |
| | | 675 | 420 | 1,095 | | (*j*40 00) | |
| (*d*1,508) | | (6,128) | | 6,128 | | *c*50 00 | *c*30 00 |
| 635 | 911 | 8,438 | 13,695 | 22,133 | 18,000 | 44 17 | 35 31 |
| 231 | 441 | (13,418) | | 13,418 | | 38 40 | 33 20 |
| (522) | | 6,546 | 15,230 | 21,776 | 13,452 | 32 56 | 27 25 |
| 79 | 189 | 3,533 | 4,675 | 8,208 | | 30 21 | 23 77 |
| | | 4,195 | 2,715 | 6,910 | | (*k*23 87) | |
| | | 773 | 811 | 1,584 | | (31 50) | |
| | | 2,257 | 4,683 | 6,940 | 7,000 | 35 99 | 22 28 |
| | | 1,319 | 1,861 | 3,180 | | (*c*41 06) | |
| | | 1,134 | 7,727 | 8,861 | 7,155 | 85 54 | 38 49 |
| | | 4,024 | 10,448 | 14,472 | | 36 98 | 25 78 |
| | | 1,811 | 3,760 | 5,571 | 4,899 | 36 52 | 28 62 |
| | | 3,572 | 2,486 | 6,058 | 6,058 | (30 07) | |
| | | 6,068 | 4,379 | 10,447 | | *em*35 00 | *em*30 00 |
| | | 1,813 | 2,746 | 4,559 | 4,600 | 36 50 | 32 50 |
| | | 44 | 132 | 176 | | 99 50 | 74 76 |
| *n*88 | *n*61 | 559 | 3,026 | 3,585 | 3,585 | 32 63 | 21 77 |
| 212 | 365 | 926 | 2,560 | 3,486 | 3,556 | 51 07 | 32 68 |
| | | 7,669 | 23,157 | 30,826 | 20,731 | (42 24) | |
| | | 3,627 | 1,375 | 5,002 | 6,240 | (*q*22 25) | |
| (*s*512) | | 11,453 | 12,517 | 23,970 | 16,999 | 37 00 | 28 00 |
| (*d*231) | | 591 | 748 | 1,339 | | 42 26 | 31 72 |
| (*t*990) | | 9,359 | 11,993 | 21,352 | | 33 66 | 29 03 |
| | | *v*253 | *v*1,034 | *v*1,287 | *v*1,076 | 76 00 | 41 89 |
| 55 | 70 | 1,904 | 1,345 | 3,249 | | 25 45 | 24 48 |
| (1,528) | | 5,393 | 1,487 | 6,880 | 10,917 | (26 59) | |
| | | 3,083 | 1,278 | 4,361 | | (*x*) | (*x*) |
| | | 678 | 3,741 | 4,419 | | 29 76 | 16 84 |
| *c*477 | *c*1,132 | 3,208 | 2,184 | 5,392 | | 29 18 | 24 92 |
| | | 3,079 | 1,208 | 4,287 | 4,287 | *g*27 96 | *g*28 70 |
| (852) | | 2,721 | 7,198 | 9,919 | 7,065 | *y*35 39 | *y*25 21 |
| (15) | | (102) | | 102 | | 84 06 | 68 19 |
| | | 346 | 687 | 1,033 | | 33 00 | 26 00 |
| | | 35 | 425 | 460 | | 91 13 | 61 27 |
| | | (175) | | 175 | 200 | 65 00 | 50 00 |
| | | 59 | 118 | 177 | 177 | 79 88 | 57 47 |
| | | *z*128 | *z*36 | *z*164 | | (*z*30 67) | |
| | | 270 | 295 | 565 | | *j*35 00 | *j*22 00 |
| | | 149 | 205 | *aa*443 | | *e*52 56 | *e*37 50 |
| | | *z*31 | *z*39 | *z*70 | | (*z*60 23) | |
| | | | | *bb*102 | | | |
| | | | | *bb*13 | | | |
| | | | | *bb*59 | | *e*50 00 | *e*50 00 |
| | | | | *bb*28 | | | |
| | | | | *bb*7 | | *e*50 00 | *e*50 00 |

*o* In normal schools, academies, and private schools.
*p* Six months only of 1881 reported.
*q* For white teachers; for colored teachers the average salary is $19.82.
*r* These are for colored and private schools; in private schools only there are 30,362 pupils.
*s* These are for colored and private schools; in private schools only there are 207 teachers.
*t* Exclusive of Philadelphia.
*u* Number between 5 and 15 reported as attending Catholic and select schools.
*v* Includes evening school reports.
*w* In the counties.
*x* In the counties the average salary of white male teachers is $34; of white females, $28; in the cities the salaries are, respectively, $47 and $37; for colored males in the counties, $29; for colored females, $26; in the cities, respectively, $33 and $32.
*y* In the counties; in the cities the average salary of males is $93.85; of females, $36.25.
*z* United States census of 1880.
*aa* Includes 89 of whom the sex is not reported.
*bb* Number of schools reported; number of teachers for them is not given.

TABLE I.—PART 2.—*Statistics of the school systems of the States*

| | States and Territories. | ANNUAL INCOME. | | | |
|---|---|---|---|---|---|
| | | From State tax. | From local tax. | Total from taxation. | Interest on permanent fund, including rents of school lands. |
| | 1 | 30 | 31 | 32 | 33 |
| 1 | Alabama | $130,000 | a$128,212 | $258,212 | $138,014 |
| 2 | Arkansas | | | | |
| 3 | California | 1,490,328 | 1,343,306 | 2,833,634 | 293,592 |
| 4 | Colorado | | | | |
| 5 | Connecticut | 215,597 | 1,068,205 | 1,283,802 | 100,612 |
| 6 | Delaware | | | | |
| 7 | Florida | (104,530) | | 104,530 | e17,962 |
| 8 | Georgia | f363,677 | 134,856 | 498,533 | |
| 9 | Illinois | 1,000,000 | 5,769,538 | 6,769,538 | 624,138 |
| 10 | Indiana | | | | |
| 11 | Iowa | 0 | 4,087,446 | 4,087,446 | 234,622 |
| 12 | Kansas | | 1,206,242 | 1,206,242 | 280,094 |
| 13 | Kentucky | f741,672 | j384,070 | 1,125,742 | |
| 14 | Louisiana | 250,000 | 177,000 | 427,000 | 45,235 |
| 15 | Maine | 235,979 | 613,258 | 849,237 | 26,297 |
| 16 | Maryland | | | | |
| 17 | Massachusetts | | 4,594,207 | 4,594,207 | o69,008 |
| 18 | Michigan | | 2,796,299 | 2,796,299 | 512,301 |
| 19 | Minnesota | 241,000 | 915,738 | 1,156,738 | 385,748 |
| 20 | Mississippi | e200,000 | 373,077 | | |
| 21 | Missouri | | 2,163,330 | 2,163,330 | q936,245 |
| 22 | Nebraska | 88,196 | 824,959 | 913,155 | b190,135 |
| 23 | Nevada | | 96,811 | 96,811 | e33,844 |
| 24 | New Hampshire | 437,573 | 76,380 | 513,953 | 23,253 |
| 25 | New Jersey | 1,017,785 | 724,413 | 1,742,198 | 100,000 |
| 26 | New York | 2,750,000 | 7,393,890 | 10,143,890 | 170,000 |
| 27 | North Carolina | | | 352,887 | |
| 28 | Ohio | 1,515,621 | 5,663,326 | 7,178,947 | 244,675 |
| 29 | Oregon | 146,806 | 91,569 | 238,375 | 48,346 |
| 30 | Pennsylvania | | 7,746,931 | 7,746,931 | f1,051,793 |
| 31 | Rhode Island | t81,410 | t434,566 | t515,976 | 12,449 |
| 32 | South Carolina | | | | |
| 33 | Tennessee | 127,839 | 513,404 | 641,243 | |
| 34 | Texas | f678,603 | | | 44,623 |
| 35 | Vermont | 112,671 | 342,161 | 454,832 | |
| 36 | Virginia | 564,795 | b745,701 | b1,310,496 | 1,350 |
| 37 | West Virginia | 229,814 | 548,762 | 778,576 | 39,137 |
| 38 | Wisconsin | | 1,750,430 | | 199,354 |
| 39 | Arizona | | | | |
| 40 | Dakota | | | | |
| 41 | District of Columbia | 0 | 551,325 | 551,325 | 2,577 |
| 42 | Idaho | | | | |
| 43 | Montana | | 84,008 | 84,008 | |
| 44 | New Mexico | | | | |
| 45 | Utah | 59,706 | 65,793 | 125,499 | |
| 46 | Washington | 115,323 | 12,286 | 127,609 | |
| 47 | Wyoming | | | | |
| 48 | Indian: | | | | |
| | Cherokees | | | | 33,036 |
| | Chickasaws | | | | |
| | Choctaws | | | | 8,473 |
| | Creeks | | | | 10,000 |
| | Seminoles | | | | 7,500 |

*a* From poll tax.
*b* Includes balance on hand at close of last year.
*c* Paid out of general fund and not included in State expenditure.
*d* In 1880.
*e* State apportionment.
*f* State appropriation.
*g* Salaries of county superintendents only; salaries of other superintendents included in "salaries of teachers" (column 41 of this table).
*h* Increase in two school years.
*i* Included in "salaries of teachers" (column 41 of this table).
*j* Local taxes and subscriptions.
*k* Includes compensation to commissioners by the State, interest on county surplus bond, &c.
*l* Rents, &c.
*m* Includes expenditure for repairs.
*n* Supervision and office expenses.

*and Territories, showing the income, expenditure, &c.*—Continued.

| ANNUAL INCOME. | | | Increase of permanent fund in the school year. | ANNUAL EXPENDITURE. | | | |
|---|---|---|---|---|---|---|---|
| | | | | Permanent. | | Current. | |
| Revenue from other funds. | From other sources. | Total. | | Sites, buildings, and furniture. | Libraries and apparatus. | Salaries of superintendents. | |
| 34 | 35 | 36 | 37 | 38 | 39 | 40 | |
| ..... | $1,253 | $397,479 | ..... | ..... | ..... | $11,884 | 1 |
| ..... | ..... | 710,462 | ..... | $29,505 | ..... | ..... | 2 |
| ..... | 32,049 | *b*3,680,161 | ..... | 204,850 | $95,126 | *c*48,339 | 3 |
| ..... | ..... | *b*708,516 | ..... | ..... | ..... | ..... | 4 |
| $50,697 | 46,914 | 1,482,025 | $0 | 111,905 | 9,477 | 30,000 | 5 |
| ..... | ..... | 147,360 | ..... | ..... | ..... | *d*2,300 | 6 |
| ..... | 17,218 | 139,710 | ..... | ..... | ..... | 8,021 | 7 |
| ..... | ..... | 498,533 | ..... | ..... | ..... | ..... | 8 |
| 0 | 528,493 | 7,922,169 | 197,979 | 812,025 | 25,231 | *g*72,977 | 9 |
| ..... | ..... | 4,480,306 | ..... | (616,450) | | ..... | 10 |
| 0 | 683,956 | 5,006,024 | *h*62,713 | 856,975 | 13,359 | (*i*) | 11 |
| 0 | 254,257 | 1,740,593 | ..... | 339,626 | 24,533 | 25,209 | 12 |
| ..... | *k*68,516 | 1,194,258 | ..... | ..... | ..... | ..... | 13 |
| 14,555 | ..... | 486,790 | ..... | *l*12,760 | ..... | 19,667 | 14 |
| 100,163 | 113,717 | 1,089,414 | ..... | 95,347 | ..... | 28,370 | 15 |
| ..... | ..... | 1,608,274 | ..... | *m*174,684 | ..... | *n*40,138 | 16 |
| 183,072 | 5,280 | *p*4,851,567 | ..... | 803,441 | ..... | 159,314 | 17 |
| ..... | 336,728 | 3,645,328 | 159,242 | 708,630 | 21,981 | (*i*) | 18 |
| ..... | 136,811 | 1,679,297 | 385,748 | 225,800 | 12,720 | 16,600 | 19 |
| ..... | 143,265 | 716,342 | ..... | 68,327 | ..... | 12,607 | 20 |
| ..... | 151,585 | *b*4,020,860 | ..... | 121,511 | 16,383 | ..... | 21 |
| ..... | *b*217,159 | *b*1,320,449 | 1,803,348 | (221,965) | | 29,443 | 22 |
| ..... | 7,985 | 138,640 | ..... | *mr*8,990 | *r*2,520 | ..... | 23 |
| 27,996 | 20,937 | 586,139 | 0 | ..... | ..... | 14,373 | 24 |
| 31,267 | 40,982 | 1,914,447 | 80,099 | 170,517 | 2,425 | 38,557 | 25 |
| 75,000 | 506,875 | 10,895,765 | 25,316 | 1,467,361 | 210,312 | 114,600 | 26 |
| 105,704 | 69,895 | *b*698,772 | ..... | 27,225 | ..... | 6,394 | 27 |
| ..... | 705,704 | 8,129,326 | 603,102 | 843,696 | ..... | 154,805 | 28 |
| 23,163 | 13,317 | 323,201 | 11,436 | 44,610 | 582 | 8,575 | 29 |
| ..... | ..... | 8,798,724 | ..... | *l*1,207,011 | ..... | *s*112,000 | 30 |
| 9,302 | *t*45,238 | *t*582,965 | 1,837 | 46,394 | 4,440 | 10,376 | 31 |
| ..... | ..... | 452,965 | ..... | 17,334 | ..... | 18,445 | 32 |
| ..... | 64,909 | 706,152 | 0 | 58,852 | ..... | 13,076 | 33 |
| ..... | 35,229 | *b*891,235 | ..... | 27,565 | ..... | 12,648 | 34 |
| ..... | ..... | 454,832 | ..... | *m*32,613 | ..... | ..... | 35 |
| ..... | 24,138 | *b*1,335,984 | ..... | 135,453 | 1,786 | 44,927 | 36 |
| ..... | 37,753 | 855,466 | 17,958 | 100,126 | 2,732 | *u*11,725 | 37 |
| ..... | 228,435 | 2,178,219 | ..... | 261,313 | 13,433 | 61,075 | 38 |
| ..... | ..... | 58,768 | ..... | ..... | ..... | ..... | 39 |
| ..... | ..... | *v*363,000 | ..... | ..... | ..... | *u*8,616 | 40 |
| 0 | 1,742 | 555,644 | 0 | 120,533 | 0 | 10,860 | 41 |
| ..... | ..... | 54,609 | ..... | 2,151 | ..... | ..... | 42 |
| 4,476 | 6,067 | 94,551 | ..... | ..... | ..... | 3,000 | 43 |
| ..... | ..... | *w*32,171 | ..... | ..... | ..... | ..... | 44 |
| ..... | 73,377 | 198,876 | ..... | (54,859) | | ..... | 45 |
| ..... | ..... | 127,609 | ..... | *x*14,292 | *x*300 | *x*2,883 | 46 |
| ..... | ..... | *w*36,161 | ..... | ..... | ..... | ..... | 47 |
| | | | | | | | 48 |
| ..... | ..... | *y*52,300 | ..... | ..... | ..... | ..... | |
| ..... | ..... | *y*33,550 | ..... | ..... | ..... | ..... | |
| ..... | ..... | *y*31,700 | ..... | ..... | ..... | ..... | |
| ..... | ..... | *y*26,900 | ..... | ..... | ..... | ..... | |
| ..... | ..... | *y*7,500 | ..... | ..... | ..... | ..... | |

*o* Amount paid cities and towns only; the total income from this source for 1881 was $138,775.
*p* Exclusive of receipts for school buildings, permanent improvements, and ordinary repairs.
*q* Includes revenue from other funds.
*r* Storey County not reporting these items.
*s* County supervision, expenses of the department, and part pay of teachers' tuition in State normal schools.
*t* Includes income for evening schools.
*u* Salaries of county superintendents only.
*v* 25 counties reporting; it is estimated that a full report would make the total revenue for the year over $500,000.
*w* United States census of 1880.
*x* In 1879.
*y* Total income not reported; amount given is that reported as expenditure, which, it is stated, was derived from tribal funds.

TABLE I.—PART 2.—*Statistics of the school systems of the States*

| | States and Territories. | ANNUAL EXPENDITURE. | | | |
|---|---|---|---|---|---|
| | | Current. | | | |
| | | Salaries of teachers. | Miscellaneous or contingent (includes fuel, light, rent, repairs, &c.). | Total. | Expenditure in the year per capita of the school population.[a] |
| | 1 | 41 | 42 | 43 | 44 |
| 1 | Alabama | $384,769 | [b]$14,037 | $410,690 | $1 06 |
| 2 | Arkansas | ---------- | ---------- | 388,412 | [d]1 32 |
| 3 | California | 2,346,056 | 401,573 | 3,047,605 | 13 15 |
| 4 | Colorado | ---------- | ---------- | 557,151 | 13 65 |
| 5 | Connecticut | 1,025,323 | 299,986 | 1,476,691 | 8 78 |
| 6 | Delaware | [c]138,819 | [c]64,472 | [cg]207,281 | [ch]6 39 |
| 7 | Florida | 97,115 | 3,557 | [j]114,895 | [d]1 30 |
| 8 | Georgia | ---------- | ---------- | [k]498,533 | 1 15 |
| 9 | Illinois | [l]4,722,349 | [m]2,225,832 | [n]7,858,414 | 7 05 |
| 10 | Indiana | [p]3,057,110 | 855,194 | 4,528,754 | [c]5 80 |
| 11 | Iowa | [q]3,040,716 | 1,218,769 | 5,129,819 | [r]7 25 |
| 12 | Kansas | 1,167,620 | 419,409 | 1,976,397 | 4 68 |
| 13 | Kentucky | ---------- | ---------- | [s]1,248,524 | [t]2 26 |
| 14 | Louisiana | 374,127 | 34,930 | 441,484 | [d]1 58 |
| 15 | Maine | (965,697) | | 1,089,414 | 4 67 |
| 16 | Maryland | 1,162,429 | [v]227,329 | 1,604,580 | [c]5 00 |
| 17 | Massachusetts | [w]4,130,714 | 425,713 | [j]5,776,542 | [d]16 06 |
| 18 | Michigan | [q]2,114,567 | 573,055 | 3,418,233 | [d]5 27 |
| 19 | Minnesota | 993,997 | 217,375 | 1,466,492 | [d]4 13 |
| 20 | Mississippi | 644,352 | 32,472 | 757,758 | 1 93 |
| 21 | Missouri | 2,218,637 | 678,820 | [j]3,152,178 | [d]4 18 |
| 22 | Nebraska | 627,717 | 285,978 | 1,165,103 | 7 62 |
| 23 | Nevada | [x]59,194 | [x]12,169 | 140,419 | [d]12 30 |
| 24 | New Hampshire | 408,554 | 154,095 | 577,022 | 10 40 |
| 25 | New Jersey | 1,510,830 | 192,118 | 1,914,447 | 5 22 |
| 26 | New York | 7,775,505 | 1,355,624 | 10,923,402 | 6 57 |
| 27 | North Carolina | 342,212 | 33,828 | 409,659 | 88 |
| 28 | Ohio | 5,151,448 | 1,983,673 | 8,133,622 | 6 98 |
| 29 | Oregon | 234,818 | 29,746 | 318,331 | 5 02 |
| 30 | Pennsylvania | 4,677,017 | 1,998,677 | 7,994,705 | [d]4 82 |
| 31 | Rhode Island | [aa]408,993 | [aa]79,734 | [aa]549,937 | 9 16 |
| 32 | South Carolina | 309,855 | ---------- | 345,634 | ---------- |
| 33 | Tennessee | 529,618 | 36,463 | 638,009 | 1 17 |
| 34 | Texas | 674,869 | 38,264 | 753,346 | [d]3 16 |
| 35 | Vermont | 366,448 | 42,117 | [j]447,252 | ---------- |
| 36 | Virginia | 823,310 | 94,763 | 1,100,239 | 1 74 |
| 37 | West Virginia | 539,648 | 107,019 | 761,250 | 3 08 |
| 38 | Wisconsin | 1,618,283 | 324,999 | 2,279,103 | 4 68 |
| 39 | Arizona | ---------- | ---------- | 44,628 | ---------- |
| 40 | Dakota | ---------- | ---------- | [bb]314,484 | ---------- |
| 41 | District of Columbia | 295,668 | 100,251 | 527,312 | 9 50 |
| 42 | Idaho | 38,174 | 4,515 | 44,840 | [d]5 69 |
| 43 | Montana | 52,781 | ---------- | 55,781 | 8 91 |
| 44 | New Mexico | [dd]28,002 | [dd]971 | [dd]28,973 | [d]99 |
| 45 | Utah | 113,768 | 30,637 | 199,264 | [d]3 51 |
| 46 | Washington | [e]94,019 | [e]2,885 | [e]114,379 | [e]4 72 |
| 47 | Wyoming | [dd]25,894 | [dd]2,610 | [dd]28,504 | [d]6 93 |
| 48 | Indian: | | | | |
| | Cherokees | ---------- | ---------- | 52,300 | ---------- |
| | Chickasaws | ---------- | ---------- | 33,550 | ---------- |
| | Choctaws | ---------- | ---------- | 31,700 | ---------- |
| | Creeks | ---------- | ---------- | 26,900 | ---------- |
| | Seminoles | ---------- | ---------- | 7,500 | ---------- |

*a* In estimating these items, only the interest on amount expended under the head of "permanent" (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

*b* Includes $13,500 spent for normal schools.

*c* In 1880.

*d* Estimated by Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.

*e* In 1879.

*f* Per capita of population between 5 and 17.

*g* Includes $1,690 expended for colored schools outside of Wilmington.

*h* Does not include expenditure for books.

*i* For white schools only.

*j* Items not fully reported.

*k* Amount received from the State and from local taxation for the support of public schools; this amount is largely supplemented by patrons.

*l* Includes salaries of all superintendents except those of the counties.

*m* Includes $465,077 principal of bonds and $285,375 interest on bonds.

*n* Exclusive of appropriations for normal schools and expense of State superintendency.

*o* Exclusive of the value of normal school property.

*and Territories, showing the income, expenditure, &c.*—Continued.

| ANNUAL EXPENDITURE. | | | | | | | |
|---|---|---|---|---|---|---|---|
| Expenditure in the year per capita of pupils enrolled in public schools.[a] | Expenditure in the year per capita of average attendance in public schools.[a] | Expenditure in the year per capita of population between 6 and 16.[a] | Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property.[a] | Amount of available school fund. | Amount of permanent school fund (including portion not now available). | Estimated real value of sites, buildings, and all other school property. | |
| 45 | 46 | 47 | 48 | 49 | 50 | 51 | |
| $2 33 | $3 56 | ..... | ..... | [c]$2, 528, 950 | ..... | $285, 976 | 1 |
| [d]3 65 | ..... | ..... | ..... | [e]144, 875 | [e]$190, 186 | 283, 125 | 2 |
| 16 95 | 26 32 | [f]$13 15 | [f]$16 32 | 1, 990, 400 | 2, 160, 753 | 6, 998, 825 | 3 |
| 21 43 | 38 03 | 17 63 | ..... | [b]36, 000 | ..... | 977, 213 | 4 |
| 10 58 | 17 41 | 10 55 | ..... | 2, 021, 346 | 2, 021, 346 | ..... | 5 |
| [ch]8 12 | ..... | ..... | ..... | [i]495, 749 | ..... | [i]450, 000 | 6 |
| [d]2 92 | [d]4 25 | ..... | ..... | 246, 900 | ..... | 132, 729 | 7 |
| 2 04 | 3 32 | ..... | ..... | ..... | ..... | ..... | 8 |
| 10 08 | 16 61 | ..... | ..... | 9, 247, 281 | 9, 247, 281 | [o]16, 956, 310 | 9 |
| [c]7 96 | [c]12 72 | ..... | ..... | 9, 133, 606 | ..... | 12, 024, 180 | 10 |
| [r]9 99 | [r]16 97 | [r]11 32 | [r]12 82 | 3, 547, 124 | ..... | 9, 533, 493 | 11 |
| 6 57 | 11 69 | ..... | ..... | 2, 467, 891 | 10, 000, 000 | 4, 884, 386 | 12 |
| ..... | ..... | ..... | ..... | [i]1, 760, 652 | ..... | 2, 395, 752 | 13 |
| [d]6 89 | [d]9 41 | ..... | ..... | 1, 130, 867 | ..... | [u]700, 000 | 14 |
| 6 65 | 10 05 | ..... | ..... | [c]438, 287 | ..... | 3, 026, 395 | 15 |
| [c]8 64 | [c]16 37 | ..... | ..... | [c]906, 229 | ..... | ..... | 16 |
| [d]15 44 | [d]21 54 | ..... | ..... | 2, 086, 887 | ..... | ..... | 17 |
| [d]7 35 | [d]12 45 | ..... | ..... | 3, 040, 183 | 3, 461, 124 | 10, 500, 000 | 18 |
| [d]7 01 | [d]15 55 | ..... | ..... | 4, 835, 476 | 18, 000, 000 | 3, 715, 769 | 19 |
| 3 38 | 4 75 | ..... | ..... | 800, 000 | ..... | ..... | 20 |
| [d]6 34 | [d]13 79 | ..... | ..... | 8, 950, 806 | ..... | 7, 353, 401 | 21 |
| 11 56 | 17 78 | ..... | ..... | 5, 126, 565 | 23, 216, 679 | 2, 054, 049 | 22 |
| [d]15 57 | [d]23 97 | ..... | ..... | [c]415, 000 | ..... | 260, 193 | 23 |
| 11 13 | 16 02 | ..... | ..... | ..... | ..... | 2, 113, 851 | 24 |
| 8 60 | 15 91 | 7 15 | 8 68 | 1, 452, 720 | 2, 595, 883 | 6, 275, 067 | 25 |
| 10 69 | 19 52 | ..... | ..... | [y]3, 276, 602 | [y]3, 276, 602 | 31, 091, 630 | 26 |
| 1 71 | 2 81 | ..... | ..... | 100, 000 | [z]431, 555 | 220, 442 | 27 |
| 9 85 | 15 68 | 9 15 | 10 80 | [r]3, 795, 206 | ..... | 22, 103, 982 | 28 |
| 8 98 | 12 29 | ..... | ..... | 610, 000 | 625, 000 | 657, 469 | 29 |
| [d]7 36 | [d]11 45 | ..... | ..... | ..... | ..... | 26, 605, 321 | 30 |
| 11 86 | 18 04 | ..... | ..... | 240, 376 | 266, 950 | 1, 954, 444 | 31 |
| 2 46 | ..... | ..... | ..... | ..... | ..... | 435, 289 | 32 |
| 2 25 | 3 53 | ..... | ..... | 2, 512, 500 | ..... | 868, 713 | 33 |
| [d]3 89 | ..... | ..... | ..... | ..... | [u]3, 385, 571 | ..... | 34 |
| 6 00 | 8 99 | ..... | ..... | 669, 087 | ..... | ..... | 35 |
| 4 06 | 7 22 | 2 53 | 2 69 | 40, 600 | 1, 518, 845 | 1, 199, 333 | 36 |
| 4 59 | 7 31 | ..... | ..... | 441, 947 | ..... | 1, 753, 144 | 37 |
| 7 67 | ..... | ..... | ..... | 2, 790, 214 | ..... | 5, 522, 657 | 38 |
| ..... | ..... | ..... | ..... | ..... | ..... | 121, 318 | 39 |
| ..... | ..... | ..... | ..... | ..... | ..... | [cc]532, 267 | 40 |
| 15 16 | 19 97 | 10 18 | 11 96 | [c]60, 385 | [c]60, 385 | 1, 326, 888 | 41 |
| [d]7 04 | [d]10 38 | ..... | ..... | ..... | ..... | ..... | 42 |
| 16 50 | ..... | ..... | ..... | ..... | ..... | 140, 250 | 43 |
| [d]6 09 | [d]9 20 | ..... | ..... | ..... | ..... | [dd]13, 500 | 44 |
| [d]5 55 | [d]7 96 | ..... | ..... | ..... | ..... | 415, 186 | 45 |
| [e]8 15 | [e]11 92 | ..... | ..... | ..... | ..... | [e]220, 405 | 46 |
| [d]9 81 | [d]14 85 | ..... | ..... | ..... | ..... | [dd]40, 500 | 47 |
| | | | | | | | 48 |
| ..... | ..... | ..... | ..... | [ee]659, 158 | ..... | ..... | |
| ..... | ..... | ..... | ..... | ([ff]) | ..... | ..... | |
| ..... | ..... | ..... | ..... | [ee]169, 472 | ..... | ..... | |
| ..... | ..... | ..... | ..... | [ee]200, 000 | ..... | ..... | |
| ..... | ..... | ..... | ..... | ([ff]) | ..... | ..... | |

[p] Total amount expended from tuition revenue.
[q] Includes salaries of superintendents.
[r] Estimated.
[s] The sum included in this total as public school expenditure for colored schools is the amount raised for them and may be somewhat greater or less than the actual expenditure.
[t] An estimate including per capita of total permanent expenditure for the year.
[u] In 1878.
[v] Includes $40,144 for interest and indebtedness extinguished.
[w] Includes fuel and care of school rooms.
[x] Storey County not reporting these items.
[y] Exclusive of the United States deposit fund.
[z] Exclusive of large quantities of swamp lands.
[aa] Includes expenditure for evening schools.
[bb] 25 counties reporting; it is estimated that a full report would make the total expenditure for the year over $500,000.
[cc] Value of school-houses only.
[dd] United States census of 1880.
[ee] The income derived from these funds is augmented from other sources.
[ff] Schools supported from general tribal funds.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | City. | Superintendent. | Total population (census of 1880). | School population. | | | | Number enrolled in public schools. | | | Estimated enrolment in private and parochial schools. | Number of school days in the year. | Number of days the schools were taught. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Legal school age. | Number under 6 years of age. | Number over 16 years of age. | Total number of legal school age. | Number under 6 years of age. | Number over 16 years of age. | Whole number enrolled, excluding duplicate enrolments. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1 | Selma, Ala* | Hugh S. D. Mallory | 7,529 | 7–21 | ..... | ..... | 1,757 | ..... | ..... | 882 | ..... | ..... | ..... |
| 2 | Little Rock, Ark | J. M. Fish | 13,138 | 6–21 | ..... | 1,769 | 5,288 | ..... | 90 | 2,638 | *400 | 180 | 173 |
| 3 | Los Angeles, Cal | J. M. Guinn | 11,183 | 5–17 | ..... | ..... | 3,677 | 0 | 275 | 2,098 | 518 | 200 | 192 |
| 4 | Oakland, Cal | Hamilton J. Todd | 34,555 | 5–17 | ..... | ..... | 8,242 | ..... | ..... | 7,262 | 1,000 | ..... | 205 |
| 5 | San Francisco, Cal | John W. Taylor | 233,959 | 6–17 | ..... | ..... | 55,115 | ..... | ..... | 40,187 | 5,731 | 205 | 205 |
| 6 | Stockton, Cal | S. P. Crawford | 10,282 | 5–17 | ..... | ..... | 2,204 | ..... | 102 | 2,136 | 124 | 220 | 210 |
| 7 | Denver, Colo. (§ of city) | Aaron Gove | 35,629 | 6–21 | ..... | ..... | *5,700 | 0 | 113 | 4,087 | *500 | 187 | 186 |
| 8 | Leadville, Colo | W. C. Thomas | 14,820 | 6–21 | ..... | ..... | 2,084 | 0 | ..... | 1,533 | 100 | 180 | 140 |
| 9 | Bridgeport, Conn* | H. M. Harrington | 29,148 | 4–16 | ..... | ..... | 6,641 | ..... | 131 | 5,114 | 525 | 210 | 199 |
| 10 | Danbury, Conn* | W. F. Taylor | 11,666 | 4–16 | ..... | ..... | 2,588 | ..... | ..... | 2,271 | 124 | ..... | ..... |
| 11 | Derby, Conn | G. H. Peck, acting visitor | 11,650 | 4–16 | ..... | ..... | 3,333 | ..... | ..... | 2,702 | 36 | 200 | 200 |
| 12 | Greenwich, Conn* | Myron L. Mason, secretary | 7,892 | 4–16 | ..... | ..... | 1,887 | ..... | ..... | 1,552 | 143 | ..... | ..... |
| 13 | Hartford, Conn* | John Henry Brocklesby, acting visitor | 42,551 | 4–16 | ..... | ..... | 9,652 | ..... | ..... | 7,612 | 1,706 | ..... | ..... |
| 14 | Meriden, Conn | J. H. Chapin, acting visitor | 18,340 | 4–16 | 403 | ..... | 4,393 | ..... | ..... | 3,548 | 300 | 200 | 193 |
| 15 | Middletown, Conn | ..... | 11,732 | 4–16 | ..... | ..... | 2,651 | ..... | ..... | 2,058 | 494 | *a*199 | ..... |
| 16 | New Britain, Conn | Henry E. Sawyer | 13,979 | 4–16 | 607 | ..... | 3,528 | ..... | ..... | 1,873 | 817 | 190 | 187 |
| 17 | New Haven, Conn | Samuel T. Dutton | 62,882 | 4–16 | 2,418 | ..... | 14,548 | ..... | ..... | 12,434 | 1,500 | 200 | 200 |
| 18 | New London, Conn | Ralph Wheeler | 10,537 | 4–16 | ..... | ..... | 2,090 | ..... | ..... | 1,891 | 40 | *a*196 | ..... |
| 19 | Norwalk, Conn | John S. Seymour, secretary | 13,956 | 4–16 | ..... | ..... | 3,136 | ..... | ..... | 2,375 | 465 | *a*203 | ..... |
| 20 | Norwich, Conn | J. W. Crary, acting visitor | 21,143 | 4–16 | ..... | ..... | 5,073 | ..... | ..... | 4,216 | 385 | *a*196 | ..... |
| 21 | Stamford, Conn* | W. H. Woodbury, secretary | 11,297 | 4–16 | ..... | ..... | 2,549 | ..... | ..... | 1,666 | 626 | ..... | ..... |
| 22 | Waterbury, Conn* | E. A. Lum, secretary | 20,270 | 4–16 | ..... | ..... | 4,338 | ..... | ..... | 3,506 | 399 | ..... | ..... |
| 23 | Wilmington, Del | David W. Harlan | 42,478 | 6–21 | ..... | ..... | ..... | ..... | ..... | 7,065 | ..... | 203 | 193 |
| 24 | Key West, Fla *b* | J. V. Harris | 10,940 | 6–21 | ..... | ..... | 3,416 | ..... | ..... | 795 | 450 | 200 | 100 |
| 25 | Atlanta, Ga* | W. F. Slaton | 37,409 | 6–18 | ..... | ..... | 10,500 | ..... | ..... | 4,100 | 1,000 | 200 | 175 |
| 26 | Augusta, Ga | B. Neely | 21,891 | 6–18 | 0 | 938 | 5,628 | ..... | ..... | 2,487 | *1,236 | 184 | 178 |
| 27 | Columbus, Ga | George M. Dews | 10,123 | 6–18 | 0 | ..... | *c*2,863 | ..... | 20 | 1,403 | 250 | 183 | 177 |
| 28 | Macon, Ga | B. M. Zettler | 12,749 | 6–18 | ..... | ..... | *c*3,339 | ..... | ..... | 1,881 | 300 | 180 | 176 |
| 29 | Savannah, Ga | W. H. Baker | 30,709 | 6–18 | 0 | ..... | 6,243 | 0 | 0 | 3,110 | 500 | 180 | 169 |
| 30 | Belleville, Ill | Henry Raab | 13,404 | 6–21 | ..... | ..... | *c*4,532 | 0 | ..... | 1,991 | 700 | 210 | 200 |
| 31 | Chicago, Ill | George Howland | 503,185 | 6–21 | 0 | 39,854 | 137,035 | 0 | 1,176 | *d*63,141 | 25,000 | 200 | 197 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 32 | Danville, Ill* | J. W. Layne | 7,733 | 6–21 | | | 3,030 | 0 | | 1,860 | 355 | 200 | 192 |
| 33 | Elgin, Ill | C. F. Kimball | 8,787 | 6–21 | 0 | | 2,642 | 0 | 42 | 1,400 | 627 | 190 | 185 |
| 34 | Freeport, Ill | C. C. Snyder | 8,516 | 5–21 | | | | 80 | 100 | 1,700 | 200 | 200 | 196 |
| 35 | Galesburg, Ill | | 11,437 | 6–21 | | | *4,254 | 0 | 108 | 2,035 | | 180 | 177 |
| 36 | Jacksonville, Ill | D. H. Harris | 10,927 | 6–21 | | 1,360 | 3,693 | | 256 | 1,895 | 1,200 | 190 | 188 |
| 37 | Joliet, Ill | D. H. Darling | 16,149 | 6–21 | | 1,625 | 4,641 | | | 2,023 | 650 | 200 | 198 |
| 38 | Moline, Ill | W. S. Mack | 7,800 | 6–21 | 0 | 491 | 2,016 | 0 | 160 | *d*1,379 | 260 | 180 | 175 |
| 39 | Ottawa, Ill | D. R. A. Thorp | 7,834 | 6–21 | | | 3,254 | | | 1,597 | 273 | 200 | 196 |
| 40 | Peoria, Ill | Newton C. Dougherty | *e*30,251 | 6–21 | | 2,504 | 9,516 | | | 4,915 | 1,580 | 200 | 196 |
| 41 | Quincy, Ill | T. W. Macfall | 27,268 | 6–21 | | *2,859 | *9,541 | | 85 | 3,597 | 1,700 | 200 | 196 |
| 42 | Rockford, Ill | E. H. Conkling, clerk | 13,129 | 6–21 | | | 4,132 | | | 2,644 | 460 | 200 | 194 |
| 43 | Rock Island, Ill | S. S. Kemble | 11,659 | 6–21 | 0 | 1,154 | 3,590 | | 184 | 2,248 | 506 | 180 | 177 |
| 44 | Springfield, Ill | F. R. Feitshans | 19,743 | 6–21 | | | | | | 2,792 | | 198 | 198 |
| 45 | Evansville, Ind | John Cooper | 29,280 | 6–21 | | | | | | 4,968 | | 200 | 198 |
| 46 | Fort Wayne, Ind | John S. Irwin | 26,880 | 6–21 | | 4,733 | 13,897 | | 119 | 3,472 | 3,000 | 195 | 192 |
| 47 | Indianapolis, Ind | H. S. Tarbell | 75,056 | 6–21 | | 7,358 | 28,959 | | | 12,833 | 1,334 | 195 | 189 |
| 48 | La Fayette, Ind | J. T. Merrill | 14,860 | 6–21 | | | 6,474 | | | 2,986 | 1,200 | 200 | 190 |
| 49 | Logansport, Ind | John K. Walts | 11,198 | 6–21 | 0 | 1,210 | 3,858 | 0 | 142 | 1,887 | 790 | 200 | 196 |
| 50 | Madison, Ind | J. H. Martin | 8,945 | 6–21 | | | 5,283 | | | 1,501 | 750 | 300 | 200 |
| 51 | Richmond, Ind* | John Cooper *f* | 12,742 | 6–21 | | | 4,845 | | | 2,219 | 665 | | |
| 52 | South Bend, Ind | James Du Shane | 13,280 | 6–21 | | | 4,705 | | 137 | 1,924 | 570 | 180 | 178 |
| 53 | Terre Haute, Ind | William H. Wiley | 26,042 | 6–21 | 0 | | 8,846 | 0 | | 4,310 | 912 | 200 | 197 |
| 54 | Vincennes, Ind | Robert A. Townsend | 7,680 | 6–21 | | | 3,807 | | | 1,102 | 550 | 200 | 197 |
| 55 | Cedar Rapids, Iowa | J. W. Akers | 10,104 | 5–21 | 506 | 983 | 3,366 | 220 | 56 | 2,146 | 150 | 180 | 179 |
| 56 | Clinton, Iowa* | Henry Sabin | 9,052 | 5–21 | | | 3,200 | 175 | 47 | 1,749 | 350 | 190 | 188 |
| 57 | Council Bluffs, Iowa | George L. Farnham | 18,063 | 5–21 | 482 | 1,329 | 5,501 | 130 | 66 | 2,007 | 301 | 200 | 195 |
| 58 | Davenport, Iowa | J. B. Young | 21,831 | 5–21 | | | 9,309 | 391 | 170 | *d*4,558 | | 200 | 188 |
| 59 | Des Moines (west side), Iowa* | L. W. Parish | *g*22,408 | 5–21 | | | 3,576 | 152 | 37 | 2,322 | 600 | 190 | 184 |
| 60 | Dubuque, Iowa | Thomas Hardie, secretary | 22,254 | 5–21 | | | 10,074 | | | 3,720 | *1,750 | | 198 |
| 61 | Keokuk, Iowa *h* | W. W. Jamieson | 12,117 | 5–21 | | | 4,585 | | | 2,400 | 400 | 190 | 190 |
| 62 | Muscatine, Iowa | R. B. Huff | 8,295 | 5–21 | 100 | 700 | 2,800 | | | 1,500 | 400 | 210 | 210 |
| 63 | Ottumwa, Iowa | A. W. Stuart | 9,004 | 5–21 | | | 2,700 | | | 1,730 | 120 | 190 | 188½ |
| 64 | Lawrence, Kans* | E. Stanley | 8,510 | 5–21 | | | 3,095 | | | 1,829 | 200 | 180 | 178 |
| 65 | Leavenworth, Kans | Frank A. Fitzpatrick | 16,546 | 5–21 | | | 6,796 | | | 3,158 | 856 | 180 | 180 |
| 66 | Topeka, Kans | W. H. Butterfield | 15,452 | 5–21 | | | 5,276 | | | 3,111 | 200 | | |
| 67 | Covington, Ky* | Harvey Myers, clerk school board | 29,720 | 6–20 | 0 | | 10,094 | | | 3,279 | 3,000 | 198 | |
| 68 | Lexington, Ky | | 16,656 | 6–20 | | | 4,961 | | | 2,182 | 640 | 260 | 238 |
| 69 | Louisville, Ky | George H. Tingley, jr | 123,758 | 6–20 | | | 48,837 | | | 19,189 | | 215 | 204 |
| 70 | Newport, Ky* | Alva T. Wiles | 20,433 | 6–20 | 0 | | 6,780 | 0 | 20 | 2,692 | | 208 | 204 |
| 71 | Paducah, Ky | D. C. Culley | 8,036 | 6–20 | 0 | 567 | 1,980 | 0 | 31 | 840 | 225 | 220 | 200 |
| 72 | New Orleans, La | William O. Rogers | 216,090 | 6–18 | | | 61,456 | 51 | 177 | 24,401 | *i*12,000 | 214 | 193 |
| 73 | Auburn, Me* | N. I. Jordan, secretary school committee | 9,555 | 4–21 | | | 3,078 | 400 | 100 | 2,500 | | 180 | 174 |
| 74 | Augusta, Me | G. T. Fletcher | 8,665 | 4–21 | | | 2,342 | | | 1,220 | 200 | 180 | 175 |
| 75 | Bangor, Me | S. P. Bradbury, school agent | 16,856 | 5–21 | | | 5,479 | 172 | 205 | 3,120 | 150 | 170 | |
| 76 | Bath, Me | George E. Hughes | 7,874 | 4–21 | | | 2,836 | | | 1,836 | 50 | 195 | 190 |
| 77 | Biddeford, Me | James Burrier | 12,651 | 4–21 | | | 3,911 | | | 1,891 | 269 | 190 | 184 |
| 78 | Lewiston, Me | Abner J. Phipps, PH. D | 19,083 | 4–21 | 740 | 1,951 | 6,274 | 136 | 192 | 2,919 | 300 | 187½ | 183 |

* From Report of the Commissioner of Education for 1880.
*a* Average duration of school in days.
*b* Including Monroe County.
*c* City census of 1878.
*d* In day schools only.
*e* Population of the township; township and city are united in one school district.
*f* Succeeded in 1881 by J. A. Zeller.
*g* For the entire city.
*h* These statistics are from a return for 1880.
*i* In 1879.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1881; *from replies to inquiries, &c.*—Continued.

| | City. | Superintendent. | Total population (census of 1880). | School population. | | | | Number enrolled in public schools. | | | Estimated enrolment in private and parochial schools. | Number of school days in the year. | Number of days the schools were taught. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Legal school age. | Number under 6 years of age. | Number over 16 years of age. | Total number of legal school age. | Number under 6 years of age. | Number over 16 years of age. | Whole number enrolled, excluding duplicate enrolments. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 79 | Portland, Me* | Thomas Tash | 33,810 | 4-21 | 1,604 | 2,846 | 10,660 | 715 | 335 | 6,708 | 1,330 | 200 | 200 |
| 80 | Rockland, Me | F. W. Smith, chairman | 7,599 | 4-21 | ..... | ..... | 2,186 | ..... | ..... | 1,448 | 0 | 165 | 162 |
| 81 | Baltimore, Md | Henry E. Shepherd | 332,313 | 6-21 | ..... | ..... | *86,961 | ..... | ..... | 47,048 | *a*14,000 | 200 | 200 |
| 82 | Boston, Mass | Edwin P. Seaver | 362,839 | 5-15 | ..... | ..... | 61,056 | ..... | ..... | *b*54,712 | 6,922 | *206 | *203 |
| 83 | Brockton, Mass | B. Sanford, secretary | 13,608 | 5-15 | ..... | ..... | *2,278 | ..... | ..... | 2,444 | ..... | 200 | 197 |
| 84 | Brookline, Mass | D. H. Daniels | 8,057 | 5-15 | ..... | ..... | 1,263 | ..... | ..... | 1,503 | ..... | 238 | 238 |
| 85 | Cambridge, Mass* | Francis Cogswell | 52,669 | 5-15 | ..... | ..... | 9,390 | ..... | ..... | 8,537 | 1,748 | 200 | 197 |
| 86 | Chelsea, Mass | J. Kimball | 21,782 | 5-15 | ..... | ..... | 3,884 | ..... | ..... | 4,433 | 400 | 200 | 195 |
| 87 | Chicopee, Mass | John T. Clarke | 11,286 | 5-15 | 165 | ..... | 2,081 | 149 | 49 | 1,463 | 1,069 | 196 | 191½ |
| 88 | Clinton, Mass | J. T. Dame, chairman | 8,029 | 5-15 | ..... | ..... | 1,671 | 125 | 28 | 1,550 | 40 | 200 | 195 |
| 89 | Fall River, Mass | William Connell, jr | 48,961 | 5-15 | ..... | ..... | *c*9,763 | ..... | ..... | 9,363 | 831 | ..... | ..... |
| 90 | Fitchburg, Mass | Joseph G. Edgerly | 12,429 | 5-15 | 276 | ..... | 2,473 | 258 | 108 | 2,493 | 20 | 195 | 193½ |
| 91 | Gloucester, Mass* | L. H. Marvel | 19,329 | 5-15 | 542 | ..... | 4,008 | 542 | 69 | 4,126 | 35 | 200 | 200 |
| 92 | Haverhill, Mass* | Charles H. Poor, secretary | 18,472 | 5-15 | ..... | ..... | 3,600 | ..... | ..... | 3,323 | 125 | *d*200 | 198 |
| 93 | Holyoke, Mass | Edwin L. Kirtland | 21,915 | 5-15 | ..... | ..... | 4,640 | ..... | ..... | *e*3,462 | 1,303 | 200 | 195 |
| 94 | Lawrence, Mass | J. L. Brewster | 39,151 | 5-15 | ..... | ..... | 7,143 | ..... | ..... | 5,791 | 1,400 | 200 | 197 |
| 95 | Lowell, Mass*f* | Charles Morrill | 59,475 | 5-15 | ..... | ..... | 9,121 | 1,086 | ..... | 9,689 | 1,200 | 200 | 193 |
| 96 | Lynn, Mass | O. B. Bruce | 38,274 | 5-15 | ..... | ..... | 6,397 | ..... | ..... | ..... | 130 | ..... | ..... |
| 97 | Malden, Mass* | W. H. Lambert | 12,017 | 5-15 | 400 | ..... | 2,082 | 210 | 125 | 2,731 | 154 | 205 | 201 |
| 98 | Marlborough, Mass | W. D. Burdett, chairman | 10,127 | 5-15 | ..... | ..... | 2,121 | ..... | ..... | 2,267 | 300 | 180 | 178 |
| 99 | Medford, Mass | J. A. Hervey | 7,573 | 5-15 | ..... | ..... | *c*1,204 | 105 | 115 | 1,340 | 40 | 200 | 192 |
| 100 | New Bedford, Mass | Henry F. Harrington | 26,845 | 5-15 | ..... | ..... | *c*4,083 | ..... | ..... | *e*4,449 | 328 | ..... | ..... |
| 101 | Newburyport, Mass | John F. Young, secretary school committee | 13,538 | 5-15 | ..... | ..... | 2,552 | ..... | ..... | 2,205 | 208 | ..... | ..... |
| 102 | Newton, Mass | John E. Kimball | 16,995 | 5-15 | ..... | ..... | 3,252 | ..... | ..... | 3,687 | *150 | 200 | 190 |
| 103 | Northampton, Mass* | George B. Drury | 12,172 | 5-15 | ..... | ..... | 2,089 | ..... | ..... | 2,176 | 160 | *g*165 | *g*160 |
| 104 | Peabody, Mass | W. G. Sperry, secretary school committee | 9,028 | 5-15 | ..... | ..... | *c*1,730 | ..... | ..... | 1,669 | 30 | ..... | ..... |
| 105 | Pittsfield, Mass | W. B. Rice | 13,364 | 5-15 | 282 | ..... | 2,611 | 306 | 91 | 2,783 | 150 | 200 | 200 |
| 106 | Quincy, Mass | Sylvester Brown | 10,570 | 5-15 | ..... | ..... | *c*1,948 | ..... | ..... | 2,097 | 65 | ..... | ..... |
| 107 | Somerville, Mass | J. H. Davis | 24,933 | 5-15 | ..... | ..... | 4,204 | ..... | ..... | 5,271 | 500 | 200 | 188 |
| 108 | Springfield, Mass | A. P. Stone | 33,340 | 5-15 | ..... | ..... | 6,285 | ..... | ..... | 6,452 | 470 | 200 | 200 |
| 109 | Taunton, Mass | W. W. Waterman | 21,213 | 5-15 | 275 | ..... | 3,610 | 296 | 81 | 3,778 | 116 | 195 | 195 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 110 | Waltham, Mass* | J. T. Prince | 11,712 | 5–15 | 287 | | 2,146 | 322 | 110 | 2,306 | 103 | 200 | 195 |
| 111 | Woburn, Mass | E. H. Davis | 10,931 | 5–15 | 246 | | 2,371 | 169 | | 2,369 | 50 | 200 | 200 |
| 112 | Worcester, Mass | A. P. Marble | 58,291 | 5–15 | 1,780 | | 11,363 | 1,800 | 570 | 11,447 | 2,000 | 200 | 190 |
| 113 | Adrian, Mich* | W. J. Cocker, A. M | 7,849 | 5–20 | | | | | | 1,393 | | | |
| 114 | Ann Arbor, Mich | W. S. Perry | 8,061 | 5–20 | 234 | 699 | 2,676 | 116 | 454 | 1,900 | 200 | 200 | 198 |
| 115 | Bay City, Mich | I. W. Morley | 20,693 | 5–20 | | | 5,953 | | | 2,991 | 500 | 200 | 194 |
| 116 | Detroit, Mich | J. M. B. Sill | 116,340 | 5–20 | | | 37,926 | *h*500 | *h*500 | *e*16,158 | 6,731 | 200 | 196 |
| 117 | East Saginaw, Mich | Joseph C. Jones | 19,016 | 5–20 | 435 | 1,399 | 6,429 | 0 | 43 | *e*3,189 | 400 | 200 | 194 |
| 118 | Flint, Mich | M. T. Gass | 8,409 | 5–20 | | | 2,373 | | | 1,884 | 95 | 200 | 195½ |
| 119 | Grand Rapids, Mich | A. J. Daniels | 32,016 | 5–20 | 1,024 | 1,964 | 10,635 | 211 | 357 | *e*5,853 | 1,000 | 200 | 194 |
| 120 | Muskegon, Mich* | C. L. Houseman | 11,262 | 5–20 | | | 3,807 | | | 1,786 | 500 | 200 | 197 |
| 121 | Port Huron, Mich | Henry J. Robeson | 8,883 | 5–20 | | | 3,003 | | | 1,836 | 300 | 200 | 197 |
| 122 | Saginaw, Mich | C. B. Thomas | 10,525 | 5–20 | | | *3,245 | 0 | 85 | 1,800 | 600 | 200 | 195 |
| 123 | Minneapolis, Minn | O. V. Tousley | 46,887 | 6–21 | 1,500 | 6,600 | 16,600 | 742 | 565 | 6,720 | *1,000 | | 185 |
| 124 | St. Paul, Minn | B. F. Wright | 41,473 | 6–21 | | | | 0 | 249 | 4,338 | 1,800 | 200 | 198 |
| 125 | Stillwater, Minn* | E. P. Frost | 9,055 | 5–21 | | | | 40 | 90 | 1,006 | 600 | 180 | 176 |
| 126 | Winona, Minn | James McNaughton | 10,208 | 5–21 | | | 2,360 | | | 1,762 | 350 | 198 | 198 |
| 127 | Vicksburg, Miss | H. T. Moore | 11,814 | 5–21 | | | 3,671 | | | 1,180 | 600 | 194 | 190 |
| 128 | Hannibal, Mo | W. C. Foreman | 11,074 | 6–20 | | 750 | 3,796 | | 85 | 2,095 | 300 | 195 | 190 |
| 129 | Kansas City, Mo | J. M. Greenwood | 55,785 | 6–20 | | | 16,981 | | 141 | 8,026 | | 200 | 196 |
| 130 | St. Joseph, Mo | Edward B. Neely | 32,431 | 6–20 | | 2,143 | 9,852 | 0 | 142 | 4,072 | 625 | 200 | 198 |
| 131 | St. Louis, Mo | E. H. Long | 350,518 | 6–20 | | 24,412 | 106,372 | 2,996 | 2,212 | 53,965 | 21,000 | 200 | 197 |
| 132 | Sedalia, Mo | D. R. Cully | 9,561 | 6–20 | | 728 | 3,105 | | 83 | 2,016 | 250 | 180 | 179 |
| 133 | Lincoln, Nebr | J. M. Scott | 13,003 | 5–21 | | | 2,965 | | | 1,772 | 100 | 180 | 176 |
| 134 | Omaha, Nebr | George B. Lane | 30,518 | 5–21 | 800 | 840 | 6,400 | 256 | 91 | 3,717 | 500 | 200 | 196 |
| 135 | Virginia City, Nev*[i] | William H. Hill, clerk school board | 10,917 | 6–18 | | 576 | 2,559 | | | 2,260 | 447 | 218 | 202 |
| 136 | Dover, N. H | Gilman C. Fisher | 11,687 | 5–15 | 438 | | 2,329 | 188 | 150 | 2,029 | 90 | 169 | 167 |
| 137 | Manchester, N. H* | William E. Buck | 32,630 | 5–15 | *h*570 | | *h*4,774 | 399 | 306 | 4,350 | 2,100 | 190 | 188 |
| 138 | Nashua, N. H | S. Arthur Bent | 13,397 | 5–15 | | | | 201 | 128 | 2,606 | 20 | 180 | |
| 139 | Portsmouth, N. H | John Pender, secretary | 9,690 | 5– | | | 2,272 | 159 | 78 | 1,922 | 150 | 200 | 200 |
| 140 | Camden, N. J* | H. L. Bonsall | 41,659 | 5–18 | *h*350 | *h*511 | *h*12,637 | 225 | 204 | 7,935 | 1,527 | 210 | 200 |
| 141 | Elizabeth, N. J | J. Aug. Dix | 28,229 | 5–18 | | | 8,625 | 142 | 88 | *e*3,311 | 2,439 | 205 | 205 |
| 142 | Jersey City, N. J* | William L. Dickinson | 120,722 | 5–18 | | | 41,226 | | | 22,519 | 9,000 | 204 | 204 |
| 143 | Newark, N. J | W. N. Barringer | 136,508 | 5–18 | | | 41,861 | 227 | 264 | 18,626 | *a*6,596 | 210 | 205 |
| 144 | New Brunswick, N. J | Henry B. Pierce | 17,166 | 5–18 | *h*485 | *h*970 | 6,305 | 253 | 77 | 2,458 | 1,200 | 201 | 201 |
| 145 | Orange, N. J | U. W. Cutts | 13,207 | 5–18 | | | *3,792 | 90 | 17 | 1,708 | 900 | 200 | 197 |
| 146 | Paterson, N. J* | Esmond V. De Graff | 51,031 | 5–18 | 1,269 | 921 | 13,672 | | | | *a*1,500 | 200 | 200 |
| 147 | Plainfield, N. J | C. H. Stillman | 8,125 | 5–18 | 160 | 103 | 2,184 | | 27 | 1,299 | 450 | 200 | 200 |
| 148 | Trenton, N. J* | J. R. Encke | 29,910 | 5–18 | | | 7,281 | 166 | 160 | 3,583 | 2,604 | 205 | 205 |
| 149 | Albany, N. Y | Charles W. Cole | 90,758 | 5–21 | 4,225 | 11,178 | 35,411 | 1,212 | 880 | 13,975 | 4,474 | 203 | 197 |
| 150 | Auburn, N. Y | B. B. Snow | 21,924 | 5–21 | 389 | 2,007 | 6,855 | 18 | 184 | 3,184 | 1,200 | 200 | 194 |
| 151 | Binghamton, N. Y | James H. Hoose | 17,317 | 5–21 | 350 | 1,298 | 4,778 | 250 | 200 | 3,000 | 528 | 210 | 207 |
| 152 | Brooklyn, N. Y | Calvin Patterson | 566,663 | 5–21 | | | *h181,083 | | | 96,077 | *50,000 | 212 | 201 |
| 153 | Buffalo, N. Y* | Christopher G. Fox | 155,134 | 5–21 | | | *h*56,000 | | | 18,606 | 9,628 | 201 | 199 |
| 154 | Cohoes, N. Y* | A. J. Robb | 19,416 | 5–21 | | | 7,991 | 1,008 | 58 | 2,674 | 500 | 205 | 204 |
| 155 | Elmira, N. Y | C. B. Tompkins | 20,541 | 5–21 | 328 | 1,562 | 6,032 | 112 | 108 | 4,198 | 316 | 200 | 195 |
| 156 | Hornellsville, N. Y* | D. L. Freeborn | 8,195 | 5–21 | | | 2,439 | 70 | 101 | 1,433 | 350 | 198 | 197 |

* From Report of the Commissioner of Education for 1880.
*a* In 1879.
*b* Average number belonging.
*c* In 1880.
*d* In high school, 240 days.
*e* In day schools only.
*f* These statistics are from a return for 1880.
*g* In high school, 200 and 195.
*h* Estimated.
*i* Exclusive of Gold Hill, a separate district.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881; from replies to inquiries, &c.*—Continued.

| | City. | Superintendent. | Total population (census of 1880). | School population. | | | | Number enrolled in public schools. | | | Estimated enrolment in private and parochial schools. | Number of school days in the year. | Number of days the schools were taught. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Legal school age. | Number under 6 years of age. | Number over 16 years of age. | Total number of legal school age. | Number under 6 years of age. | Number over 16 years of age. | Whole number enrolled, excluding duplicate enrolments. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 157 | Hudson, N. Y* | | 8,670 | 5-21 | ..... | ..... | 2,975 | ..... | ..... | 1,158 | 700 | ..... | ..... |
| 158 | Ithaca, N. Y | Luther C. Foster | 9,105 | 5-21 | ..... | ..... | 2,703 | ..... | ..... | 1,918 | 75 | 191 | 191 |
| 159 | Kingston, N. Y *a** | Charles M. Ryon | *b*18,344 | 5-21 | 221 | 744 | 2,704 | 189 | 118 | 1,889 | 197 | 210 | 200 |
| 160 | Lockport, N. Y* | Arthur A. Skinner | 13,522 | 5-21 | ..... | ..... | 4,185 | 142 | 351 | 2,624 | 500 | 200 | 198 |
| 161 | Long Island City, N. Y | C. W. Gould | 17,129 | 5-21 | ..... | ..... | 5,717 | ..... | ..... | 3,837 | ..... | 215 | 201 |
| 162 | Newburgh, N. Y | R. V. K. Montfort | 18,049 | 5-21 | ..... | ..... | *5,897 | ..... | ..... | 3,325 | 701 | 201 | 200 |
| 163 | New York, N. Y | John Jasper | 1,206,299 | 5-21 | ..... | ..... | 393,000 | ..... | ..... | ..... | 40,000 | 200 | 200 |
| 164 | Ogdensburg, N. Y* | N. W. Howard | 10,341 | 5-21 | ..... | ..... | 4,044 | ..... | ..... | 2,070 | 570 | 200 | 199 |
| 165 | Oswego, N. Y | Virgil C. Douglas | 21,116 | 5-21 | ..... | ..... | 7,988 | ..... | ..... | 3,780 | 1,268 | 196 | 194 |
| 166 | Plattsburgh, N. Y | Fox Holden | 8,283 | 5-21 | ..... | ..... | 2,160 | ..... | ..... | 1,371 | 80 | 200 | ..... |
| 167 | Poughkeepsie, N. Y | Edward Burgess | 20,207 | 5-21 | *c*390 | *c*1,807 | *c*6,002 | 173 | 59 | 2,760 | 828 | 201 | 201 |
| 168 | Rochester, N. Y | S. A. Ellis | 89,366 | 5-21 | ..... | ..... | 37,000 | ..... | ..... | 13,381 | 3,500 | 200 | 196 |
| 169 | Rome, N. Y | J. Allen Barringer | 12,194 | 5-21 | 135 | 1,118 | 3,129 | 97 | 258 | 1,700 | 465 | 246 | 198 |
| 170 | Saratoga Springs, N. Y | L. S. Packard | 8,421 | 5-21 | 165 | 825 | 2,639 | 102 | 510 | *d*1,634 | 319 | 210 | 200 |
| 171 | Schenectady, N. Y* | | 13,655 | 5-21 | ..... | ..... | 4,500 | ..... | ..... | 2,288 | 450 | ..... | ..... |
| 172 | Syracuse, N. Y | Edward Smith | 51,792 | 5-21 | 1,211 | 5,019 | 18,598 | 672 | 461 | 9,379 | 1,862 | 200 | 196 |
| 173 | Troy, N. Y* | David Beattie | 56,747 | 5-21 | 1,258 | 4,691 | 18,464 | 895 | 132 | 8,944 | 1,200 | 201 | 201 |
| 174 | Utica, N. Y | A. McMillan | 33,914 | 5-21 | *e*2,128 | *e*2,029 | 12,048 | 0 | 691 | 5,318 | 1,327 | 200 | 196 |
| 175 | Watertown, N. Y* | Fred Seymour | 10,697 | 5-21 | ..... | ..... | 3,128 | ..... | ..... | 2,154 | 100 | ..... | ..... |
| 176 | Raleigh, N. C | John Duckett, county superintendent | 9,265 | 6-21 | ..... | ..... | *f*4,388 | ..... | ..... | *f*1,778 | *f*250 | *f*200 | *f*196 |
| 177 | Akron, Ohio | Samuel Findley | 16,512 | 6-21 | 0 | 993 | 4,719 | 0 | 233 | 3,195 | 750 | 200 | 194 |
| 178 | Canton, Ohio | J. H. Lehman | 12,258 | 6-21 | ..... | 1,053 | 4,367 | ..... | 142 | 2,838 | 600 | 200 | 189 |
| 179 | Chillicothe, Ohio | William Richardson | 10,938 | 6-21 | ..... | 824 | 3,387 | ..... | 116 | 1,893 | 350 | 190 | 186 |
| 180 | Cincinnati, Ohio | John B. Peaslee | 255,139 | 6-21 | ..... | 24,499 | 87,997 | ..... | 3,123 | 35,592 | 16,525 | 200 | 200 |
| 181 | Cleveland, Ohio | Andrew J. Rickoff | 160,146 | 6-21 | ..... | 10,993 | 52,412 | ..... | 411 | 24,836 | 9,865 | 196 | 195 |
| 182 | Columbus, Ohio | R. W. Stevenson | 51,647 | 6-21 | ..... | 3,506 | 15,899 | ..... | 194 | 8,014 | 2,107 | 200 | 195 |
| 183 | Dayton, Ohio | John Hancock | 38,678 | 6-21 | ..... | 2,423 | 11,225 | ..... | 189 | *d*5,787 | 1,802 | 200 | 195 |
| 184 | Fremont, Ohio | W. W. Ross | 8,446 | 6-21 | ..... | 561 | 2,351 | ..... | 82 | 1,040 | 450 | 190 | 185 |
| 185 | Hamilton, Ohio | L. D. Brown | 12,122 | 6-21 | 0 | 1,451 | 4,395 | 0 | 1,926 | 2,008 | 1,000 | 200 | 195 |
| 186 | Ironton, Ohio* | Charles F. Dean | 8,857 | 6-21 | 0 | 714 | 2,720 | 0 | ..... | 1,807 | 300 | 185 | 185 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 187 | Newark, Ohio | J. C. Hartzler | 9,600 | 6-21 | 0 | 1,180 | 3,880 | 0 | 132 | 1,853 | 300 | 190 | 183 |
| 188 | Portsmouth, Ohio | J. A. I. Lowes | 11,321 | 6-21 | ..... | ..... | *3,734 | ..... | 100 | 2,200 | *200 | 190 | 190 |
| 189 | Sandusky, Ohio | Alston Ellis | 15,838 | 6-21 | ..... | 1,798 | 6,290 | ..... | 161 | 2,519 | 880 | 200 | 195 |
| 190 | Springfield, Ohio | W. J. White | 20,730 | 6-21 | ..... | 1,553 | 6,352 | ..... | 187 | 3,134 | *g*800 | 195 | 193 |
| 191 | Steubenville, Ohio | Henry N. Mertz | 12,093 | 6-21 | 0 | 2,723 | 5,973 | 0 | 156 | 2,350 | 450 | 200 | 195 |
| 192 | Tiffin, Ohio | J. W. Knott | 7,879 | 6-21 | ..... | 327 | 3,379 | ..... | 101 | 1,281 | 600 | 200 | 192 |
| 193 | Toledo, Ohio | John W. Dowd | 50,137 | 6-21 | ..... | ..... | 17,579 | ..... | ..... | 7,677 | 2,000 | 200 | 195 |
| 194 | Zanesville, Ohio | W. D. Lash | 18,113 | 6-21 | ..... | ..... | 5,930 | ..... | ..... | 3,061 | 500 | 200 | 197 |
| 195 | Portland, Oreg | T. H. Crawford | 17,577 | 4-20 | ..... | ..... | 5,314 | ..... | ..... | 2,972 | 600 | 200 | 200 |
| 196 | Allegheny, Pa* | L. H. Durling | 78,682 | 6-21 | ..... | ..... | ..... | ..... | ..... | 11,610 | *g*3,500 | 193 | 193 |
| 197 | Allentown, Pa* | G. H. Desh | 18,063 | 6-21 | ..... | ..... | 4,500 | ..... | ..... | 3,429 | 500 | 168 | 168 |
| 198 | Altoona, Pa | D. S. Keith | 19,710 | 6-21 | ..... | ..... | ..... | ..... | 66 | 3,054 | 900 | 198 | 187 |
| 199 | Bradford, Pa | George F. Stone | 9,197 | 6-21 | ..... | ..... | ..... | 0 | 30 | 1,200 | 350 | 220 | 220 |
| 200 | Carbondale, Pa | D. N. Lathrop | 7,714 | 6-21 | ..... | *e*500 | *e*3,000 | 0 | 100 | 1,821 | 200 | 198 | 191 |
| 201 | Chester, Pa | Charles F. Foster | 14,997 | 6-21 | ..... | ..... | ..... | 0 | 48 | 2,512 | 200 | 200 | 197 |
| 202 | Danville, Pa* | M. C. Horine | 8,346 | 6-21 | ..... | ..... | ..... | ..... | 42 | 1,624 | 75 | 160 | 160 |
| 203 | Easton, Pa | William W. Cottingham | 11,924 | 6-21 | ..... | ..... | ..... | ..... | ..... | 2,291 | ..... | ..... | ..... |
| 204 | Erie, Pa* | H. S. Jones | 27,737 | 6-21 | ..... | 2,122 | 8,319 | ..... | 139 | 4,244 | 1,500 | 200 | 196 |
| 205 | Harrisburg, Pa | L. O. Foose | 30,762 | 6-21 | ..... | ..... | ..... | 0 | 127 | 5,667 | 400 | 220 | 200 |
| 206 | Lebanon, Pa | J. T. Nitrauer | 8,778 | 6-21 | ..... | 500 | 2,300 | ..... | ..... | 1,500 | 300 | 187 | 187 |
| 207 | Meadville, Pa* | Samuel P. Bates | 8,860 | 6-21 | ..... | ..... | ..... | ..... | ..... | 1,800 | 200 | 180 | 173 |
| 208 | New Castle, Pa | S. B. Donaldson | 8,418 | 6-18 | ..... | ..... | ..... | ..... | 60 | 1,560 | 40 | 176 | 166 |
| 209 | Norristown, Pa | Jos. K. Gotwals | 13,063 | 6-21 | 0 | 1,147 | 3,748 | 0 | 128 | 2,218 | 400 | 220 | 201 |
| 210 | Philadelphia, Pa | Henry W. Halliwell, secretary | 847,170 | 6- | ..... | ..... | ..... | ..... | ..... | 102,185 | ..... | 208 | 208 |
| 211 | Pittsburgh, Pa | George J. Luckey | 156,389 | ..... | ..... | ..... | ..... | ..... | ..... | 26,816 | *eg*12,000 | ..... | ..... |
| 212 | Reading, Pa | Samuel A. Baer | 43,278 | 6-21 | ..... | *e*4,000 | 13,697 | ..... | ..... | ..... | 960 | 208 | 189 |
| 213 | Scranton, Pa* | Joseph Roney | 45,850 | 6-21 | ..... | 3,800 | 19,800 | ..... | 2,300 | 8,000 | 1,500 | 220 | 220 |
| 214 | Shamokin, Pa* | W. F. Harpel | 8,184 | 6-21 | 0 | 1,000 | 3,300 | 0 | 25 | 1,653 | 300 | 198 | 186 |
| 215 | Shenandoah, Pa | G. W. Bartch | 10,147 | 6-21 | ..... | *e*1,100 | *e*3,400 | ..... | 45 | 2,103 | ..... | 194 | 189 |
| 216 | Titusville, Pa | R. M. Streeter | 9,046 | 6-21 | ..... | ..... | ..... | 0 | 10 | 1,479 | ..... | 200 | 200 |
| 217 | Williamsport, Pa | S. Transeau | 18,934 | 6-21 | ..... | 850 | *e*4,850 | 0 | 165 | 3,432 | 1,300 | 168 | 165 |
| 218 | York, Pa | W. H. Shelley | 13,940 | 6-21 | 0 | 150 | 2,669 | 0 | 50 | 2,419 | 260 | 178 | 178 |
| 219 | Lincoln, R. I* | James H. Lyon | 13,765 | 5-15 | ..... | ..... | 2,963 | ..... | ..... | 2,200 | 277 | ..... | ..... |
| 220 | Newport, R. I | Thomas H. Clarke | 15,693 | 5-16 | 572 | ..... | 3,419 | 113 | 69 | *d*2,144 | 795 | 200 | 196 |
| 221 | Pawtucket, R. I* | Andrew Jencks | 19,030 | 5-15 | ..... | ..... | 3,292 | ..... | ..... | 2,995 | 150 | 200 | ..... |
| 222 | Providence, R. I | Daniel Leach | 104,857 | 5-16 | ..... | ..... | 19,819 | ..... | ..... | 14,194 | 3,599 | 200 | ..... |
| 223 | Warwick, R. I | J. Torrey Smith | 12,164 | 5-15 | ..... | ..... | 2,463 | ..... | ..... | 2,129 | ..... | 200 | 192 |
| 224 | Woonsocket, R. I | E. E. Thomas | 16,050 | 5-15 | ..... | ..... | 2,059 | ..... | ..... | 2,832 | 599 | 200 | 195 |
| 225 | Charleston, S. C* | Rev. J. Merceir Green | 49,984 | 6-16 | ..... | ..... | 12,727 | ..... | ..... | 7,284 | ..... | 197 | 190 |
| 226 | Chattanooga, Tenn | H. D. Wyatt | 12,892 | 6-21 | ..... | *e*675 | 3,224 | ..... | *e*150 | 2,334 | 350 | 180 | 158 |
| 227 | Knoxville, Tenn | Albert Ruth | 9,693 | 6-21 | ..... | ..... | 3,044 | 0 | 62 | 1,984 | 120 | 200 | 196 |
| 228 | Memphis, Tenn | C. H. Collier | 33,592 | 6-21 | ..... | 2,100 | 9,745 | ..... | ..... | 4,367 | ..... | 171 | 164 |
| 229 | Nashville, Tenn | S. Y. Caldwell | 43,350 | 6-21 | ..... | 4,254 | 14,512 | 0 | 440 | 5,845 | 500 | 193 | 182 |
| 230 | Houston, Tex* | E. N. Clopper | 16,513 | 8-14 | ..... | ..... | 2,746 | ..... | ..... | *g*1,756 | *g*360 | *g*160 | *g*157 |
| 231 | San Antonio, Tex* | W. C. Rote | 20,550 | 8-14 | ..... | ..... | 3,022 | ..... | ..... | 1,584 | 1,000 | 205 | 200 |
| 232 | Burlington, Vt | H. O. Wheeler | 11,365 | 5-20 | ..... | ..... | ..... | ..... | ..... | 1,425 | 1,000 | ..... | ..... |
| 233 | Rutland, Vt* | J. J. R. Randall | 12,149 | 5-20 | ..... | ..... | ..... | ..... | ..... | 2,395 | 490 | ..... | ..... |
| 234 | Alexandria, Va | Richard L. Carne | 13,659 | 5-21 | *h*352 | *h*1,048 | *h*4,582 | 32 | 25 | 1,204 | 1,100 | 184 | 180 |

* From Report of the Commissioner of Education for 1880.
*a* These statistics are for the Kingston school district only.
*b* For the entire city.
*c* Census of 1877.
*d* In day schools only.
*e* Estimated.
*f* For city and county.
*g* In 1879.
*h* Census of 1880.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1881; *from replies to inquiries, &c.*—Continued.

| | City. | Superintendent. | Total population (census of 1880). | School population. | | | | Number enrolled in public schools. | | | Estimated enrolment in private and parochial schools. | Number of school days in the year. | Number of days the schools were taught. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Legal school age. | Number under 6 years of age. | Number over 16 years of age. | Total number of legal school age. | Number under 6 years of age. | Number over 16 years of age. | Whole number enrolled, excluding duplicate enrolments. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 235 | Danville, Va* | George W. Dame | 7,526 | 5–21 | 155 | 518 | 2,126 | ..... | ..... | 1,059 | 336 | 200 | 160 |
| 236 | Lynchburg, Va | E. C. Glass | 15,959 | 5–21 | 337 | 1,371 | 4,907 | 0 | 108 | 1,872 | 500 | 198 | 194 |
| 237 | Norfolk, Va* | R. L. Page | 21,966 | 5–21 | 442 | 2,015 | 6,695 | 20 | 26 | 1,613 | 550 | 210 | 191 |
| 238 | Petersburg, Va | Richard E. Hardaway | 21,656 | 5–21 | 275 | 1,818 | 7,203 | ..... | ..... | 2,083 | 1,200 | 190 | 185 |
| 239 | Portsmouth, Va | J. F. Crocker | 11,390 | 5–21 | 298 | 667 | 3 210 | 29 | 8 | 997 | 819 | 203 | 202 |
| 240 | Richmond, Va* | J. H. Peay, jr | 63,600 | 5–21 | 1,557 | 5,497 | 21,536 | 291 | 214 | 5,821 | 3,500 | 198 | 188 |
| 241 | Appleton, Wis* | A. H. Conkey | 8,005 | 4–20 | ..... | ..... | 2,897 | ..... | ..... | 1,638 | 316 | ..... | 178 |
| 242 | Fond du Lac, Wis* | C. A. Hutchins | 13,094 | 4–20 | ..... | ..... | 5,482 | ..... | ..... | 2,321 | 500 | 200 | 200 |
| 243 | Janesville, Wis | Robert W. Burton | 9,018 | 4–20 | 164 | 530 | 3,384 | 80 | 61 | 1,482 | 175 | 180 | 176 |
| 244 | La Crosse, Wis | Albert Hardy | 14,505 | 4–20 | ..... | ..... | 4,531 | ..... | ..... | 2,628 | 675 | 200 | 197 |
| 245 | Madison, Wis | Samuel Shaw | 10,324 | 4–20 | ..... | ..... | 3,517 | ..... | ..... | 1,925 | 600 | 185 | 180 |
| 246 | Milwaukee, Wis | James MacAlister | 115,587 | 4–20 | ..... | ..... | 40,096 | ..... | ..... | 17,635 | 9,500 | 200 | 200 |
| 247 | Oshkosh, Wis | George H. Read | 15,748 | 4–20 | ..... | ..... | 6,180 | ..... | ..... | 2,148 | 1,000 | 200 | 196 |
| 248 | Racine, Wis | H. G. Winslow | 16,031 | 4–20 | ..... | ..... | 6,296 | ..... | ..... | 2,388 | 954 | 200 | 200 |
| 249 | Watertown, Wis | C. F. Viebahn | 7,883 | 4–20 | ..... | ..... | 3,462 | ..... | ..... | 1,084 | 800 | 200 | 196 |
| 250 | Georgetown, D. C *a* | J. Ormond Wilson | 108,688 | 6–17 | 0 | 1,863 | 27,142 | 0 | 263 | 16,407 | 5,481 | 199 | 190 |
| 251 | Washington, D. C *a* | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1880. *a* These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Number of school buildings for— | | | | | | | | Number of sittings for study in— | | | | | | | | Number of teachers in— | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Primary schools. | Grammar schools. | High schools. | City normal schools. | Evening schools. | All public schools. | Private and parochial schools. | All schools, public and private. | Primary schools. | Grammar schools. | High schools. | City normal schools. | Evening schools. | All public schools. | Private and parochial schools. | All schools, public and private. | Primary schools. | | Grammar schools. | | High schools. | |
| | | | | | | | | | | | | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| 1 | Selma, Ala* | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 2 | Little Rock, Ark | 4 | 3 | 2 | ... | ... | 9 | ... | ... | ... | ... | ... | ... | ... | 1,750 | ... | ... | ... | 13 | 4 | 12 | 3 | 2 |
| 3 | Los Angeles, Cal | 8 | 6 | ... | ... | ... | 14 | ... | ... | 1,010 | 550 | 120 | ... | ... | 1,680 | ... | ... | 2 | 17 | 1 | 11 | 1 | 2 |
| 4 | Oakland, Cal | 10 | 6 | 1 | ... | ... | 17 | ... | ... | 3,975 | 2,157 | 330 | ... | *a*48 | 6,462 | ... | ... | ... | 73 | 6 | 43 | 3 | 6 |
| 5 | San Francisco, Cal | 51 | 16 | 3 | ... | ... | 70 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 10 | 362 | 23 | 221 | 12 | 20 |
| 6 | Stockton, Cal | ... | ... | ... | ... | ... | 8 | ... | ... | ... | ... | ... | ... | ... | 1,954 | ... | ... | ... | ... | ... | ... | ... | ... |
| 7 | Denver, Colo (⅔ of city) | ... | ... | ... | ... | ... | 7 | ... | ... | ... | ... | ... | ... | ... | 3,000 | ... | ... | ... | ... | ... | ... | ... | ... |
| 8 | Leadville, Colo | ... | ... | ... | ... | ... | 5 | ... | ... | 950 | 360 | 90 | ... | ... | 1,400 | ... | ... | ... | 15 | 2 | 7 | 2 | ... |
| 9 | Bridgeport, Conn* | 6 | 12 | ... | ... | ... | 18 | ... | ... | ... | ... | ... | ... | ... | 4,318 | ... | ... | ... | 54 | 2 | 30 | 1 | 2 |
| 10 | Danbury, Conn* | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 11 | Derby, Conn | ... | ... | ... | ... | ... | 9 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 12 | Greenwich, Conn* | ... | ... | ... | ... | ... | *b*19 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 13 | Hartford, Conn* | ... | ... | ... | ... | ... | *b*17 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 14 | Meriden, Conn | ... | ... | ... | ... | ... | 13 | ... | ... | ... | ... | ... | ... | ... | 2,544 | ... | ... | ... | ... | ... | ... | ... | ... |
| 15 | Middletown, Conn | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 16 | New Britain, Conn | ... | ... | ... | ... | ... | 10 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 18 | ... | 14 | 2 | 2 |
| 17 | New Haven, Conn | 16 | 12 | 1 | ... | ... | 29 | 10 | 39 | 5,900 | 2,950 | 500 | ... | ... | 9,350 | ... | ... | ... | 118 | 9 | 97 | 4 | 10 |
| 18 | New London, Conn | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 19 | Norwalk, Conn | ... | ... | ... | ... | ... | *b*12 | ... | ... | ... | ... | ... | ... | ... | *b*3,200 | ... | ... | ... | ... | ... | ... | ... | ... |
| 20 | Norwich, Conn | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 21 | Stamford, Conn* | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 22 | Waterbury, Conn* | ... | ... | ... | ... | ... | *b*21 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 23 | Wilmington, Del | ... | ... | ... | ... | ... | 19 | ... | ... | ... | ... | ... | ... | ... | 5,864 | ... | ... | ... | ... | ... | ... | ... | ... |
| 24 | Key West, Flac | ... | ... | ... | ... | ... | 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 25 | Atlanta, Ga* | ... | ... | ... | ... | ... | 12 | ... | ... | ... | ... | ... | ... | ... | 3,650 | ... | ... | ... | ... | ... | ... | ... | ... |
| 26 | Augusta, Ga | 8 | ... | ... | ... | ... | 8 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 27 | Columbus, Ga | ... | ... | ... | ... | ... | 7 | ... | ... | 812 | 370 | ... | ... | ... | 1,182 | ... | ... | 1 | 14 | 4 | 7 | ... | ... |
| 28 | Macon, Ga | ... | ... | ... | ... | ... | 7 | ... | ... | ... | ... | ... | ... | ... | 1,500 | ... | ... | ... | ... | ... | ... | ... | ... |
| 29 | Savannah, Ga | ... | ... | ... | ... | ... | 7 | ... | ... | ... | ... | ... | ... | ... | 3,200 | ... | ... | ... | 28 | 5 | 18 | 3 | 2 |

*From Report of the Commissioner of Education for 1880. *a* Used also for day schools. *b* In 1878. *c* Including Monroe County.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Number of school buildings for— | | | | | | | | Number of sittings for study in— | | | | | | | | Number of teachers in— | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Primary schools. | Grammar schools. | High schools. | City normal schools. | Evening schools. | All public schools. | Private and parochial schools. | All schools, public and private. | Primary schools. | Grammar schools. | High schools. | City normal schools. | Evening schools. | All public schools. | Private and parochial schools. | All schools, public and private. | Primary schools. | | Grammar schools. | | High schools. | |
| | | | | | | | | | | | | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| 30 | Belleville, Ill | | | | | | 4 | | | 1,400 | 600 | | | | 2,000 | | | 2 | 26 | 7 | 5 | | |
| 31 | Chicago, Ill | 20 | 34 | 3 | | | 57 | | | (48,952) | | 1,351 | | | 50,303 | | | 0 | 640 | 21 | 239 | 16 | 16 |
| 32 | Danville, Ill* | | | | | | 5 | | | 1,000 | 420 | 100 | | | 1,520 | | | | | | | | |
| 33 | Elgin, Ill | 5 | 1 | 1 | | | 7 | 7 | 14 | 930 | 100 | 90 | | | 1,120 | | | 0 | 18 | 0 | 3 | 1 | 1 |
| 34 | Freeport, Ill | | | | | | 6 | 3 | 9 | | | | | | 2,000 | 400 | 2,400 | | 9 | 1 | 10 | 1 | 7 |
| 35 | Galesburg, Ill | | | | | | 7 | | | | | | | | 1,900 | | | | 19 | | 13 | 1 | 2 |
| 36 | Jacksonville, Ill | 7 | | | | | 7 | | | 1,100 | 300 | 130 | | | 1,530 | 1,000 | 2,530 | | 22 | 1 | 8 | 3 | 3 |
| 37 | Joliet, Ill | 6 | 2 | 1 | 0 | 0 | 9 | *a*4 | *a*13 | 1,600 | 230 | 100 | 0 | 0 | 1,930 | *a*600 | *a*2,530 | 0 | 32 | 0 | 8 | 1 | 2 |
| 38 | Moline, Ill | | | | | | | | 3 | 726 | 296 | 90 | | 96 | 1,208 | 270 | 1,478 | | 13 | 1 | 5 | | 2 |
| 39 | Ottawa, Ill | | (7) | 1 | | | 8 | | | | | | | | 1,850 | | | | 16 | 3 | 14 | 3 | 4 |
| 40 | Peoria, Ill | 9 | 5 | 1 | | | 15 | | | | | | | | 4,306 | | | | 46 | 4 | 25 | 3 | 3 |
| 41 | Quincy, Ill | | | | | | 9 | | | | | | | | 3,121 | | | 1 | 43 | | 8 | 2 | 3 |
| 42 | Rockford, Ill | | | | | | 10 | 1 | 11 | 1,330 | 760 | 200 | | | 2,290 | 600 | 2,890 | | | | | | |
| 43 | Rock Island, Ill | | | | | | 7 | | | 1,200 | 638 | 120 | | | 1,958 | 350 | 2,308 | | 20 | | 15 | 1 | 3 |
| 44 | Springfield, Ill | | | | | | 6 | | | | | | | | 2,300 | | | | | | | | |
| 45 | Evansville, Ind | | | | | | 13 | | | | | | | | 5,000 | | | | | | | | |
| 46 | Fort Wayne, Ind | | 8 | 1 | | | 9 | 14 | 23 | 2,182 | 1,342 | 258 | 6 | | 3,788 | 3,100 | 6,888 | | 48 | 4 | 34 | 2 | 4 |
| 47 | Indianapolis, Ind | | (26) | 1 | | | 27 | | | (11,295) | | 530 | 15 | | 11,840 | | | *b*10 | *b*208 | | | 8 | 6 |
| 48 | La Fayette, Ind | | | | | | 6 | | | 1,000 | | | | | 1,000 | | | 2 | 17 | 2 | 16 | 6 | 6 |
| 49 | Logansport, Ind | | (7) | | | | 7 | | | 1,070 | 510 | 80 | | | 1,660 | | | | 19 | 4 | 7 | 1 | 2 |
| 50 | Madison, Ind | | 6 | 1 | | | 7 | | | 1,080 | 600 | 120 | | | 1,800 | | | | | | | | |
| 51 | Richmond, Ind* | | | | | | 9 | | | | | | | | 2,003 | | | | | | | | |
| 52 | South Bend, Ind | | | | | | 7 | | | | | | | | 2,050 | | | 1 | 17 | 5 | 8 | 3 | 2 |
| 53 | Terre Haute, Ind | | (10) | 1 | 0 | 0 | 11 | | | (3,478) | | 276 | 0 | 0 | 3,754 | | | 1 | 38 | 9 | 27 | 2 | 4 |
| 54 | Vincennes, Ind | | | | | | 4 | | | 420 | 420 | 150 | | | 990 | | | | 7 | | 7 | | 4 |
| 55 | Cedar Rapids, Iowa | 3 | 5 | | | | 8 | 1 | 9 | 1,388 | 377 | 104 | | | 1,869 | 150 | 2,019 | 0 | 25 | 0 | 10 | 0 | 3 |
| 56 | Clinton, Iowa* | 4 | 3 | 1 | | | 8 | | | | | | | | 1,375 | | | | 14 | | 11 | | 3 |
| 57 | Council Bluffs, Iowa | 3 | | | | | 3 | | | 1,011 | 392 | 132 | | | 1,535 | 165 | 1,700 | 1 | 28 | 1 | 8 | | 3 |
| 58 | Davenport, Iowa | 1 | 9 | 1 | 1 | 1 | 13 | | | 2,506 | 1,164 | 256 | 18 | 198 | 4,142 | | | | 44 | 6 | 21 | 1 | 3 |
| 59 | Des Moines (west side), Iowa* | 2 | 2 | 1 | | | 5 | | | | | | | | | | | | 25 | 3 | 10 | 1 | 2 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 60 | Dubuque, Iowa | | | | | | 9 | | | | | | | | *3,469 | | | 3 | 34 | 4 | 25 | 3 | 2 |
| 61 | Keokuk, Iowa[c] | | | | | | 9 | | | | | | | | 2,200 | | | | | | | | |
| 62 | Muscatine, Iowa | 3 | 3 | 1 | | | 7 | | | | | | | | 1,550 | | | | | | | | |
| 63 | Ottumwa, Iowa | | | | | | 3 | 3 | 6 | 960 | 440 | 90 | | | 1,490 | 200 | 1,690 | | 16 | | 8 | 1 | 2 |
| 64 | Lawrence, Kans* | | | | | | d10 | | | 1,200 | 225 | 100 | | | 1,525 | | | 2 | 15 | 2 | 2 | 1 | 1 |
| 65 | Leavenworth, Kans | 5 | 2 | 1 | | | 8 | | | | | | | | 2,400 | | | | | | | | |
| 66 | Topeka, Kans | | | | | | 15 | 3 | 18 | 1,820 | 484 | 90 | | | 2,394 | | | 3 | 28 | 7 | 10 | 1 | 1 |
| 67 | Covington, Ky* | (4) | | 1 | | | 5 | | | | | | | | | | | | | b4 | b51 | 3 | 2 |
| 68 | Lexington, Ky | | | | | | d9 | | | | | | | | | | | | | | | | |
| 69 | Louisville, Ky | (26) | | 2 | | | 28 | | | | | | | | | | | b20 | b255 | | | 9 | 9 |
| 70 | Newport, Ky* | (5) | | | | | 5 | | | 1,800 | 650 | 60 | 0 | 0 | 2,510 | | | 1 | 29 | 2 | 10 | 0 | 2 |
| 71 | Paducah, Ky | 4 | 3 | 1 | | | 8 | | | 645 | 240 | 65 | | | 950 | | | 0 | 9 | 2 | 2 | 1 | 1 |
| 72 | New Orleans, La | | | | | | d69 | | | | | | | | | | | | 274 | 19 | 100 | 4 | 5 |
| 73 | Auburn, Me* | | | | | | 35 | | | | | | | | 3,400 | | | | | | | | |
| 74 | Augusta, Me | | 26 | | | | 26 | | | | | | | | 2,000 | | | | | | | | |
| 75 | Bangor, Me | | | | | | 36 | | | | | | | | 3,500 | | | | | | | | |
| 76 | Bath, Me | 11 | 4 | 1 | | | 16 | | | | | | | | 3,300 | | | | | | | | |
| 77 | Biddeford, Me | | | | | | 23 | | | | | | | | 1,835 | | | | | | | | |
| 78 | Lewiston, Me | | | | | | 29 | | | | | | | | | | | | | | | | |
| 79 | Portland, Me* | | | | | | 15 | | | 3,879 | 1,598 | 474 | | e30 | 5,981 | | | 1 | 77 | 5 | 30 | 4 | 8 |
| 80 | Rockland, Me | 11 | | | | | 11 | | | | | | | | 1,700 | | | 0 | 21 | 2 | 4 | 1 | 2 |
| 81 | Baltimore, Md | 36 | 23 | 3 | | | 62 | | | | | | | | | | | | | | | | |
| 82 | Boston, Mass | f100 | f50 | f8 | | | f58 | | | f22,247 | f30,267 | f3,513 | f150 | | f56,177 | | | | f418 | f88 | f505 | f36 | f38 |
| 83 | Brockton, Mass | | | | | | 21 | | | | | | | | 2,560 | | | | | | | | |
| 84 | Brookline, Mass | | | | | | 11 | | | | | | | | | | | | | | | | |
| 85 | Cambridge, Mass* | 20 | 8 | 1 | | | 29 | | | 4,500 | 4,100 | 500 | 24 | | 9,124 | | | | 75 | 7 | 87 | 7 | 5 |
| 86 | Chelsea, Mass | | | | | | | | | | | | | | | | | | | | | | |
| 87 | Chicopee, Mass | 5 | 3 | 2 | | | 10 | 2 | 12 | 750 | 400 | 120 | | | 1,270 | 725 | 1,995 | | 16 | 1 | 8 | 2 | 2 |
| 88 | Clinton, Mass | | | | | | 11 | | | | | | | | 1,470 | | | | | | | | |
| 89 | Fall River, Mass | | | | | | 33 | | | | | | | | 7,754 | | | | | | | | |
| 90 | Fitchburg, Mass | (17) | | 1 | 0 | 0 | 18 | 1 | 19 | (2,888) | | 190 | 0 | 50 | 3,128 | 30 | 3,158 | 0 | 20 | 3 | 24 | 4 | 1 |
| 91 | Gloucester, Mass* | 14 | 9 | 1 | | | 24 | 2 | 26 | 2,205 | 1,602 | 195 | 30 | | 4,032 | 50 | 4,082 | | 44 | 1 | 38 | 2 | 3 |
| 92 | Haverhill, Mass* | | | | | | | | | 858 | 1,479 | 219 | g489 | | 3,045 | | | | 15 | 2 | 30 | 2 | 4 |
| 93 | Holyoke, Mass | 3 | 9 | 1 | | h2 | 13 | 5 | 18 | 834 | 1,551 | 118 | | h650 | 2,603 | 1,000 | 3,503 | 1 | 35 | 4 | 16 | 2 | 3 |
| 94 | Lawrence, Mass | | | | | | 20 | | | | | | | | 5,000 | | | | | | | | |
| 95 | Lowell, Mass | 32 | 8 | 1 | | 1 | 42 | 2 | 44 | 4,236 | 3,118 | 375 | | | 7,729 | | | 0 | 82 | 8 | 58 | 2 | 8 |
| 96 | Lynn, Mass | 21 | 7 | 1 | | | 29 | | | | | | | | d5,575 | | | | | | | | |
| 97 | Malden, Mass* | 6 | 4 | 1 | | | 11 | | | 1,180 | 1,122 | 132 | | 70 | 2,504 | | | | 27 | | 20 | 1 | 4 |
| 98 | Marlborough, Mass | (12) | | 1 | | | 13 | 2 | 15 | | | | | | 2,100 | 200 | 2,300 | | 23 | 1 | 15 | 2 | 1 |
| 99 | Medford, Mass | | | | | | 10 | | | | | | | | 1,500 | | | | | | | | |
| 100 | New Bedford, Mass | | | | | | 23 | | | | | | | | | | | | | | | | |
| 101 | Newburyport, Mass | | | | | | | | | | | | | | 2,236 | | | | | | | | |
| 102 | Newton, Mass | (16) | | 1 | | | 17 | | | | | | | | *3,000 | | | | 38 | 10 | 21 | 4 | 8 |
| 103 | Northampton, Mass* | | | | | | 25 | | | | | | | | 2,300 | | | | | | | | |
| 104 | Peabody, Mass | | | | | | | | | | | | | | | | | | | | | | |
| 105 | Pittsfield, Mass | | | | | | 27 | | | | | | | | 2,313 | | | | | | | | |
| 106 | Quincy, Mass | | | | | | d7 | | | | | | | | | | | | | | | | |
| 107 | Somerville, Mass | 5 | 13 | 1 | | | 19 | | | | | | | | 5,050 | | | | 37 | 6 | 46 | 2 | 5 |

* From Report of the Commissioner of Education for 1880.
*a* Estimated.
*b* In primary and grammar schools.
*c* These statistics are from a return for 1880.
*d* In 1879.
*e* For the Portland School for the Deaf.
*f* From semiannual returns to June, 1881.
*g* These are for union schools.
*h* Used also for day schools.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.*—Continued.

| | City. | Number of school buildings for— | | | | | | | | Number of sittings for study in— | | | | | | | | Number of teachers in— | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Primary schools. | Grammar schools. | High schools. | City normal schools. | Evening schools. | All public schools. | Private and parochial schools. | All schools, public and private. | Primary schools. | Grammar schools. | High schools. | City normal schools. | Evening schools. | All public schools. | Private and parochial schools. | All schools, public and private. | Primary schools. | | Grammar schools. | | High schools. | |
| | | | | | | | | | | | | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| 108 | Springfield, Mass | 18 | 7 | 1 | .... | 1 | 27 | 8 | 35 | 2,849 | 2,285 | 412 | ..... | 235 | 5,781 | 500 | 6,281 | .... | 57 | 7 | 42 | 3 | 6 |
| 109 | Taunton, Mass | 24 | 5 | 1 | .... | 1 | 31 | 2 | 33 | 2,347 | 994 | 200 | ..... | 260 | 3,801 | 160 | 3,961 | 0 | 45 | 4 | 23 | 2 | 2 |
| 110 | Waltham, Mass* | 5 | 6 | 1 | 0 | .... | 12 | 1 | 13 | 952 | 1,176 | 110 | 0 | ..... | 2,238 | ..... | ..... | 0 | 16 | 0 | 24 | 2 | 2 |
| 111 | Woburn, Mass | 15 | 7 | 1 | .... | .... | 23 | 1 | 24 | 1,450 | 850 | 132 | ..... | ..... | 2,432 | 50 | 2,482 | .... | 26 | 4 | 18 | 1 | 3 |
| 112 | Worcester, Mass | 6 | 32 | 1 | .... | .... | 39 | ..... | ..... | 5,619 | 4,112 | 502 | ..... | ..... | 10,233 | ..... | ..... | 0 | 106 | 12 | 85 | 5 | 7 |
| 113 | Adrian, Mich* | ..... | ..... | ..... | ..... | ..... | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,613 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 114 | Ann Arbor, Mich | 3 | 2 | 1 | .... | .... | 6 | 3 | 9 | 700 | 500 | 280 | ..... | ..... | 1,480 | ..... | ..... | .... | 15 | .... | 12 | 5 | 5 |
| 115 | Bay City, Mich | 3 | 3 | 1 | .... | .... | 7 | ..... | ..... | 1,760 | 650 | 190 | ..... | ..... | 2,600 | ..... | ..... | .... | 29 | 1 | 12 | 1 | 5 |
| 116 | Detroit, Mich | ..... | ..... | ..... | ..... | ..... | 28 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13,110 | ..... | ..... | 1 | 141 | 4 | 91 | 4 | 18 |
| 117 | East Saginaw, Mich | (10) | | 1 | 0 | .... | 11 | 3 | 14 | 1,909 | 856 | 200 | 0 | 110 | 3,075 | 375 | 3,450 | 0 | 34 | (20) | | 2 | 3 |
| 118 | Flint, Mich | (6) | | 1 | .... | .... | 7 | 1 | 8 | 940 | 620 | 210 | ..... | ..... | 1,770 | ..... | ..... | .... | 15 | 1 | 16 | 2 | 3 |
| 119 | Grand Rapids, Mich | (15) | | 1 | .... | .... | 16 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,834 | ..... | ..... | 2 | 56 | 4 | 35 | 4 | 4 |
| 120 | Muskegon, Mich* | ..... | ..... | ..... | ..... | ..... | 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,400 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 121 | Port Huron, Mich | ..... | ..... | ..... | ..... | ..... | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .... | 13 | .... | 11 | 1 | 1 |
| 122 | Saginaw, Mich | (5) | | 1 | .... | .... | 6 | ..... | ..... | 827 | 700 | 129 | ..... | ..... | 1,656 | ..... | ..... | 1 | 19 | 2 | 9 | 1 | 2 |
| 123 | Minneapolis, Minn | ..... | ..... | ..... | ..... | ..... | 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5,500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 124 | St. Paul, Minn | 6 | 7 | 1 | .... | .... | 14 | ..... | ..... | 2,959 | 549 | 220 | ..... | ..... | 3,728 | ..... | ..... | 2 | 59 | 7 | 25 | 4 | 5 |
| 125 | Stillwater, Minn* | ..... | ..... | ..... | ..... | ..... | 4 | 4 | 8 | ..... | ..... | ..... | ..... | ..... | 1,100 | 600 | 1,700 | 0 | 11 | 0 | 6 | 1 | 2 |
| 126 | Winona, Minn | (3) | | 1 | .... | .... | 4 | ..... | ..... | 950 | 860 | 108 | ..... | ..... | 1,918 | ..... | ..... | .... | 17 | .... | 11 | 1 | 5 |
| 127 | Vicksburg, Miss | ..... | ..... | ..... | ..... | ..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,200 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 128 | Hannibal, Mo | 2 | 6 | .... | .... | .... | 8 | ..... | ..... | (1,590) | | ..... | ..... | ..... | 1,590 | ..... | ..... | ... | 19 | 6 | 4 | .... | .... |
| 129 | Kansas City, Mo | ..... | ..... | ..... | ..... | ..... | 11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5,500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 130 | St Joseph, Mo | 12 | 7 | 1 | .... | .... | 20 | ..... | ..... | 2,380 | 835 | 240 | ..... | ..... | 3,455 | ..... | ..... | 2 | 43 | 5 | 12 | 4 | 1 |
| 131 | St. Louis, Mo | 76 | .... | 4 | 1 | 11 | 92 | ..... | ..... | 32,556 | 8,864 | 990 | 200 | 2,384 | 44,994 | ..... | ..... | 19 | 634 | 74 | 216 | 12 | 15 |
| 132 | Sedalia, Mo | ..... | ..... | ..... | ..... | ..... | 5 | ..... | ..... | 975 | 540 | 104 | ..... | ..... | 1,619 | ..... | ..... | 3 | 12 | 3 | 6 | 1 | 1 |
| 133 | Lincoln, Nebr | 9 | 2 | 1 | .... | .... | 12 | ..... | ..... | 1,600 | 70 | 80 | ..... | ..... | 1,750 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 134 | Omaha, Nebr | (10) | | 1 | .... | .... | 11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *3,700 | ..... | ..... | .... | 46 | 1 | 10 | 1 | 1 |
| 135 | Virginia City, Nev*a | ..... | ..... | ..... | ..... | ..... | 5 | ..... | ..... | 1,193 | 309 | 43 | ..... | ..... | 1,545 | ..... | ..... | .... | 23 | 2 | 5 | 1 | 1 |
| 136 | Dover, N. H | 9 | 8 | 1 | .... | .... | 18 | ..... | ..... | 1,152 | 630 | 110 | ..... | 150 | 2,042 | 90 | 2,132 | .... | 24 | 2 | 12 | 1 | 2 |
| 137 | Manchester, N. H* | 9 | 5 | 1 | 69 | .... | 24 | 8 | 32 | 1,899 | 1,147 | 288 | b420 | ..... | 3,754 | 1,504 | 5,258 | .... | 35 | 5 | 19 | 2 | 8 |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 138 | Nashua, N. H | | | | | | 17 | | | | | | | | | *2,140 | | | | | | | | | |
| 139 | Portsmouth, N. H | 3 | 9 | 1 | | | 13 | | | | | | | | | | | | | 11 | 5 | 14 | 1 | 3 | |
| 140 | Camden, N. J* | | | | | | 16 | | | | | | | | | 10,000 | | | | | | | | | |
| 141 | Elizabeth, N. J | | | | | | 5 | | | | | | | | | 2,565 | | | | 28 | | 14 | 3 | 6 | |
| 142 | Jersey City, N. J* | | | | | | 20 | | | 9,363 | 4,705 | 256 | 0 | 0 | | 14,324 | | | 0 | 193 | 13 | 112 | 4 | 6 | |
| 143 | Newark, N. J | | | | | | 32 | | | | | | | | | 15,600 | | | | | | | | | |
| 144 | New Brunswick, N. J | 4 | 1 | 1 | | | 6 | | | 1,300 | 715 | 160 | | | | 2,175 | | | | 25 | 1 | 14 | 3 | 3 | |
| 145 | Orange, N. J | 3 | (1) | | | | 4 | | | 940 | 340 | 91 | | | | 1,371 | | | | 20 | | 8 | 2 | 1 | |
| 146 | Paterson, N. J* | | | | | | 11 | | | 4,397 | 976 | 164 | | | | 5,537 | | | 1 | 85 | 7 | 16 | 1 | 3 | |
| 147 | Plainfield, N. J | 1 | 1 | 1 | | | 3 | | | 450 | 350 | 200 | | | | 1,000 | | | | 11 | 1 | 7 | 1 | 4 | |
| 148 | Trenton, N. J* | 9 | 2 | 1 | | | 12 | | | 2,124 | 440 | 136 | | | | 2,700 | | | | | | | | | |
| 149 | Albany, N. Y | 11 | 14 | 1 | | | 26 | | | | | | | | | 11,857 | | | | | | | | | |
| 150 | Auburn, N. Y | 3 | 7 | 1 | | | 11 | 3 | 14 | 2,085 | 975 | 274 | | | | 3,334 | 1,000 | 4,334 | | 38 | | 23 | 2 | 5 | |
| 151 | Binghamton, N. Y | | | | | | 8 | | | *c*2,038 | *c*574 | *c*185 | | | | *c*2,797 | | | | 39 | 4 | 16 | 2 | 3 | |
| 152 | Brooklyn, N. Y | 13 | 43 | 1 | | | 57 | | | 22,773 | 38,515 | 620 | | | | 61,908 | | | 3 | 661 | 37 | 571 | 6 | 15 | |
| 153 | Buffalo, N. Y* | | | | | | 42 | | | | | | | | | | | | | | | | | | |
| 154 | Cohoes, N. Y* | | | | | | 8 | 2 | 10 | 1,648 | 406 | 56 | | | | 2,110 | | | | 31 | | 9 | 2 | | |
| 155 | Elmira, N. Y | 2 | 5 | 1 | | | 8 | | | 2,240 | 1,425 | 160 | | | | *d*3,825 | | | | 40 | 5 | 31 | 2 | 2 | |
| 156 | Hornellsville, N. Y* | (2) | | 1 | | | 3 | | | (1,080) | | 216 | | | | 1,296 | 350 | 1,646 | | 9 | 1 | 10 | 1 | 4 | |
| 157 | Hudson, N. Y* | | | | | | 3 | | | | | | | | | | | | | | | | | | |
| 158 | Ithaca, N. Y | 4 | 1 | 1 | | | 6 | | | 992 | 588 | 150 | | | | 1,730 | | | | 16 | | 11 | 2 | 3 | |
| 159 | Kingston, N. Y* *e* | | | | | | 5 | 3 | 8 | 861 | 449 | 361 | | | | 1,671 | 300 | 1,971 | | 11 | | 10 | 7 | 4 | |
| 160 | Lockport, N. Y* | 5 | 1 | 1 | | | 7 | | | 1,134 | 1,272 | 258 | | | | 2,664 | | | | 18 | | 18 | 4 | 4 | |
| 161 | Long Island City, N. Y | | | | | | 7 | | | | | | | | | | | | | | | | | | |
| 162 | Newburgh, N. Y | | | | | | 6 | | | 1,500 | 600 | 250 | | 150 | | 2,500 | | | | 43 | 3 | 9 | 2 | 3 | |
| 163 | New York, N. Y | (130) | | | | | 130 | | | 92,344 | 58,140 | | | | | 150,484 | | | | ¶1,590 | 211 | 1,135 | *f*4 | *f*195 | |
| 164 | Ogdensburg, N. Y* | | | | | | 9 | | | | | | | | | 2,500 | | | | | | | | | |
| 165 | Oswego, N. Y | 7 | 6 | 1 | | | 14 | | | (3,160) | | 600 | | | | 3,760 | | | | 26 | 1 | 34 | 1 | 3 | |
| 166 | Plattsburgh, N. Y | | | | | | | | | | | | | | | | | | | | | | | | |
| 167 | Poughkeepsie, N. Y | 1 | 8 | 1 | | | 10 | | | 1,586 | 970 | 214 | | | | 2,770 | | | | 33 | | 22 | 1 | 5 | |
| 168 | Rochester, N. Y | 14 | 12 | 1 | | | 27 | | | 3,810 | 8,720 | 500 | | | | 13,030 | | | | 150 | 11 | 100 | 5 | 4 | |
| 169 | Rome, N. Y | 6 | 1 | 1 | | | 8 | 2 | 10 | 1,600 | 200 | 250 | | | | 2,050 | | | | | | | | | |
| 170 | Saratoga Springs, N. Y | 8 | 3 | 1 | | | 12 | | | 1,302 | 304 | 120 | | | | 1,726 | | | | 21 | 3 | 3 | 2 | 3 | |
| 171 | Schenectady, N. Y* | | | | | | 9 | | | | | | | | | | | | | | | | | | |
| 172 | Syracuse, N. Y | 1 | 17 | 1 | | | 19 | 13 | 32 | 4,620 | 3,252 | 461 | | 50 | | 8,383 | 1,862 | 10,245 | | 111 | 6 | 57 | 4 | 7 | |
| 173 | Troy, N. Y* | | | | | | 17 | | | | | | | | | 6,500 | | | 6 | 105 | 7 | 19 | 3 | 2 | |
| 174 | Utica, N. Y | 16 | 1 | 1 | 0 | | 18 | 4 | 22 | 3,814 | 684 | 192 | 0 | | | 4,690 | *g*1,400 | 6,090 | | 77 | 2 | 14 | 5 | 4 | |
| 175 | Watertown, N. Y* | | | | | | 9 | | | | | | | | | | | | | | | | | | |
| 176 | Raleigh, N. C | | | | | | *h*5 | | | | | | | | | | | | | | | | | | |
| 177 | Akron, Ohio | (7) | | 1 | 0 | 0 | 8 | 4 | 12 | 1,843 | 944 | 200 | 0 | 0 | | 2,987 | | | 0 | 32 | 0 | 19 | 1 | 4 | |
| 178 | Canton, Ohio | | | | | | 7 | 4 | 11 | 2,014 | 500 | 90 | | | | 2,604 | | | 4 | 31 | 6 | 7 | 0 | 3 | |
| 179 | Chillicothe, Ohio | | | | | | 5 | 4 | 9 | 950 | 750 | 125 | | | | 1,825 | 500 | 2,325 | | 26 | 1 | 19 | | 4 | |
| 180 | Cincinnati, Ohio | 47 | 4 | 2 | | | 53 | 25 | 78 | 28,464 | 4,112 | 1,225 | 80 | 3,000 | | 36,881 | 17,000 | 53,881 | 65 | 453 | 33 | 41 | 14 | 14 | |
| 181 | Cleveland, Ohio | 19 | 20 | 2 | 1 | | 42 | | | 15,124 | 6,311 | 1,003 | 60 | | | 22,498 | | | 3 | 251 | 7 | 153 | 11 | 18 | |
| 182 | Columbus, Ohio | 9 | 16 | 1 | | | 26 | | | 4,655 | 2,452 | 525 | | | | 7,632 | | | 1 | 80 | 7 | 50 | 5 | 10 | |
| 183 | Dayton, Ohio | (13) | | 1 | 0 | 0 | 14 | | | 4,020 | 2,000 | 300 | 20 | | | 6,340 | | | 3 | 70 | 11 | 33 | 5 | 3 | |
| 184 | Fremont, Ohio | (6) | | 1 | 0 | 0 | 7 | | | 700 | 300 | 100 | 0 | 0 | | 1,100 | | | 0 | 9 | 1 | 6 | 1 | 2 | |

* From Report of the Commissioner of Education for 1880.
*a* Exclusive of Gold Hill, a separate district.
*b* For ungraded schools.
*c* Number actually occupied.
*d* Exclusive of 300 sittings in a building formerly used for evening schools.
*e* These statistics are for the Kingston school district only.
*f* Number of teachers in corporate schools.
*g* Estimated.
*h* For city and county.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Number of school buildings for— | | | | | | | | Number of sittings for study in— | | | | | | | | Number of teachers in— | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Primary schools. | Grammar schools. | High schools. | City normal schools. | Evening schools. | All public schools. | Private and parochial schools. | All schools, public and private. | Primary schools. | Grammar schools. | High schools. | City normal schools. | Evening schools. | All public schools. | Private and parochial schools. | All schools, public and private. | Primary schools. | | Grammar schools. | | High schools. | |
| | | | | | | | | | | | | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| 185 | Hamilton, Ohio | .... | .... | .... | .... | .... | 5 | 7 | 12 | 1,450 | 550 | 100 | 0 | 0 | 2,100 | 1,200 | 3,300 | 4 | 19 | 6 | 4 | 0 | 3 |
| 186 | Ironton, Ohio* | 2 | 3 | .... | .... | .... | 5 | 2 | 7 | ..... | ..... | 65 | ..... | ..... | 1,600 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 1 |
| 187 | Newark, Ohio | (6) | | .... | .... | .... | 6 | ..... | ..... | 1,400 | 420 | 130 | *a*45 | *b*29 | 2,024 | 300 | 2,324 | 1 | 23 | 1 | 11 | 2 | 2 |
| 188 | Portsmouth, Ohio | (5) | | 1 | .... | .... | 6 | ..... | ..... | 1,450 | 625 | 125 | ..... | ..... | 2,200 | ..... | ..... | 0 | 26 | 2 | 12 | 1 | 2 |
| 189 | Sandusky, Ohio | 8 | 1 | 1 | 0 | 0 | 10 | 4 | 14 | 2,100 | 520 | 150 | 0 | 0 | 2,770 | 780 | 3,550 | 2 | 29 | 1 | 12 | 0 | 5 |
| 190 | Springfield, Ohio | (10) | | 1 | .... | .... | 11 | ..... | ..... | 2,306 | 600 | 280 | ..... | ..... | 3,186 | ..... | ..... | *c*7 | *c*50 | ..... | ..... | 3 | 1 |
| 191 | Steubenville, Ohio | .... | .... | .... | .... | .... | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,100 | ..... | ..... | 2 | 21 | 3 | 12 | 2 | 2 |
| 192 | Tiffin, Ohio | .... | .... | .... | .... | .... | 5 | ..... | ..... | 924 | 394 | 138 | ..... | ..... | 1,456 | ..... | ..... | .... | 18 | 1 | 7 | 1 | 3 |
| 193 | Toledo, Ohio | .... | .... | .... | .... | .... | 23 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 7,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 194 | Zanesville, Ohio | .... | .... | .... | .... | .... | 17 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 27 | 4 | 33 | 3 | 3 |
| 195 | Portland, Oreg | (3) | | 1 | .... | .... | 4 | ..... | ..... | 1,350 | 850 | 190 | ..... | ..... | 2,390 | ..... | ..... | .... | 29 | 2 | 16 | 2 | 4 |
| 196 | Allegheny, Pa* | .... | .... | .... | .... | .... | 21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10,500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 197 | Allentown, Pa* | .... | .... | .... | .... | .... | 8 | ..... | ..... | 1,860 | 1,210 | 130 | ..... | ..... | 3,200 | ..... | ..... | .... | 29 | 10 | 12 | 1 | 1 |
| 198 | Altoona, Pa | (10) | | 1 | .... | .... | 11 | ..... | ..... | 1,980 | 940 | 90 | ..... | ..... | 3,010 | ..... | ..... | 1 | 32 | 8 | 8 | 1 | 1 |
| 199 | Bradford, Pa | .... | .... | .... | .... | .... | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | ..... | 11 | ..... | 2 |
| 200 | Carbondale, Pa | .... | .... | .... | .... | .... | 7 | ..... | ..... | 795 | 575 | 100 | ..... | ..... | 1,470 | 200 | 1,670 | 1 | 13 | 4 | 4 | 1 | 1 |
| 201 | Chester, Pa | 6 | 2 | 1 | .... | .... | 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,100 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 202 | Danville, Pa* | .... | .... | .... | .... | .... | 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,794 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 203 | Easton, Pa | .... | .... | .... | .... | .... | 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 204 | Erie, Pa* | .... | .... | .... | .... | .... | 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,700 | ..... | ..... | (30) | | (65) | | 3 | 2 |
| 205 | Harrisburg, Pa | .... | .... | .... | .... | .... | 23 | ..... | ..... | 4,217 | 1,162 | 262 | ..... | ..... | 5,641 | ..... | ..... | 14 | 59 | 11 | 15 | 3 | 7 |
| 206 | Lebanon, Pa | .... | .... | .... | .... | .... | 8 | 2 | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 16 | 4 | 4 | 2 | ..... |
| 207 | Meadville, Pa* | 1 | 2 | 1 | 0 | 0 | 4 | 2 | 6 | 970 | 680 | 258 | 0 | 0 | 1,908 | 200 | 2,108 | 0 | 15 | 0 | 13 | 0 | 7 |
| 208 | New Castle, Pa | .... | .... | .... | .... | .... | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,700 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 209 | Norristown, Pa | 2 | 3 | 1 | .... | .... | 6 | ..... | ..... | 1,250 | 760 | 250 | ..... | ..... | 2,260 | ..... | ..... | .... | 24 | 4 | 12 | 1 | 3 |
| 210 | Philadelphia, Pa | (230) | | 1 | 1 | .... | 232 | ..... | ..... | (100, 697) | | 523 | 965 | ..... | 102,185 | ..... | ..... | *c*61 | *c*2,010 | ..... | ..... | 17 | ..... |
| 211 | Pittsburgh, Pa | (53) | | 1 | 1 | .... | 55 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 12 | 9 |
| 212 | Reading, Pa | 24 | .... | 2 | .... | .... | 26 | 11 | 37 | 4,350 | 2,850 | 351 | ..... | ..... | 7,551 | 1,000 | 8,551 | .... | 87 | .... | 57 | 3 | 6 |
| 213 | Scranton, Pa* | .... | .... | .... | .... | .... | 30 | ..... | ..... | 6,850 | 1,050 | 100 | ..... | ..... | 8,000 | ..... | ..... | 3 | 122 | 16 | 23 | 2 | 3 |
| 214 | Shamokin, Pa* | .... | .... | .... | .... | .... | 5 | 3 | 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 7 | 6 | 5 | 1 | 1 |

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 215 | Shenandoah, Pa | (3) | | 1 | | | 4 | | | 1,544 | 356 | 110 | | | 2,010 | | | | 19 | 1 | 5 | 1 | 2 |
| 216 | Titusville, Pa | | | | | | 4 | | | | | | | | 1,632 | | | | | | | | |
| 217 | Williamsport, Pa | 13 | 11 | 1 | | | 25 | | | 1,720 | 1,620 | 145 | | | 3,485 | | | 2 | 28 | 12 | 19 | 1 | 3 |
| 218 | York, Pa | | | | | | 9 | | | | | | | | 2,465 | | | | | | | | |
| 219 | Lincoln, R. I* | | | | | | 12 | | | | | | | | | | | | | | | | |
| 220 | Newport, R. I | 6 | 3 | 1 | | 1 | 11 | 3 | 14 | 1,344 | 672 | 165 | | d60 | 2,241 | | | | 25 | 3 | 11 | 3 | 2 |
| 221 | Pawtucket, R. I* | | | | | | 18 | | | | | | | | 2,710 | | | | | | | | |
| 222 | Providence, R. I | | | | | | 49 | | | | | | | | | | | | | | | | |
| 223 | Warwick, R. I | | | | | | 19 | | | | | | | | | | | | | | | | |
| 224 | Woonsocket, R. I | | | | | | 14 | | | | | | | | 2,145 | | | | 26 | 3 | 5 | 2 | 1 |
| 225 | Charleston, S. C* | | | | | | 5 | | | | | | | | | | | | | | | | |
| 226 | Chattanooga, Tenn | | | | | | 7 | | | | | | | | | | | | | | | | |
| 227 | Knoxville, Tenn | 2 | 2 | 1 | 0 | 0 | 5 | 2 | 7 | 922 | 348 | 271 | 0 | 0 | 1,541 | 120 | 1,761 | 0 | 9 | 3 | 11 | 2 | 4 |
| 228 | Memphis, Tenn | | | | | | 10 | | | | | | | | 3,780 | | | | | | | | |
| 229 | Nashville, Tenn | 5 | 7 | 1 | | | 13 | 9 | 22 | 4,250 | 1,400 | 300 | | | 5,950 | 1,500 | 7,450 | 2 | 58 | 10 | 20 | 3 | 4 |
| 230 | Houston, Tex* | | | | | | e14 | | | | | | | | e1,147 | | | | | | | | |
| 231 | San Antonio, Tex* | | | | | | 5 | | | | | | | | 1,100 | | | | | | | | |
| 232 | Burlington, Vt | | | | | | | | | | | | | | | | | | | | | | |
| 233 | Rutland, Vt* | | | | | | | | | | | | | | | | | | | | | | |
| 234 | Alexandria, Va | 3 | 1 | | | | 4 | | | 800 | 350 | | | | 1,150 | | | 2 | 9 | 3 | 5 | | |
| 235 | Danville, Va* | | | | | | 2 | 2 | 4 | | | | | | 500 | 75 | 575 | | | | | | |
| 236 | Lynchburg, Va | | | | | | 5 | | | | | | | | 1,350 | | | | 18 | 3 | 6 | 4 | |
| 237 | Norfolk, Va* | | | | | | 7 | | | | | | | | 1,320 | | | | | | | | |
| 238 | Petersburg, Va | 5 | | 1 | | | 6 | f20 | 26 | | | | | | e1,808 | | | 0 | 17 | 2 | 7 | | 2 |
| 239 | Portsmouth, Va | | | | | | 3 | | | | | | | | | | | | | | | | |
| 240 | Richmond, Va* | (10) | | 2 | | | 12 | | | 4,050 | 1,400 | 390 | | | 5,840 | 3,500 | 9,340 | c15 | c96 | | | 3 | 15 |
| 241 | Appleton, Wis* | | | | | | 8 | | | | | | | | 1,800 | | | | | | | | |
| 242 | Fond du Lac, Wis* | 15 | 1 | 1 | | | 17 | | | 1,804 | 716 | 280 | | | 2,800 | | | 3 | 27 | 2 | 9 | 3 | 2 |
| 243 | Janesville, Wis | 6 | 3 | 1 | | | 10 | | | 1,285 | 400 | 130 | | | 1,815 | | | | 24 | | 8 | 1 | 3 |
| 244 | La Crosse, Wis | 7 | 5 | 1 | | | 13 | | | | | | | | 2,200 | | | | | | | | |
| 245 | Madison, Wis | | | | | | 9 | | | | | | | | 3,480 | | | | | | | | |
| 246 | Milwaukee, Wis | (24) | | 1 | 1 | g13 | 26 | 53 | 79 | 11,582 | 2,776 | 325 | 25 | f1,500 | 16,208 | | | 14 | 151 | 23 | 45 | 6 | 3 |
| 247 | Oshkosh, Wis | (8) | | 1 | | | 9 | 5 | 14 | | | | | | 3,500 | | | | | | | | |
| 248 | Racine, Wis | (8) | | 1 | | | 9 | 8 | 17 | 1,670 | 1,130 | 200 | | | 3,000 | 950 | 3,950 | | 22 | 5 | 15 | 2 | 2 |
| 249 | Watertown, Wis | | | | | | 5 | | | 700 | 300 | 100 | | | 1,100 | | | | 13 | 2 | 5 | 2 | |
| 250 | Georgetown, D. C *h* | | | | | | | | | | | | | | | | | | | | | | |
| 251 | Washington, D. C *h* | | | | | 0 | 55 | | | 8,594 | 5,517 | 262 | 20 | 0 | 14,393 | | | 0 | 161 | 15 | 93 | 3 | 4 |

* From Report of Commissioner of Education for 1880.
*a* For colored school.
*b* In the Orphans' Home.
*c* In primary and grammar schools.
*d* 240 seats used for day schools also are not here included.
*e* In 1879.
*f* Estimated.
*g* Used also for day schools.
*h* These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Number of teachers in— | | | | | | | | Number of scholars in— | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | City normal schools. | | Evening schools. | | All public schools. | | Private and parochial schools. | All schools, public and private. | Primary schools. | | Grammar schools. | | High schools. | | City normal schools. | | Evening schools. | | All public schools. | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | | | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. |
| | 1 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 |
| 1 | Selma, Ala* | ---- | ---- | ---- | ---- | 2 | 12 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 882 | 717 |
| 2 | Little Rock, Ark | ---- | ---- | ---- | ---- | 7 | 27 | ---- | ---- | ---- | ---- | ---- | ---- | *a*68 | 60 | ---- | ---- | ---- | ---- | 2,335 | 1,680 |
| 3 | Los Angeles, Cal | ---- | ---- | ---- | ---- | 4 | 30 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 2,098 | 1,285 |
| 4 | Oakland, Cal | ---- | ---- | 1 | ---- | *b*12 | *b*123 | ---- | ---- | *c*6,799 | *c*4,946 | ---- | ---- | 309 | 256 | ---- | ---- | 154 | 35 | 7,262 | 5,237 |
| 5 | San Francisco, Cal | ---- | ---- | 17 | 12 | *b*73 | *b*646 | ---- | ---- | 21,797 | 16,213 | 13,704 | 11,015 | 1,175 | 984 | ---- | ---- | 3,511 | 880 | 40,187 | 29,092 |
| 6 | Stockton, Cal | ---- | ---- | ---- | ---- | *b*8 | 26 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 2,136 | 1,326 |
| 7 | Denver, Colo. (⅝ of city) | ---- | ---- | ---- | ---- | 5 | 62 | ---- | ---- | ---- | ---- | ---- | ---- | 132 | ---- | ---- | ---- | ---- | ---- | 4,087 | 2,730 |
| 8 | Leadville, Colo | ---- | ---- | ---- | ---- | 4 | 22 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 1,533 | 1,039 |
| 9 | Bridgeport, Conn* | ---- | ---- | 2 | ---- | 5 | 86 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 115 | ---- | 5,229 | 3,529 |
| 10 | Danbury, Conn* | ---- | ---- | ---- | ---- | 4 | 40 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 2,271 | *d*1,554 |
| 11 | Derby, Conn | ---- | ---- | ---- | ---- | 4 | 37 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 2,702 | *d*1,697 |
| 12 | Greenwich, Conn* | ---- | ---- | ---- | ---- | 5 | 24 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 1,552 | 856 |
| 13 | Hartford, Conn* | ---- | ---- | ---- | ---- | 19 | 121 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 7,612 | *d*4,886 |
| 14 | Meriden, Conn | ---- | ---- | ---- | ---- | 8 | 41 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 3,548 | 1,787 |
| 15 | Middletown, Conn | ---- | ---- | ---- | ---- | *d*6 | *d*41 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 2,058 | *d*1,276 |
| 16 | New Britain, Conn | ---- | ---- | ---- | ---- | 2 | 34 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 1,873 | 1,244 |
| 17 | New Haven, Conn | ---- | ---- | ---- | --- | 13 | 225 | ---- | ---- | 7,552 | 5,074 | 4,302 | 2,952 | 580 | 331 | ---- | ---- | ---- | ---- | 12,434 | 8,357 |
| 18 | New London, Conn | ---- | ---- | ---- | ---- | 3 | 38 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 1,891 | *d*1,240 |
| 19 | Norwalk, Conn | ---- | ---- | ---- | ---- | 8 | 34 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 2,375 | *d*1,476 |
| 20 | Norwich, Conn | ---- | ---- | ---- | ---- | *d*15 | *d*83 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 4,216 | *d*2,808 |
| 21 | Stamford, Conn* | ---- | ---- | ---- | ---- | 8 | 24 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 1,666 | *d*1,181 |
| 22 | Waterbury, Conn* | ---- | ---- | ---- | ---- | 4 | 49 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 3,506 | *d*2,525 |
| 23 | Wilmington, Del | ---- | ---- | ---- | ---- | 1 | 115 | ---- | ---- | ---- | ---- | ---- | ---- | 110 | ---- | ---- | ---- | ---- | ---- | 7,065 | 4,392 |
| 24 | Key West, Fla*e* | ---- | ---- | ---- | ---- | 8 | 10 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 795 | 520 |
| 25 | Atlanta, Ga* | ---- | ---- | ---- | ---- | (68) | | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 4,100 | 2,609 |
| 26 | Augusta, Ga | ---- | ---- | ---- | ---- | 13 | 26 | ---- | ---- | ---- | ---- | ---- | ---- | 152 | ---- | ---- | ---- | ---- | ---- | 2,487 | 1,471 |
| 27 | Columbus, Ga | ---- | ---- | ---- | ---- | 5 | 21 | ---- | ---- | 890 | 727 | 513 | 422 | ---- | ---- | ---- | ---- | ---- | ---- | 1,403 | 1,149 |
| 28 | Macon, Ga | ---- | ---- | ---- | ---- | 4 | 29 | ---- | ---- | ---- | ---- | ---- | ---- | 101 | ---- | ---- | ---- | ---- | ---- | 1,881 | 1,135 |
| 29 | Savannah, Ga | ---- | ---- | ---- | ---- | 8 | 48 | ---- | ---- | 1,653 | 1,499 | 1,292 | 1,170 | 165 | 120 | ---- | ---- | ---- | ---- | 3,110 | 2,789 |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 30 | Belleville, Ill | | | | | 9 | 31 | | | 1,412 | | 579 | | | | | | | 1,991 | 1,814 |
| 31 | Chicago, Ill | | | 45 | 14 | 82 | 909 | | | 50,284 | 33,666 | 11,621 | 9,550 | 1,236 | 985 | | | 3,344 | 854 | 66,485 | 45,055 |
| 32 | Danville, Ill* | | | | | 4 | 28 | | | | | | | | | | | | | 1,860 | 1,220 |
| 33 | Elgin, Ill | | | | | 1 | 22 | 17 | 40 | 1,088 | 692 | 251 | 164 | 61 | 44 | | | | | 1,400 | 900 |
| 34 | Freeport, Ill | | | | | 2 | 26 | | | | | | | | | | | | | 1,700 | 1,350 |
| 35 | Galesburg, Ill | | | | | 1 | 34 | | | | | | | | | | | | | 2,035 | 1,414 |
| 36 | Jacksonville, Ill | | | | | 4 | 33 | | | 1,160 | | 615 | | 120 | | | | | | 1,895 | 1,367 |
| 37 | Joliet, Ill | 0 | 0 | 0 | 0 | 1 | 42 | 10 | 53 | 1,707 | 1,557 | 243 | 229 | 73 | 66 | 0 | 0 | 0 | 0 | 2,023 | 1,852 |
| 38 | Moline, Ill | | | 2 | | 3 | 20 | 3 | 26 | 971 | | 334 | | 74 | | | | 126 | | 1,505 | 971 |
| 39 | Ottawa, Ill | | | | | 6 | 34 | | | | | | | | | | | | | 1,597 | |
| 40 | Peoria, Ill | | | 3 | | 10 | 74 | | | | | | | | | | | | | 4,915 | 3,674 |
| 41 | Quincy, Ill | | | | | 3 | 54 | | | | | | | | | | | | | 3,597 | 2,288 |
| 42 | Rockford, Ill | | | | | 4 | 54 | | | | | | | | | | | | | 2,644 | 1,996 |
| 43 | Rock Island, Ill | | | | | 1 | 38 | | | 1,336 | 900 | 806 | 581 | 106 | 83 | | | | | 2,248 | 1,564 |
| 44 | Springfield, Ill | | | | | 7 | 40 | | | | | | | 154 | 128 | | | | | 2,792 | 2,078 |
| 45 | Evansville, Ind | | | | | 17 | 110 | | | | | | | | | | | | | 4,968 | 4,476 |
| 46 | Fort Wayne, Ind | | 3 | | | 6 | 89 | 40 | 135 | 2,360 | 1,827 | 932 | 766 | 171 | 160 | 9 | 9 | | | 3,472 | 2,762 |
| 47 | Indianapolis, Ind | | 1 | | | 18 | 215 | | | c12,175 | c8,544 | | | 640 | 512 | 18 | 9 | | | 12,893 | 9,065 |
| 48 | La Fayette, Ind | | | | | 10 | 39 | | | | | | | | | | | | | 2,986 | 1,610 |
| 49 | Logansport, Ind | | | | | 5 | 28 | | | 1,198 | 792 | 613 | 422 | 76 | 57 | | | | | 1,887 | 1,271 |
| 50 | Madison, Ind | | | | | 3 | 38 | | | | | | | | | | | | | 1,501 | 1,284 |
| 51 | Richmond, Ind* | | | | | (b51) | | | | | | | | | | | | | | 2,219 | 1,627 |
| 52 | South Bend, Ind | | | | | 9 | 27 | | | | | | | 137 | 108 | | | | | 1,924 | 1,259 |
| 53 | Terre Haute, Ind | 0 | 0 | 0 | 0 | 12 | 69 | | | c4,062 | c2,949 | | | 248 | 198 | 0 | 0 | 0 | 0 | 4,310 | 3,147 |
| 54 | Vincennes, Ind | | | | | | 18 | | | | | | | | | | | | | 1,102 | 812 |
| 55 | Cedar Rapids, Iowa | | | | | 0 | 38 | 6 | 44 | 1,530 | 1,288 | 526 | 436 | 90 | 73 | | | | | 2,146 | 1,797 |
| 56 | Clinton, Iowa* | | | | | | 28 | | | 990 | | 759 | | 70 | 63 | | | | | 1,819 | |
| 57 | Council Bluffs, Iowa | | | | | 2 | 39 | 14 | 55 | 1,483 | 950 | 419 | 345 | 105 | 81 | | | | | 2,007 | 1,376 |
| 58 | Davenport, Iowa | | 1 | 3 | | (b89) | | | | 3,257 | 2,039 | 1,209 | 949 | 223 | 178 | 18 | 13 | 222 | 106 | 4,929 | 3,285 |
| 59 | Des Moines (west side), Iowa.* | | | | | 4 | 37 | | | 1,738 | | 482 | | 102 | | | | | | 2,322 | 1,562 |
| 60 | Dubuque, Iowa | | | | | 10 | 61 | | | | | | | | | | | | | 3,720 | 2,565 |
| 61 | Keokuk, Iowaf | | | | | 7 | 45 | | | | | | | | | | | | | 2,400 | 1,892 |
| 62 | Muscatine, Iowa | | | | | 4 | 30 | | | | | | | | | | | | | 1,500 | 1,400 |
| 63 | Ottumwa, Iowa | | | | | 1 | 26 | | | | | | | | | | | | | 1,730 | 1,135 |
| 64 | Lawrence, Kans* | | | 1 | 1 | 6 | 19 | | | | | | | | | | | | | 1,829 | 1,222 |
| 65 | Leavenworth, Kans | | | | | 5 | 34 | | | | | | | | | | | | | 3,158 | 2,290 |
| 66 | Topeka, Kans | | | | | 11 | 39 | | | | | | | | | | | | | 3,111 | |
| 67 | Covington, Ky* | | | | | 7 | 53 | | | c3,114 | c2,355 | | | 172 | 130 | | | | | 3,286 | 2,485 |
| 68 | Lexington, Ky | | | | | | | | | | | | | | | | | | | 2,182 | |
| 69 | Louisville, Ky | | | | | b35 | b290 | | | c18,607 | c12,752 | | | 582 | 518 | | | | | 19,189 | 13,270 |
| 70 | Newport, Ky* | 0 | 0 | 0 | 0 | 3 | 41 | | | 1,899 | 1,422 | 733 | 567 | 60 | 43 | 0 | 0 | 0 | 0 | 2,692 | 2,032 |
| 71 | Paducah, Ky | | | | | 3 | 12 | | | 565 | 422 | 216 | 214 | 59 | 54 | | | | | 840 | 690 |
| 72 | New Orleans, La | | | | | 23 | 379 | | | 19,249 | 11,230 | 4,885 | 3,121 | 267 | 215 | | | | | 24,401 | 14,566 |
| 73 | Auburn, Me* | | | | | 4 | 36 | | | | | | | | | | | | | 2,742 | 1,876 |
| 74 | Augusta, Me | | | | | 5 | 43 | | | | | | | | | | | | | 1,220 | 975 |
| 75 | Bangor, Me | | | | | 3 | 76 | | | | | | | 200 | | | | | | 3,120 | 2,478 |
| 76 | Bath, Me | | | | | 8 | 30 | | | | | | | 273 | | | | | | 1,836 | 1,536 |

* From Report of the Commissioner of Education for 1880.
*a* Average enrolment.
*b* Includes special teachers.
*c* In primary and grammar schools.
*d* For the winter term.
*e* Including Monroe County.
*f* These statistics are from a return for 1880.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Number of teachers in— | | | | | | | | Number of scholars in— | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | City normal schools. | | Evening schools. | | All public schools. | | | | Primary schools. | | Grammar schools. | | High schools. | | City normal schools. | | Evening schools. | | All public schools. | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Private and parochial schools. | All schools, public and private. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. |
| | 1 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 |
| 77 | Biddeford, Me | ---- | ---- | ---- | ---- | 10 | 32 | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | 1,891 | 1,335 |
| 78 | Lewiston, Me | ---- | ---- | ---- | ---- | 3 | 66 | ------ | ------ | ------ | ------ | ------ | ------ | 181 | ------ | ------ | ------ | ------ | ------ | 2,919 | 2,062 |
| 79 | Portland, Me* | ---- | ---- | ---- | *a*3 | 10 | 118 | ------ | ------ | 4,702 | 2,834 | 1,607 | 1,131 | 488 | 362 | ------ | ------ | ------ | *a*20 | 6,797 | 4,347 |
| 80 | Rockland, Me | ---- | ---- | ---- | ---- | 3 | 27 | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | 1,448 | 1,130 |
| 81 | Baltimore, Md | ---- | ---- | ---- | ---- | 84 | 740 | ------ | ------ | ------ | ------ | ------ | ------ | 2,033 | ------ | ------ | ------ | ------ | ------ | 47,048 | 29,424 |
| 82 | Boston, Mass | *b*1 | *b*2 | *b*49 | *b*66 | *bc*198 | *bc*1078 | ------ | ------ | *bd*22,808 | *b*18,923 | *bd*26,433 | *b*23,221 | *bd*1,859 | *b*1,733 | *bd*70 | *b*69 | *bde*3,153 | *be*1,701 | *bd*54,323 | *b*45,647 |
| 83 | Brockton, Mass | ---- | ---- | ---- | ---- | 6 | 37 | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | 2,444 | 1,792 |
| 84 | Brookline, Mass | ---- | ---- | ---- | ---- | 3 | 30 | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | 1,503 | 997 |
| 85 | Cambridge, Mass* | ---- | 1 | ---- | ---- | 14 | 168 | ------ | ------ | 4,110 | 2,990 | 3,931 | 3,205 | 485 | 411 | 11 | 8 | ------ | ------ | 8,537 | 6,614 |
| 86 | Chelsea, Mass | ---- | ---- | ---- | ---- | 4 | 66 | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | 4,443 | 2,947 |
| 87 | Chicopee, Mass | ---- | ---- | ---- | ---- | 3 | 26 | 13 | 42 | 984 | 536 | 388 | 228 | 91 | 60 | ------ | ------ | ------ | ------ | 1,463 | 824 |
| 88 | Clinton, Mass | ---- | ---- | ---- | ---- | 2 | 27 | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | 1,550 | 1,124 |
| 89 | Fall River, Mass | ---- | ---- | ---- | ---- | (*c*193) | | ------ | ------ | ------ | ------ | ------ | ------ | 371 | 261 | ------ | ------ | ------ | ------ | 9,363 | 5,845 |
| 90 | Fitchburg, Mass | 0 | 0 | 1 | 1 | 8 | 46 | 1 | 55 | 1,080 | 890 | 1,275 | 975 | 138 | 118 | 0 | 0 | 71 | 49 | 2,564 | 2,032 |
| 91 | Gloucester, Mass* | ---- | 1 | ---- | ---- | 3 | 86 | 2 | 91 | 2,040 | 1,562 | 1,840 | 1,477 | 220 | 163 | 26 | 21 | ------ | ------ | 4,126 | 3,223 |
| 92 | Haverhill, Mass* | ---- | *f*13 | 3 | 18 | *c*8 | 80 | 2 | 90 | 1,099 | 722 | 1,323 | 1,152 | 150 | 145 | *f*314 | *f*218 | 460 | 127 | 3,346 | 2,364 |
| 93 | Holyoke, Mass | 0 | 0 | 11 | 12 | 18 | 66 | 25 | 109 | 2,341 | 1,180 | 1,005 | 526 | 116 | 94 | 0 | 0 | 606 | 256 | 4,068 | 2,056 |
| 94 | Lawrence, Mass | ---- | ---- | ---- | ---- | 6 | 102 | ------ | ------ | ------ | ------ | ------ | ------ | *g*220 | ------ | ------ | ------ | ------ | ------ | 5,791 | 4,487 |
| 95 | Lowell, Mass *h* | ---- | ---- | ---- | ---- | *c*12 | 148 | ------ | ------ | ------ | 3,401 | ------ | 2,344 | ------ | 300 | ------ | ------ | ------ | ------ | 9,689 | 6,045 |
| 96 | Lynn, Mass | ---- | ---- | ---- | ---- | (*c*121) | | ------ | ------ | ------ | ------ | ------ | ------ | ------ | 233 | ------ | ------ | ------ | ------ | *i*5,916 | 4,826 |
| 97 | Malden, Mass* | ---- | ---- | 1 | 1 | 2 | 52 | ------ | ------ | 1,535 | 1,053 | 1,126 | 730 | 173 | 107 | ------ | ------ | 90 | 73 | 2,924 | 1,963 |
| 98 | Marlborough, Mass | ---- | ---- | ---- | ---- | 3 | 39 | 3 | 45 | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | 2,367 | 1,654 |
| 99 | Medford, Mass | ---- | ---- | ---- | ---- | 6 | 21 | ------ | ------ | ------ | ------ | ------ | ------ | 101 | ------ | ------ | ------ | ------ | ------ | 1,340 | 1,164 |
| 100 | New Bedford, Mass | ---- | ---- | ---- | ---- | (112) | | ------ | ------ | ------ | ------ | ------ | ------ | 236 | 223 | ------ | ------ | ------ | ------ | 4,699 | 3,740 |
| 101 | Newburyport, Mass | ---- | ---- | ---- | ---- | (47) | | ------ | ------ | ------ | ------ | ------ | ------ | 135 | ------ | ------ | ------ | ------ | ------ | 2,205 | 1,498 |
| 102 | Newton, Mass | ---- | ---- | ---- | ---- | 14 | 67 | ------ | ------ | ------ | ------ | ------ | ------ | 313 | ------ | ------ | ------ | ------ | ------ | 3,087 | 2,588 |
| 103 | Northampton, Mass* | ---- | ---- | ---- | ---- | 4 | 50 | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | 2,176 | 1,656 |
| 104 | Peabody, Mass | ---- | ---- | ---- | ---- | 5 | 38 | ------ | ------ | ------ | ------ | ------ | ------ | 73 | ------ | ------ | ------ | ------ | ------ | 1,669 | 1,293 |
| 105 | Pittsfield, Mass | ---- | ---- | ---- | ---- | 5 | 59 | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | ------ | 2,783 | 1,774 |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 106 | Quincy, Mass | | | | | 10 | 56 | | | | | | | 154 | | | | | | 2,097 | 1,562 |
| 107 | Somerville, Mass | | | | | 8 | 88 | | | | 1,590 | | 1,978 | 342 | 225 | | | | | 5,271 | 3,793 |
| 108 | Springfield, Mass | | | 2 | 7 | 12 | 112 | 15 | 139 | 3,128 | 2,209 | 2,481 | 1,799 | 372 | 315 | | | 471 | 225 | 6,452 | 4,518 |
| 109 | Taunton, Mass | | | 8 | 0 | 14 | 70 | 5 | 89 | 2,606 | 1,762 | 1,030 | 831 | 149 | 129 | | | 279 | 199 | 4,064 | 2,921 |
| 110 | Waltham, Mass* | 0 | 0 | 3 | 2 | 5 | 44 | 6 | 55 | | | | | | | | | | | 2,306 | 1,653 |
| 111 | Woburn, Mass | | | | | 5 | 47 | 1 | 53 | | | | | | | | | | | 2,369 | 1,774 |
| 112 | Worcester, Mass | | | 12 | 8 | 29 | 206 | | | 6,249 | 4,516 | 4,628 | 3,197 | 570 | 355 | | | 354 | 197 | 11,801 | 8,265 |
| 113 | Adrian, Mich* | | | | | 3 | 26 | | | | | | | | | | | | | 1,393 | 1,000 |
| 114 | Ann Arbor, Mich | | | | | 5 | 32 | | | 885 | 681 | 545 | 431 | 470 | 315 | | | | | 1,900 | 1,427 |
| 115 | Bay City, Mich | | | | | 2 | 46 | | | 2,148 | 1,277 | 670 | 465 | 173 | 121 | | | | | 2,991 | 1,803 |
| 116 | Detroit, Mich | | | *j*4.7 | | c18 | 250 | | | *k*11,484 | 7,604 | *k*4,550 | 3,222 | 773 | 603 | | | 469 | 116 | 16,627 | 11,545 |
| 117 | East Saginaw, Mich | | | | | (c62) | | 5 | 67 | 2,067 | 1,546 | 938 | 746 | 184 | 151 | 0 | 0 | 125 | 60 | 3,314 | 2,503 |
| 118 | Flint, Mich | | | | | 3 | 34 | | | 1,102 | | 862 | | 202 | | | | | | 2,166 | 1,278 |
| 119 | Grand Rapids, Mich | | | 6 | 1 | 16 | 96 | | | 3,665 | 2,034 | 1,778 | 1,315 | 410 | 300 | | | 280 | 70 | 6,133 | 3,719 |
| 120 | Muskegon, Mich* | | | | | 3 | 30 | | | | | | | | | | | | | 1,786 | 1,018 |
| 121 | Port Huron, Mich | | | | | 1 | 25 | | | | | | | | | | | | | 1,836 | |
| 122 | Saginaw, Mich | | | | | 4 | 30 | | | 1,245 | 873 | 444 | 317 | 116 | 90 | | | | | 1,805 | 1,280 |
| 123 | Minneapolis, Minn | | | | | 4 | 129 | | | | | | | | | | | | | 6,720 | 4,475 |
| 124 | St. Paul, Minn | | | | | 13 | 89 | | | 3,967 | 3,167 | 185 | 173 | 186 | 175 | | | | | 4,338 | 3,515 |
| 125 | Stillwater, Minn* | | | | | 1 | 19 | 8 | 28 | | | | | | | | | | | 1,100 | 800 |
| 126 | Winona, Minn | | | | | 1 | 33 | | | | | | | | | | | | | 1,762 | 1,385 |
| 127 | Vicksburg, Miss | | | | | 1 | 20 | | | | | | | | | | | | | 1,180 | 812 |
| 128 | Hannibal, Mo | | | | | 6 | 23 | | | | 951 | | 386 | | | | | | | 2,095 | 1,337 |
| 129 | Kansas City, Mo | | | | | 9 | 78 | | | | | | | | | | | | | 8,026 | 4,509 |
| 130 | St. Joseph, Mo | | | | | 11 | 56 | | | 3,073 | 2,060 | 836 | 655 | 163 | 138 | | | | | 4,072 | 2,853 |
| 131 | St. Louis, Mo | 1 | 6 | 21 | 19 | 127 | 890 | | | 41,702 | 27,403 | 8,817 | 6,692 | 928 | 701 | 134 | 97 | 2,384 | 1,049 | 53,965 | 35,942 |
| 132 | Sedalia, Mo | | | | | 7 | 19 | | | 1,488 | 880 | 387 | 373 | 141 | 83 | | | | | 2,016 | 1,336 |
| 133 | Lincoln, Nebr | | | | | 2 | 28 | | | | | | | | | | | | | 1,772 | |
| 134 | Omaha, Nebr | | | | | 2 | 57 | | | 3,040 | 2,500 | 902 | 720 | 100 | 80 | | | | | 4,042 | 3,300 |
| 135 | Virginia City, Nev*l* | | | | | 3 | 29 | | | | | | | | | | | | | 2,260 | 1,276 |
| 136 | Dover, N. H | | | 1 | 3 | 4 | 41 | | | 1,193 | 844 | 572 | 430 | 109 | 89 | | | 155 | 74 | 2,029 | 1,437 |
| 137 | Manchester, N. H* | | *m*9 | 3 | 10 | 10 | 76 | 28 | 114 | 2,534 | 1,550 | 1,110 | 805 | 175 | | *m*317 | *m*194 | 214 | | 4,350 | 2,818 |
| 138 | Nashua, N. H | | | | | 3 | 49 | | | | | | | | | | | | | 2,606 | *n*1,951 |
| 139 | Portsmouth, N. H | | | | | 6 | 28 | | | | | | | 154 | | | | | | 1,922 | 1,771 |
| 140 | Camden, N. J* | | | | | 8 | 132 | | | | | | | | | | | | | 7,935 | 7,291 |
| 141 | Elizabeth, N. J | | | 2 | 6 | 5 | 54 | | | | 1,494 | | 496 | | 103 | | | 442 | 184 | 3,753 | 2,277 |
| 142 | Jersey City, N. J* | | | | | 17 | 311 | | | 15,219 | 8,472 | 7,000 | 4,000 | 557 | 433 | | | | | 22,776 | 12,905 |
| 143 | Newark, N. J | | | | | 26 | 255 | | | | | | | | | | | | | 18,626 | 12,145 |
| 144 | New Brunswick, N. J | | | | | 4 | 42 | | | 1,532 | 1,021 | 726 | 520 | 200 | 143 | | | | | 2,458 | 1,684 |
| 145 | Orange, N. J | | | | | 2 | 29 | | | 1,284 | 660 | 333 | 191 | 91 | 52 | | | | | 1,708 | 903 |
| 146 | Paterson, N. J* | | | 7 | 22 | 16 | 126 | | | 5,000 | 3,200 | 848 | 776 | 111 | 92 | | | 1,942 | 682 | 7,901 | 4,750 |
| 147 | Plainfield, N. J | | | | | 2 | 22 | | | 417 | | 759 | | 123 | | | | | | 1,299 | 975 |
| 148 | Trenton, N. J* | | | | | (67) | | | | | | | | | | | | | | 3,583 | 2,255 |
| 149 | Albany, N. Y | | | | | 25 | 207 | | | | | | | 585 | | | | | | 13,976 | 8,986 |
| 150 | Auburn, N. Y | | | | | 2 | 66 | 17 | 85 | 2,089 | 1,449 | 819 | 643 | 276 | 215 | | | | | 3,184 | 2,307 |
| 151 | Binghamton, N. Y | | | | | 6 | 58 | | | 2,073 | | 756 | | 171 | | | | | | 3,000 | 2,037 |

*From Report of the Commissioner of Education for 1880.
*a* In Portland School for the Deaf.
*b* From semiannual returns to June, 1881.
*c* Includes special teachers.
*d* Average number belonging.
*e* Evening and special schools.
*f* These are in union schools.
*g* For the first term of the school year, ending July 1, 1881.
*h* These statistics are from a return for 1880.
*i* Whole number of pupils in day schools, May 1, 1881.
*j* Average number for eighty nights.
*k* Includes some duplicate enrolments.
*l* Exclusive of Gold Hill, a separate district.
*m* In ungraded schools.
*n* Exclusive of average attendance in evening schools.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Number of teachers in— | | | | | | | | Number of scholars in— | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | City normal schools. | | Evening schools. | | All public schools. | | Private and parochial schools. | All schools, public and private. | Primary schools. | | Grammar schools. | | High schools. | | City normal schools. | | Evening schools. | | All public schools. | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | | | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. |
| | 1 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 |
| 152 | Brooklyn, N. Y | ..... | ..... | ..... | ..... | 46 | 1,247 | ..... | ..... | ..... | 35,040 | ..... | 17,660 | ..... | 494 | ..... | ..... | ..... | ..... | 96,077 | 53,194 |
| 153 | Buffalo, N. Y* | ..... | ..... | ..... | ..... | 42 | 397 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 18,606 | 14,555 |
| 154 | Cohoes, N. Y* | ..... | ..... | ..... | 8 | 2 | 48 | ..... | ..... | ..... | 1,178 | ..... | 279 | ..... | 44 | ..... | ..... | ..... | 100 | 2,674 | 1,601 |
| 155 | Elmira, N. Y | ..... | ..... | ..... | ..... | 7 | 73 | ..... | ..... | 2,013 | 1,341 | 2,012 | 1,535 | 173 | 95 | ..... | ..... | ..... | ..... | 4,198 | 2,971 |
| 156 | Hornellsville, N. Y* | ..... | ..... | ..... | ..... | 2 | 23 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,433 | 807 |
| 157 | Hudson, N. Y* | ..... | ..... | ..... | ..... | 3 | 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,158 | ..... |
| 158 | Ithaca, N. Y | ..... | ..... | ..... | ..... | 2 | 30 | ..... | ..... | 1,149 | 764 | 598 | 489 | 171 | 112 | ..... | ..... | ..... | ..... | 1,918 | 1,365 |
| 159 | Kingston, N. Y*[a] | ..... | ..... | ..... | ..... | 7 | 25 | 3 | 35 | 969 | 606 | 708 | 291 | 212 | 186 | ..... | ..... | ..... | ..... | 1,889 | 1,083 |
| 160 | Lockport, N. Y* | ..... | ..... | ..... | ..... | 4 | 40 | ..... | ..... | 1,433 | 784 | 824 | 607 | 367 | 194 | ..... | ..... | ..... | ..... | 2,624 | 1,585 |
| 161 | Long Island City, N. Y | ..... | ..... | ..... | ..... | 4 | 66 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,837 | 2,179 |
| 162 | Newburgh, N. Y | ..... | ..... | 2 | 2 | 7 | 57 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,325 | 2,129 |
| 163 | New York, N. Y | 7 | 30 | 196 | 75 | 418 | 3,025 | ..... | ..... | 155,031 | 72,848 | 76,231 | 43,314 | [b]24,334 | [b]9,676 | 2,348 | 1,165 | 16,096 | 6,158 | 274,040 | 133,161 |
| 164 | Ogdensburg, N. Y* | ..... | ..... | ..... | ..... | 1 | 29 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,070 | 1,114 |
| 165 | Oswego, N. Y | [c]1 | ..... | ..... | ..... | 3 | 63 | ..... | ..... | 1,728 | 1,122 | 1,918 | 1,336 | 146 | 119 | [c]194 | [c]41 | ..... | ..... | 3,986 | 2,618 |
| 166 | Plattsburgh, N. Y | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,371 | ..... |
| 167 | Poughkeepsie, N. Y | ..... | ..... | ..... | ..... | [d]2 | 60 | ..... | ..... | 1,840 | ..... | 760 | ..... | 160 | ..... | ..... | ..... | ..... | ..... | 2,760 | 1,915 |
| 168 | Rochester, N. Y | ..... | ..... | ..... | .. | 16 | 254 | ..... | ..... | ..... | 4,675 | ..... | 3,800 | 425 | 313 | ..... | ..... | ..... | ..... | 13,381 | 8,788 |
| 169 | Rome, N. Y | ..... | ..... | ..... | ..... | 3 | 28 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,700 | 1,427 |
| 170 | Saratoga Springs, N. Y | ..... | ..... | ..... | ..... | 5 | 27 | ..... | ..... | 1,306 | ..... | 235 | ..... | 93 | ..... | ..... | ..... | 34 | ..... | 1,668 | 1,097 |
| 171 | Schenectady, N. Y* | ..... | ..... | ..... | ..... | 2 | 40 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,288 | ..... |
| 172 | Syracuse, N. Y | ..... | ..... | 1 | ..... | 11 | 175 | 53 | 239 | 5,399 | 4,102 | 3,546 | 2,706 | 419 | 351 | 15 | 15 | ..... | ..... | 9,379 | 7,174 |
| 173 | Troy, N. Y* | ..... | ..... | ..... | ..... | 16 | 126 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9,351 | 5,613 |
| 174 | Utica, N. Y | ..... | ..... | 2 | 3 | 9 | 98 | 22 | 129 | 4,199 | 2,630 | 671 | 534 | 172 | 136 | ..... | ..... | 276 | 99 | 5,318 | 3,399 |
| 175 | Watertown, N. Y* | ..... | ..... | ..... | ..... | 3 | 49 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,154 | ..... |
| 176 | Raleigh, N. C | ..... | ..... | ..... | ..... | [e]6 | [e]17 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | [e]1,778 | [e]1,000 |
| 177 | Akron, Ohio | 0 | 0 | ..... | 0 | 1 | 55 | ..... | ..... | 2,061 | 1,521 | 954 | 833 | 180 | 131 | 0 | 0 | 0 | 0 | 3,195 | 2,485 |
| 178 | Canton, Ohio | ..... | ..... | [f]3 | 0 | [d]11 | [d]42 | 10 | 63 | 2,110 | 1,500 | 496 | 365 | 86 | 68 | ..... | ..... | 146 | 44 | 2,838 | 1,977 |
| 179 | Chillicothe, Ohio | ..... | ..... | ..... | ..... | 1 | 43 | 10 | 54 | 1,168 | 859 | 664 | 538 | 93 | 81 | ..... | ..... | ..... | ..... | 1,925 | 1,478 |
| 180 | Cincinnati, Ohio | 2 | 1 | 28 | 20 | 142 | 529 | 355 | 1,026 | 29,530 | 22,665 | 2,819 | 2,262 | 1,225 | 1,047 | 80 | 76 | 1,938 | 1,229 | 35,592 | 27,279 |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 181 | Cleveland, Ohio | 1 | 1 | | | 22 | 423 | | | 17,131 | 11,231 | 6,668 | 5,031 | 984 | 708 | 53 | 47 | | | 24,836 | 17,017 |
| 182 | Columbus, Ohio | | | | | 13 | 140 | | | 5,073 | 3,905 | 2,382 | 1,785 | 559 | 413 | | | | | 8,014 | 6,103 |
| 183 | Dayton, Ohio | 0 | 1 | 7 | 0 | 26 | 107 | | | 4,079 | 2,939 | 1,586 | 1,224 | 288 | 241 | 15 | 11 | 534 | 255 | 6,502 | 4,670 |
| 184 | Fremont, Ohio | 0 | 0 | 0 | 0 | 2 | 17 | | | 628 | 408 | 332 | 248 | 80 | 62 | 0 | 0 | 0 | 0 | 1,040 | 718 |
| 185 | Hamilton, Ohio | 0 | 0 | 0 | 0 | 10 | 26 | 8 | 44 | 1,389 | 986 | 537 | 418 | 82 | 73 | 0 | 0 | 0 | 0 | 2,008 | 1,477 |
| 186 | Ironton, Ohio* | | | | | 6 | 23 | | | | | | | 82 | 67 | | | | | 1,807 | |
| 187 | Newark, Ohio | | | | | 4 | 36 | | | 1,217 | 811 | 456 | 366 | 106 | 79 | *g*44 | *g*23 | *h*30 | *h*26 | 1,853 | 1,305 |
| 188 | Portsmouth, Ohio | | | | | 3 | 40 | | | 1,400 | 1,200 | 700 | 600 | 115 | 105 | | | | | 2,215 | 1,905 |
| 189 | Sandusky, Ohio | 0 | 0 | 0 | 0 | 3 | 46 | 15 | 64 | 1,761 | 1,231 | 612 | 521 | 146 | 117 | 0 | 0 | 0 | 0 | 2,519 | 1,869 |
| 190 | Springfield, Ohio | | | | | 10 | 51 | | | *i*3,005 | *i*2,236 | | | 129 | 112 | | | | | 3,134 | 2,348 |
| 191 | Steubenville, Ohio | | | 1 | | 8 | 35 | | | | | | | 165 | 136 | | | | | 2,350 | 1,784 |
| 192 | Tiffin, Ohio | | | | | 2 | 28 | | | 782 | 560 | 395 | 323 | 104 | 81 | | | | | 1,281 | 964 |
| 193 | Toledo, Ohio | | | | | 15 | 115 | | | | | | | 222 | 173 | | | | | 7,677 | 5,001 |
| 194 | Zanesville, Ohio | | | | | 8 | 63 | | | 1,500 | 1,080 | 1,411 | 1,004 | 150 | 119 | | | | | 3,061 | 2,203 |
| 195 | Portland, Oreg | | | | | (*d*56) | | | | 2,016 | 1,400 | 755 | 602 | 201 | 170 | | | | | 2,972 | 2,172 |
| 196 | Allegheny, Pa* | | | | | 15 | 187 | | | | | | | | | | | | | 11,610 | 8,287 |
| 197 | Allentown, Pa* | | | | | 11 | 42 | | | | | | | | | | | | | 3,429 | 2,432 |
| 198 | Altoona, Pa | | | | | 10 | 41 | | | 2,080 | 1,726 | 884 | 733 | 90 | 76 | | | | | 3,054 | 2,535 |
| 199 | Bradford, Pa | | | | | | 22 | | | | | | | | | | | | | 1,200 | |
| 200 | Carbondale, Pa | | | | | 6 | 18 | | | | | | | | | | | | | 1,821 | 1,212 |
| 201 | Chester, Pa | | | | | | 48 | | | | | | | | | | | | | 2,512 | 1,679 |
| 202 | Danville, Pa* | | | | | 4 | 24 | | | | | | | | | | | | | 1,638 | 1,233 |
| 203 | Easton, Pa | | | | | 19 | 33 | | | | | | | | | | | | | 2,291 | 1,688 |
| 204 | Erie, Pa* | | | | | (100) | | | | | | | | | | | | | | 4,244 | 2,911 |
| 205 | Harrisburg, Pa | | | | | 28 | 81 | | | 4,450 | 2,878 | 977 | 751 | 240 | 195 | | | | | 5,667 | 3,824 |
| 206 | Lebanon, Pa | | | | | 10 | 20 | 4 | 34 | | | | | | | | | | | 1,500 | 1,200 |
| 207 | Meadville, Pa* | 0 | 0 | 0 | 0 | 0 | 35 | 4 | 39 | 984 | 752 | 644 | 578 | 172 | 153 | 0 | 0 | 0 | 0 | 1,800 | 1,483 |
| 208 | New Castle, Pa | | | | | 5 | 26 | | | | | | | | | | | | | 1,560 | 1,096 |
| 209 | Norristown, Pa | | | | | 5 | 39 | | | 1,440 | 855 | 642 | 510 | 136 | 134 | | | | | 2,218 | 1,599 |
| 210 | Philadelphia, Pa | 3 | 22 | | | 81 | 2,032 | | | *i*100,697 | *i*91,894 | | | 523 | | 965 | | | | 102,185 | *i*91,894 |
| 211 | Pittsburgh, Pa | | | | | 64 | 441 | | | | | | | 564 | 457 | | | | | 26,816 | 17,180 |
| 212 | Reading, Pa | | | | | 3 | 150 | 23 | 176 | 4,158 | 3,235 | 2,429 | 2,055 | 324 | 319 | | | | | 6,911 | 5,609 |
| 213 | Scranton, Pa* | | | | | 21 | 148 | | | 7,336 | 4,907 | 1,300 | 883 | 210 | 132 | | | 1,328 | 939 | 10,174 | 6,861 |
| 214 | Shamokin, Pa* | | | | | 11 | 13 | 7 | 31 | 963 | 481 | 653 | 442 | 37 | 27 | | | | | 1,653 | 950 |
| 215 | Shenandoah, Pa | | | | | 2 | 26 | | | 1,700 | 999 | 323 | 191 | 80 | 53 | | | | | 2,103 | 1,243 |
| 216 | Titusville, Pa | | | | | 1 | 33 | | | | | | | | | | | | | 1,479 | 1,142 |
| 217 | Williamsport, Pa | | | | | 15 | 50 | | | 1,661 | 1,073 | 1,633 | 1,063 | 138 | 100 | | | | | 3,432 | 2,236 |
| 218 | York, Pa | | | | | 9 | 41 | | | | | | | | | | | | | 2,419 | 1,786 |
| 219 | Lincoln, R. I* | | | | | (41) | | | | | | | | | | | | | | 2,200 | 1,204 |
| 220 | Newport, R. I | | | 2 | 10 | 8 | 48 | 14 | 70 | 1,429 | 897 | 584 | 443 | 131 | 112 | | | 293 | 117 | 2,437 | 1,569 |
| 221 | Pawtucket, R. I* | | | | | 5 | 42 | | | | | | | | | | | | | 3,699 | 1,902 |
| 222 | Providence, R. I | | | | | 19 | 282 | | | | | | | *j*417 | | | | | | 14,194 | 9,914 |
| 223 | Warwick, R. I | | | | | 7 | 23 | | | | | | | | | | | | | 2,129 | 1,088 |
| 224 | Woonsocket, R. I | | | | | 5 | 32 | | | | | | | | | | | | | 2,832 | 1,400 |
| 225 | Charleston, S. C* | | | | | 5 | 86 | | | | | | | | | | | | | 7,284 | |
| 226 | Chattanooga, Tenn | | | | | 5 | 28 | | | | | | | | | | | | | 2,334 | |
| 227 | Knoxville, Tenn | 0 | 0 | 0 | 0 | 5 | 24 | 2 | 31 | 1,242 | 766 | 548 | 515 | 194 | 177 | 0 | 0 | 0 | 0 | 1,984 | 1,458 |

* From Report of the Commissioner of Education for 1880.
*a* These statistics are for the Kingston school district only.
*b* In corporate schools.
*c* In unclassified school.
*d* Includes special teachers.
*e* For city and county.
*f* These also teach in day schools.
*g* In colored school.
*h* In the Orphans' Home.
*i* In primary and grammar schools.
*j* Number registered during the last term of the school year.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Number of teachers in— | | | | | | | | Number of scholars in— | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | City normal schools. | | Evening schools. | | All public schools. | | Private and parochial schools. | All schools, public and private. | Primary schools. | | Grammar schools. | | High schools. | | City normal schools. | | Evening schools. | | All public schools. | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | | | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. |
| | 1 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 |
| 228 | Memphis, Tenn | .... | .... | .... | .... | 6 | 56 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,367 | 2,578 |
| 229 | Nashville, Tenn | .... | .... | .... | .... | 15 | 82 | 23 | 120 | 4,192 | 3,121 | 1,387 | 1,037 | 266 | 213 | ..... | ..... | ..... | ..... | 5,845 | 4,371 |
| 230 | Houston, Tex* | .... | .... | .... | .... | 3 | 20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*1,756 | *a*1,172 |
| 231 | San Antonio, Tex* | .... | .... | .... | .... | 4 | 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,584 | 934 |
| 232 | Burlington, Vt | .... | .... | .... | .... | 3 | 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,425 | ..... |
| 233 | Rutland, Vt* | .... | .... | .... | .... | 7 | 57 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,395 | ..... |
| 234 | Alexandria, Va | .... | .... | .... | .... | 5 | 14 | ..... | ..... | 843 | 615 | 361 | 296 | ..... | ..... | ..... | ..... | ..... | ..... | 1,204 | 911 |
| 235 | Danville, Va* | .... | .... | .... | .... | 5 | 10 | 12 | 27 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,059 | 724 |
| 236 | Lynchburg, Va | .... | .... | .... | .... | 7 | 24 | ..... | ..... | 1,339 | 837 | 4[illegible] | 246 | 119 | 88 | ..... | ..... | ..... | ..... | 1,872 | 1,171 |
| 237 | Norfolk, Va* | .... | .... | .... | .... | 6 | 20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,613 | 1,117 |
| 238 | Petersburg, Va | .... | .... | .... | .... | 2 | 26 | *b*30 | 58 | ..... | ..... | ..... | ..... | 109 | ..... | ..... | ..... | ..... | ..... | 2,083 | 1,518 |
| 239 | Portsmouth, Va | .... | .... | .... | .... | 4 | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 997 | 575 |
| 240 | Richmond, Va* | .... | .... | .... | .... | 18 | 111 | ..... | ..... | 4,150 | 3,540 | 1,400 | 1,050 | 271 | 188 | ..... | ..... | ..... | ..... | 5,821 | 4,778 |
| 241 | Appleton, Wis* | .... | .... | .... | .... | 5 | 23 | 8 | 36 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,638 | 1,490 |
| 242 | Fond du Lac, Wis* | .... | .... | .... | .... | 8 | 38 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,321 | 1,515 |
| 243 | Janesville, Wis | .... | .... | .... | .... | 1 | 35 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,482 | ..... |
| 244 | La Crosse, Wis | .... | .. | .... | .... | 7 | 37 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,628 | 1,703 |
| 245 | Madison, Wis | .... | .... | .... | .... | 6 | 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,925 | 1,732 |
| 246 | Milwaukee, Wis | 0 | 2 | 49 | 9 | *c*104 | *c*214 | ..... | ..... | 10,897 | 8,846 | 2,330 | 2,020 | 278 | 262 | 14 | 13 | 1,730 | 1,257 | 15,249 | 12,398 |
| 247 | Oshkosh, Wis | .... | .... | .... | .... | 8 | 46 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,148 | 1,970 |
| 248 | Racine, Wis | .... | .... | .... | .... | 7 | 39 | 27 | 73 | ..... | ..... | ..... | ..... | ..... | 93 | ..... | ..... | ..... | ..... | 2,388 | 1,555 |
| 249 | Watertown, Wis | .... | .... | .... | .... | 4 | 18 | 10 | 32 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,084 | 873 |
| 250 | Georgetown, D. C *d* | } 0 | 2 | 0 | 0 | 18 | 260 | ..... | ..... | 10,359 | 7,970 | 5,794 | 4,459 | 234 | 189 | 20 | 20 | 0 | 0 | 16,407 | 12,638 |
| 251 | Washington, D. C *d* | | | | | | | | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1880.
*a* In 1879.
*b* Estimated.
*c* Includes special teachers.
*d* These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Number of scholars in— | | | | Average daily attendance per teacher, excluding special teachers, in— | | | | | | Average annual salaries of— | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Private and parochial schools. | | All schools, public and private. | | | | | | | | | | Teachers in primary schools. | | Principals in grammar schools. | | Assistants in grammar schools. | |
| | | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Primary schools. | Grammar schools. | High schools. | City normal schools. | Evening schools. | All public schools. | City superintendent. | Assistant superintendent. | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 |
| 1 | Selma, Ala* | | | | | | | | | | | | | | | | | | |
| 2 | Little Rock, Ark | | | | | | | | | | 51 | $1,500 | $150 | | $630 | $1,035 | | $405 | $473 |
| 3 | Los Angeles, Cal | | | | | | | | | | 39 | 1,800 | | *a*$80 | *a*80 | *b*1,000 | $867 | 800 | *b*800 |
| 4 | Oakland, Cal | | | | | (40) | | 32 | | 35 | 39 | 2,400 | 900 | | 1,215 | 1,800 | | | 895 |
| 5 | San Francisco, Cal | | | | | 49 | 42 | 34 | | 31 | | 4,000 | 3,000 | *a*115 | *a*128 | *a*189 | *a*175 | | *a*78 |
| 6 | Stockton, Cal | | | | | | | | | | 41 | 900 | | | 500 | *b*1,500 | | | *b*900 |
| 7 | Denver, Colo. (⅔ of city) | | | | | | | | | | | 2,700 | | | 1,000 | ($1,000) | | ($800) | |
| 8 | Leadville, Colo | | | | | | | | | | 49 | 2,000 | | | 720 | 720 | 720 | 720 | 720 |
| 9 | Bridgeport, Conn* | | | | | 41.1 | 40.9 | 23 | | | | 2,200 | | | 437½ | 1,300 | 612 | | 475 |
| 10 | Danbury, Conn* | | | | | | | | | | | | | | | | | | |
| 11 | Derby, Conn | | | | | | | | | | | | | | | | | | |
| 12 | Greenwich, Conn* | | | | | | | | | | | | | | | | | | |
| 13 | Hartford, Conn* | | | | | | | | | | | | | | | | | | |
| 14 | Meriden, Conn | | | | | | | | | | 39 | 700 | | | | 1,115 | | *a*44 | |
| 15 | Middletown, Conn | | | | | | | | | | | | | | | | | | |
| 16 | New Britain, Conn | | | | | | | | | | 35 | 300 | | | 365 | | 650 | | 525 |
| 17 | New Haven, Conn | | | | | 42 | 35 | 27 | | | | 2,700 | | | 475 | 2,250 | | | 575 |
| 18 | New London, Conn | | | | | | | | | | | | | | | | | | |
| 19 | Norwalk, Conn | | | | | | | | | | | | | | | | | | |
| 20 | Norwich, Conn | | | | | | | | | | | | | | | | | | |
| 21 | Stamford, Conn* | | | | | | | | | | | | | | | | | | |
| 22 | Waterbury, Conn* | | | | | | | | | | | | | | | | | | |
| 23 | Wilmington, Del | | | | | | | | | | 38 | 1,600 | | | 368 | | 700 | | 490 |
| 24 | Key West, Fla *c* | | | | | | | | | | 29 | 400 | | | | | | | |
| 25 | Atlanta, Ga* | | | | | | | | | | 42 | *b*1,880 | | ($1,410) | | (1,410) | | (575) | |
| 26 | Augusta, Ga | | | | | | | | | | | 1,500 | | *a*70 | *a*60 | | | | |

*From Report of the Commissioner of Education for 1880. *a* Monthly salaries. *b* These are maximum salaries. *c* Including Monroe County.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1881, *&c.*— Continued.

| | City. | Number of scholars in— | | | | Average daily attendance per teacher, excluding special teachers, in— | | | | | | Average annual salaries of— | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Private and parochial schools. | | All schools, public and private. | | | | | | | | | | Teachers in primary schools. | | Principals in grammar schools. | | Assistants in grammar schools. | |
| | | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Primary schools. | Grammar schools. | High schools. | City normal schools. | Evening schools. | All public schools. | City superintendent. | Assistant superintendent. | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 |
| 27 | Columbus, Ga | | | | | 48 | 38 | | | | | $1,800 | | $203 | $318 | $870 | | $360 | $475 |
| 28 | Macon, Ga | | | | | | | | | | 34 | 1,800 | | | *a*340 | *a*675 | *a*$540 | | *a*360 |
| 29 | Savannah, Ga | | | | | | | | | | | 2,520 | | | 600 | 1,400 | 900 | 650 | |
| 30 | Belleville, Ill | | | | | | | | | | 48 | 1,500 | $450<br>350 | 750 | 513 | | | | |
| 31 | Chicago, Ill | | | | | 60 | 50 | 40 | | | | 4,000 | 3,000 | | 1,050 | 1,660 | 1,496 | | 745 |
| 32 | Danville, Ill* | | | | | | | | | | 37 | 1,200 | | 450 | 450 | 540 | | 405 | 360 |
| 33 | Elgin, Ill | 628 | | 2,028 | | 38 | 55 | 22 | | | 39 | 1,100 | | | 360 | | 450 | | |
| 34 | Freeport, Ill | | | | | | | | | | | 1,600 | | | 380 | 600 | 400 | | 400 |
| 35 | Galesburg, Ill | | | | | | | | | | 41 | 1,600 | | | | | | | |
| 36 | Jacksonville, Ill | | | | | | | | | | 45 | | | (450) | | 700 | 700 | | 450 |
| 37 | Joliet, Ill | *b*600 | *b*500 | 2,623 | 2,352 | 48 | 26 | 22 | 0 | 0 | 46 | 1,500 | | | 511 | | 600 | | *c*45 |
| 39 | Moline, Ill | 260 | | 1,765 | | | | | | | 44 | 1,400 | | | 390 | | 488 | | |
| 38 | Ottawa, Ill | 273 | | 1,870 | | | | | | | 38 | *a*1,200 | | | *a*450 | *a*1,000 | *a*700 | | *a*440 |
| 40 | Peoria, Ill | 1,580 | | 6,495 | | 57 | 38 | 32 | | | 41 | 2,000 | | (500) | | 1,200 | 800 | | *a*500 |
| 41 | Quincy, Ill | | | | | | | | | | 41 | 1,400 | | | 576 | | 850 | | 463 |
| 42 | Rockford, Ill | | | | | | | | | | | 1,200 | | | *a*400 | | *a*1,200 | | *a*320 |
| 43 | Rock Island, Ill | | | | | 43 | 34 | 24 | | | | 1,800 | | | *c*60 | | *a*1,000 | | *ac*60 |
| 44 | Springfield, Ill | | | | | | | | | | 44 | 1,500 | | | *ac*60 | *a*1,000 | | | *a*520 |
| 45 | Evansville, Ind | | | | | | | | | | | | | | 320 | 1,100 | 900 | | 350 |
| 46 | Fort Wayne, Ind | 3,000 | 2,200 | 6,472 | 4,962 | 41 | 25 | 26 | | | 35 | 2,500 | | | 413 | *a*1,400 | | *a*1,200 | 668 |
| 47 | Indianapolis, Ind | | | | | (41) | | 37 | 9 | | | *a*3,000 | *a*2,000 | | *d*1,400 | *e*1,100 | *e*1,100 | *a*600 | *a*600 |
| 48 | Lafayette, Ind | | | | | | | | | | 32 | 1,980 | | 500 | 500 | 1,000 | | 500 | 500 |
| 49 | Logansport, Ind | | | | | 42 | 38 | 19 | | | 39 | 1,500 | | | 377 | 550 | 413 | | *a*200 |
| 50 | Madison, Ind | | | | | | | | | | 31 | 1,000 | | *a*750 | 625 | *a*750 | 625 | *a*450 | 380 |
| 51 | Richmond, Ind* | | | | | | | | | | | | | | | | | | |
| 52 | South Bend, Ind | | | | | | | | | | 37 | 1,400 | | 360 | 360 | 461 | 401 | | |
| 53 | Terre Haute, Ind | | | | | | | | | | 45 | 2,500 | *f*385 | *f*360 | 409 | 762 | 731 | 575 | 480 |
| 54 | Vincennes, Ind | | | | | | | | | | 58 | 1,600 | | | | *c*50 | *c*50 | *c*45 | *c*45 |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 55 | Cedar Rapids, Iowa | 150 | 132 | 2,296 | 1,929 | 51 | 44 | 24 | | | | 1,500 | | | | | 600 | | |
| 56 | Clinton, Iowa* | | | | | | | | | | | 1,600 | | | c50 | | c60 | | c50 |
| 57 | Council Bluffs, Iowa | 301 | 260 | 2,308 | 1,636 | 35 | 49 | 27 | | | 37 | 2,200 | | 500 | 550 | | 600 | | 550 |
| 58 | Davenport, Iowa | | | | | 45 | 45 | 59 | 13 | 35 | 45 | 1,800 | | | 436 | 1,066 | 833 | | 540 |
| 59 | Des Moines (west side), Iowa.* | | | | | | | | | | 38 | a1,500 | | 607½ | a625 | a1,100 | a1,100 | 570 | |
| 60 | Dubuque, Iowa | | | | | | | | | | 37 | | | 600 | | 1,500 | | 600 | 400 |
| 61 | Keokuk, Iowa g | | | | | | | | | | | a1,300 | | | ac40 | a1,000 | a900 | | ac40 |
| 62 | Muscatine, Iowa | | | | | | | | | | | a1,200 | | a400 | | (a800) | | (a400) | |
| 63 | Ottumwa, Iowa | | | | | 50 | 45 | 30 | | | 46 | 1,500 | | | 400 | | 600 | | 420 |
| 64 | Lawrence, Kans* | | | | | | | | | | | 1,000 | | 585 | | 585 | | | |
| 65 | Leavenworth, Kans | | | | | | | | | | | 2,250 | | 500 | | f800 | f650 | 500 | |
| 66 | Topeka, Kans | | | | | | | | | | | 1,200 | | c55 | c41 | c60 | | c50 | c41 |
| 67 | Covington, Ky* | | | | | | | | | | | | | | | | | | |
| 68 | Lexington, Ky | | | | | | | | | | | | | | | | | | |
| 69 | Louisville, Ky | | | | | | (46) | | 29 | | 45 | 2,400 | 1,350 | | 650 | | (1,350) | | 600 |
| 70 | Newport, Ky* | | | | | | | | | 0 | 47 | 1,500 | | | 400 | 950 | | | 475 |
| 71 | Paducah, Ky | | | | | 47 | 53 | 27 | | | 46 | 100 | | | 375 | 700 | 375 | | |
| 72 | New Orleans, La | | | | | 41 | 26 | 24 | | | 36 | 3,000 | | | 684 | 990 | 909 | | 684 |
| 73 | Auburn, Me* | | | | | | | | | | 35 | | | | a500 | | a800 | | |
| 74 | Augusta, Me | | | | | | | | | | | 425 | ah125 | a325 | | a1,200 | | (a350) | |
| 75 | Bangor, Me | | | | | | | | | | 31 | 700 | | | ac34 | a450 | | | a470 |
| 76 | Bath, Me | | | | | | | | | | 45 | 400 | | | 230 | 600 | 600 | | 390 |
| 77 | Biddeford, Me | | | | | 43 | 38 | 25 | | | | 750 | | | 336 | (1,000) | | | 405 |
| 78 | Lewiston, Me | | | | | 35 | 39 | 33 | | | | 1,500 | | | 290 | a1,500 | | | 341 |
| 79 | Portland, Me* | | | | | 51 | 37 | 32 | | | | 2,250 | | | 500 | a1,440 | a750 | | a600 |
| 80 | Rockland, Me | | | | | | | | | | 38 | | | | ac28 | a900 | | | ac36 |
| 81 | Baltimore, Md | | | | | | | | | | | a2,500 | a1,800 | | a696 | a1,500 | a900 | a900 | a672 |
| 82 | Boston, Mass | | | | | | | | | | | 4,200 | i3,780 | | *624 | *2,730 | *1,800 | *a2,280 | *a1,080 |
| 83 | Brockton, Mass | | | | | | | | | | | | | | a337 | a950 | a450 | | |
| 84 | Brookline, Mass | | | | | | | | | | | 2,500 | | | | | | | |
| 85 | Cambridge, Mass* | | | | | 39 | 34 | 35 | 8 | | | a2,700 | | | a600 | a1,900 | | | a620 |
| 86 | Chelsea, Mass | | | | | | | | | | 42 | 1,800 | | | a500 | a1,700 | | | d600 |
| 87 | Chicopee, Mass | | | | | | | | | | 28 | a1,600 | | | a400 | a1,200 | a600 | | 420 |
| 88 | Clinton, Mass | | | | | | | | | | 42 | | | | a400 | | a525 | | |
| 89 | Fall River, Mass | | | | | | | | | | | | | | | | | | |
| 90 | Fitchburg, Mass | 20 | 14 | 2,584 | 2,046 | 42 | 36 | 24 | 0 | 24 | 37 | 1,800 | | | 350 | 900 | | | 400 |
| 91 | Gloucester, Mass* | 35 | 30 | 4,161 | 3,253 | 35 | 38 | 33 | 21 | | 36 | 2,000 | | | 350 | a1,500 | a1,050 | | 345 |
| 92 | Haverhill, Mass* | | | | | | | | | | | | | | 490⅔ | 1,325 | a1,200 | | 488 |
| 93 | Holyoke, Mass | 1,303 | 1,040 | 5,371 | 3,096 | 32 | 33 | 24 | 0 | 11 | | 1,800 | | | 440 | 1,125 | 440 | | 445 |
| 94 | Lawrence, Mass | | | | | | | | | | 45 | a2,000 | | | a550 | a1,650 | a650 | a1,100 | a500 |
| 95 | Lowell, Mass g | | | | | 39 | 35 | 30 | | | | 2,200 | | | a600 | 1,500 | | | a600 |
| 96 | Lynn, Mass | | | | | | | | | | | | | | | | | | |
| 97 | Malden, Mass* | | | | | 39 | 36 | 27 | | 36 | | 2,000 | | | 500 | | 966⅔ | | 500 |
| 98 | Marlborough, Mass | | | | | | | | | | 40 | | | | 324 | 1,100 | 850 | | 360 |
| 99 | Medford, Mass | | | | | | | | | | 43 | a900 | | | 450 | a1,400 | | | 525 |

*From Report of the Commissioner of Education for 1880.

a These are maximum salaries.

b Estimated.

c Monthly salaries.

d Maximum salary of superintendent of primary schools.

e Maximum salary of principals of primary and grammar schools.

f These are minimum salaries.

g These statistics are from a return for 1880.

h Salary of directors.

i Salary of supervisors.

TABLE II.— *School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.*— Continued.

| | City. | Number of scholars in— | | | | Average daily attendance per teacher, excluding special teachers, in— | | | | | | Average annual salaries of— | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Private and parochial schools. | | All schools, public and private. | | | | | | | | | | Teachers in primary schools. | | Principals in grammar schools. | | Assistants in grammar schools. | |
| | | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Primary schools. | Grammar schools. | High schools. | City normal schools. | Evening schools. | All public schools. | City superintendent. | Assistant superintendent. | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 |
| 100 | New Bedford, Mass | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | a$350 | a$1,000 | a$750 | ..... | ..... |
| 101 | Newburyport, Mass | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 102 | Newton, Mass | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 34 | $2,700 | ..... | ..... | 550 | 1,700 | ..... | ..... | a$750 |
| 103 | Northampton, Mass* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 31 | a1,000 | ..... | ..... | a372 | ..... | a309 | ..... | ..... |
| 104 | Peabody, Mass | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 105 | Pittsfield, Mass | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,200 | ..... | ..... | 350 | 1,000 | 800 | ..... | 370 |
| 106 | Quincy, Mass | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 107 | Somerville, Mass | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 43 | 1,800 | ..... | ..... | 560 | 1,700 | 625 | ..... | 587 |
| 108 | Springfield, Mass | 470 | 355 | 6,922 | 4,903 | ..... | ..... | ..... | ..... | ..... | 40 | 3,000 | ..... | ..... | 540 | 1,650 | ..... | ..... | 545 |
| 109 | Taunton, Mass | 86 | 66 | 4,150 | 2,987 | 41 | 31 | 33 | ..... | 25 | ..... | 1,750 | ..... | ..... | 487 | 1,180 | 650 | ..... | 450 |
| 110 | Waltham, Mass | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 33 | 1,700 | ..... | ..... | 400 | 1,400 | ..... | ..... | 450 |
| 111 | Woburn, Mass | 50 | 35 | 2,419 | 1,809 | ..... | ..... | ..... | ..... | ..... | 47 | 1,800 | ..... | ..... | 375 | 800 | 400 | ..... | 400 |
| 112 | Worcester, Mass | ..... | ..... | ..... | ..... | 42 | 36 | 30 | ..... | 10 | ..... | 3,000 | ..... | ..... | 567 | 1,800 | 753 | $683 | 569 |
| 113 | Adrian, Mich* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 114 | Ann Arbor, Mich | ..... | ..... | ..... | ..... | 52 | 40 | 36 | ..... | ..... | 40 | 1,800 | ..... | ..... | 413 | ..... | 450 | ..... | 388 |
| 115 | Bay City, Mich | ..... | ..... | ..... | ..... | 44 | 32 | 24 | ..... | ..... | 40 | 1,700 | ..... | ..... | 340 | 600 | 570 | ..... | 325 |
| 116 | Detroit, Mich | ..... | ..... | ..... | ..... | 57 | 36 | 28 | ..... | ..... | ..... | a3,300 | ..... | a$850 | a825 | a1,650 | a1,200 | ..... | a775 |
| 117 | East Saginaw, Mich | 400 | 250 | 3,714 | 2,753 | 46 | 40 | 28 | ..... | 30 | 40 | 2,200 | ..... | ..... | 450 | 700 | 515 | ..... | 418 |
| 118 | Flint, Mich | ..... | ..... | ..... | ..... | 43 | 36 | 32 | ..... | ..... | 38 | 1,200 | ..... | ..... | 360 | ..... | 413 | 425 | 425 |
| 119 | Grand Rapids, Mich | 1,000 | ..... | 7,133 | ..... | 40 | 38 | 39 | ..... | ..... | 39 | 2,000 | ..... | ..... | 483 | 850 | 530 | 600 | 444 |
| 120 | Muskegon, Mich* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 36 | 1,200 | ..... | ..... | 425 | ..... | 420 | ..... | a300 |
| 121 | Port Huron, Mich | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,200 | ..... | ..... | 300 | ..... | 400 | ..... | 350 |
| 122 | Saginaw, Mich | ..... | ..... | ..... | ..... | 56 | 43 | 30 | ..... | ..... | 45 | 1,600 | ..... | a750 | 435 | 900 | ..... | ..... | 325 |
| 123 | Minneapolis, Minn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,800 | ..... | ..... | 613 | ..... | 650 | ..... | 538 |
| 124 | St. Paul, Minn | ..... | ..... | ..... | ..... | 50 | 29 | 23 | ..... | ..... | 42 | 2,000 | ..... | ..... | 750 | a1,450 | a1,200 | ..... | a600 |
| 125 | Stillwater, Minn | 600 | 400 | 1,700 | 1,200 | ..... | ..... | ..... | ..... | ..... | 42 | 1,500 | ..... | ..... | b50 | ..... | ..... | ..... | 500 |
| 126 | Winona, Minn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,600 | ..... | ..... | 425 | ..... | 500 | ..... | 500 |
| 127 | Vicksburg, Miss | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | c300 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 128 | Hannibal, Mo | ..... | ..... | ..... | ..... | ..... | 40 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 344 | ..... | 720 | ..... | 344 |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 129 | Kansas City, Mo. | | | | | | | | | | 52 | 2,400 | | | *ab*90 | | *ab*90 | | *ab*55 |
| 130 | St. Joseph, Mo | | | | | 50 | 39 | 28 | | | 45 | 2,000 | | | 575 | 800 | 800 | 500 | 500 |
| 131 | St. Louis, Mo | | | | | 47 | 34 | 30 | 17 | 35 | | 3,500 | $2,500 | | 1,000 | 1,900 | | 535 | 555 |
| 132 | Sedalia, Mo | | | | | 59 | 41 | 41 | | | | 1,300 | | | | 650 | | 350 | 445 |
| 133 | Lincoln, Nebr | | | | | | | | | | | *a*1,000 | *a*540 | | *a*400 | | | | |
| 134 | Omaha, Nebr | | | | | | | | | | 56 | 2,400 | | | *b*95 | 1,200 | 1,000 | | *b*70 |
| 135 | Virginia City, Nev*d* | | | | | | | | | | 42 | | | | *b*96 | *b*150 | *b*121⅔ | | *b*115 |
| 136 | Dover, N. H | 90 | 81 | 2,119 | 1,518 | 35 | 31 | 30 | | 25 | 32 | 1,500 | | | 333 | 800 | 468 | | 396 |
| 137 | Manchester, N. H* | 2,050 | 1,250 | 6,400 | 4,068 | 41 | 35 | 35 | | 9 | 33 | 1,500 | | | 400 | 1,250 | | | 450 |
| 138 | Nashua, N. H | | | | | | | | | | | 1,000 | | | *a*390 | *a*1,350 | *a*400 | | *a*400 |
| 139 | Portsmouth, N. H | | | | | | | | | | | | | | *a*325 | *a*1,000 | | | *a*425 |
| 140 | Camden, N. J* | | | | | | | | | | | 1,000 | | | 500 | 1,200 | 800 | | 500 |
| 141 | Elizabeth, N. J | | | | | 54 | 35 | 17 | | 23 | *e*44 | 450 | | | 555 | | 569 | | 500 |
| 142 | Jersey City, N. J* | | | | | | | | | | | 2,100 | | (820) | | 1,500 | 820 | | 443 |
| 143 | Newark, N. J | | | | | | | | | | 43 | 2,250 | | 1,000 | 700 | *a*1,700 | | | *a*550* |
| 144 | New Brunswick, N. J | | | | | 41 | 35 | 29 | | | 37 | *f*2,500 | | | *g*588 | *g*1,000 | *g*500 | | 457 |
| 145 | Orange, N. J | | | | | 37 | 24 | 26 | | | 32 | *h*2,200 | | | 700 | | | | 525 |
| 146 | Paterson, N. J* | | | | | 37 | 33 | 23 | | 17 | 31 | 2,000 | | 650 | 600 | 1,057 | | | 497 |
| 147 | Plainfield, N. J | | | | | | | | | | | | | | 475 | | | 500 | 550 |
| 148 | Trenton, N. J* | 2,604 | | 4,859 | | 48 | 28 | 23 | | | | 500 | | | 600 | 1,000 | | | 450 |
| 149 | Albany, N. Y | | | | | | | | | | 42 | 2,500 | | | 665 | 1,630 | | | 475 |
| 150 | Auburn, N. Y | 1,200 | 830 | 4,384 | 3,137 | 38 | 28 | 31 | | | 34 | 1,800 | | | 443 | | 643 | | 407 |
| 151 | Binghamton, N. Y | | | | | | | | | | 35 | 1,500 | | | 456 | 1,000 | 738 | | 441 |
| 152 | Brooklyn, N. Y | | | | | 53 | 29 | 24 | | | 41 | 5,000 | *i*4,000 | | *aj*482 | *a*2,700 | *a*2,250 | *a*1,000 | *a*800 |
| 153 | Buffalo, N. Y* | | | | | | | | | | 33 | 2,500 | 1,200 | 1,431 | 683 | 1,431 | 683 | | 556 |
| 154 | Cohoes, N. Y* | 500 | | 3,174 | | 38 | 31 | 22 | | 20 | 33 | 1,500 | | | 481 | | 756¼ | | 553 |
| 155 | Elmira, N. Y | 406 | 316 | 4,604 | 3,287 | 34 | 43 | 24 | | | 33 | 1,600 | | | 400 | 1,450 | | | 400 |
| 156 | Hornellsville, N. Y* | | | | | | | | | | 32 | 1,800 | | | 325 | 850 | 500 | | 350 |
| 157 | Hudson, N. Y* | | | | | | | | | | | | | | | | | | |
| 158 | Ithaca, N. Y | | | | | 48 | 44 | 24 | | | 42 | 1,800 | | | 433 | | 700 | | 420 |
| 159 | Kingston, N. Y*k | 197 | 141 | 2,086 | 1,224 | | | | | | | | | | 400 | 825 | | | 400 |
| 160 | Lockport, N. Y* | | | | | 43 | 34 | 39 | | | 39 | 1,000 | | | 600 | | 900 | | 411 |
| 161 | Long Island City, N. Y | | | | | | | | | | | | | | | | | | |
| 162 | Newburgh, N. Y | | | | | | | | | | 38 | 1,500 | | | 690 | 1,200 | | | 483 |
| 163 | New York, N. Y | | | | | | (43) | | | | | 6,500 | 4,038 | | 1,350 | 2,625 | 1,450 | 1,500 | 800 |
| 164 | Ogdensburg, N. Y* | | | | | | | | | | | 1,200 | | | 350 | | 550 | | 350 |
| 165 | Oswego, N. Y | | | | | 43 | 38 | 30 | *l*41 | | 40 | 1,300 | | | 430 | *a*1,100 | 479 | | 371 |
| 166 | Plattsburgh, N. Y | | | | | | | | | | | 1,800 | | 500 | 325 | | 575 | | 300 |
| 167 | Poughkeepsie, N. Y | | | | | 40 | 27 | 22 | | | | 1,200 | | | 375 | | 467 | | 375 |
| 168 | Rochester, N. Y | 3,500 | 3,000 | 16,881 | 11,788 | 34 | 34 | 34 | | | | 1,800 | | | 600 | 1,350 | 900 | | 350 |
| 169 | Rome, N. Y | | | | | | | | | | 48 | 1,200 | | | 500 | | 600 | | 350 |
| 170 | Saratoga Springs, N. Y | | | | | | | | | | | 1,300 | | | 400 | 750 | | | 400 |
| 171 | Schenectady, N. Y* | | | | | | | | | | | | | | | | | | |
| 172 | Syracuse, N. Y | 1,862 | 1,862 | 11,241 | 9,036 | 37 | 43 | 32 | | | 39 | 1,800 | | | 650 | 1,200 | 650 | | 409 |
| 173 | Troy, N. Y* | | | | | | | | | | 40 | *a*2,100 | | *a*750 | *a*550 | *a*1,350 | | | *a*425 |
| 174 | Utica, N. Y | 900 | 475 | 6,218 | 3,874 | | | | | | | 2,300 | | | 462 | 1,800 | 600 | | 475 |

* From Report of Commissioner of Education for 1880.
*a* These are maximum salaries.
*b* Monthly salaries.
*c* Also county superintendent.
*d* Exclusive of Gold Hill, a separate district.
*e* Exclusive of evening schools.
*f* The city superintendent is principal of all public schools.
*g* Salary of vice principals.
*h* The city superintendent is principal of high and grammar schools.
*i* Salary of associate superintendent.
*j* The maximum salary of male and female principals in primary schools is $1,500.
*k* These statistics are for the Kingston school district only.
*l* In unclassified school.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Number of scholars in— | | | | Average daily attendance per teacher, excluding special teachers, in— | | | | | | Average annual salaries of— | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Private and parochial schools. | | All schools, public and private. | | | | | | | | | | Teachers in primary schools. | | Principals in grammar schools. | | Assistants in grammar schools. | |
| | | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Primary schools. | Grammar schools. | High schools. | City normal schools. | Evening schools. | All public schools. | City superintendent. | Assistant superintendent. | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 |
| 175 | Watertown, N. Y* | | | | | | | | | | | | | | | | | | |
| 176 | Raleigh, N. C | | | | | | | | | | | | | | $500 | | | | |
| 177 | Akron, Ohio | | | | | 48 | 44 | 26 | 0 | 0 | 44 | a$2,000 | | | a550 | | a$850 | | a$550 |
| 178 | Canton, Ohio | | | | | 45 | 28 | 22 | | 15 | 37 | 1,500 | | $350 | 320 | $775 | 750 | | 430 |
| 179 | Chillicothe, Ohio | | | | | 46 | 30 | 25 | | | | 2,000 | | | 406 | | 850 | a$450 | 441 |
| 180 | Cincinnati, Ohio | 16,435 | 14,953 | 52,027 | 42,232 | 49 | 44 | 51 | 32 | 25 | 46 | 3,500 | | 1,865 | | 2,100 | | 1,324 | 779 |
| 181 | Cleveland, Ohio | | | | | 45 | 32 | 24 | 24 | | 39 | 3,300 | b$1,834 | | 519 | | 1,000 | | 606 |
| 182 | Columbus, Ohio | | | | | | | | | | | 3,000 | 2,200 | | 700 | 1,000 | 1,000 | 600 | 600 |
| 183 | Dayton, Ohio | | | | | 41 | 28 | 30 | 11 | 42 | 36 | 2,500 | | 875 | 550 | 1,400 | 1,400 | 1,140 | 600 |
| 184 | Fremont, Ohio | | | | | 45 | 35 | 21 | | | 38 | 2,000 | | | 362 | 500 | 550 | | a500 |
| 185 | Hamilton, Ohio | 1,000 | 800 | 3,008 | 2,277 | 45 | 42 | 24 | 0 | 0 | 42 | 1,750 | | 675 | 450 | 750 | | 675 | 450 |
| 186 | Ironton, Ohio* | | | | | | | 33 | | | 46 | 1,200 | | | 403 | 570 | | | c50 |
| 187 | Newark, Ohio | | | | | 43 | 35 | | d23 | e26 | | 1,700 | | | a400 | | 500 | | 425 |
| 188 | Portsmouth, Ohio | | | | | 46 | 43 | 35 | | | 44 | | | | | | | | |
| 189 | Sandusky, Ohio | 880 | 580 | 3,399 | 2,449 | 43 | 40 | 30 | 0 | 0 | 41 | 2,000 | | | 520 | 1,000 | 550 | | 450 |
| 190 | Springfield, Ohio | | | | | (42) | | 28 | | | | a1,800 | | a1,000 | a1,000 | a1,000 | a1,000 | | 513 |
| 191 | Steubenville, Ohio | 450 | 400 | 2,800 | 2,184 | | | 34 | | | 44 | 1,600 | | | 500 | 925 | 550 | | 420 |
| 192 | Tiffin, Ohio | | | | | 35 | 46 | 41 | | | 39 | 1,350 | | | 375 | 850 | 450 | | 400 |
| 193 | Toledo, Ohio | | | | | | | | | | 40 | 2,000 | | (600) | | (900) | | (500) | |
| 194 | Zanesville, Ohio | | | | | | | | | | 31 | 1,500 | | a425 | a425 | 550 | 550 | | |
| 195 | Portland, Oreg | | | | | 48 | 33 | 28 | | | 41 | 1,750 | | 625 | 625 | 1,650 | 1,650 | 675 | 675 |
| 196 | Allegheny, Pa* | | | | | | | | | | 45 | a1,800 | | a1,175 | a470⅓ | | | | |
| 197 | Allentown, Pa* | | | | | | | | | | | | | | | ac54 | ac36 | | |
| 198 | Altoona, Pa | | | | | 52 | 46 | 38 | | | 50 | 1,000 | | | 326 | 500 | 450 | 450 | 365 |
| 199 | Bradford, Pa | | | | | | | | | | | 1,800 | | | 500 | | 500 | | |
| 200 | Carbondale, Pa | | | | | | | | | | 51 | 300 | | 281 | 235 | 524 | 234 | | |
| 201 | Chester, Pa | | | | | | | | | | 35 | 1,200 | | | 360 | | 450 | | 500 |
| 202 | Danville, Pa* | | | | | | | | | | | | | | (c23½) | ac50 | ac50 | | |
| 203 | Easton, Pa | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 204 | Erie, Pa* | | | | | | | | | | 42 | 2,000 | | | 350 | | 650 | | 410 |
| 205 | Harrisburg, Pa | | | | | 39 | 29 | 20 | | | 36 | *a*1,300 | | 540 | 398 | 628 | 529 | | *a*385 |
| 206 | Lebanon, Pa | | | | | | | | | | 40 | 500 | | 264 | 238 | 438 | 366 | | |
| 207 | Meadville, Pa* | 200 | 140 | 2,000 | 1,628 | | | | | | 43 | 1,200 | | | 391½ | | 500 | | 393 |
| 208 | New Castle, Pa | | | | | | | | | | | 1,000 | | (*c*35) | | (*c*40) | | (*c*35) | |
| 209 | Norristown, Pa | | | | | 38 | 40 | 32 | | | | 1,400 | | 700 | 420 | 700 | | | 485 |
| 210 | Philadelphia, Pa | | | | | (62) | | 30 | 37 | | 43 | | | | 475 | 1,520 | 925 | (470) | |
| 211 | Pittsburgh, Pa | | | | | | | | | | | | | | | | | | |
| 212 | Reading, Pa | 960 | | 7,871 | | | | | | | | 1,500 | | | 320 | | 500 | | 360 |
| 213 | Scranton, Pa* | | | | | 49 | 23 | 26 | | 25 | | 1,800 | | 350 | 350 | 500 | 400 | 400 | 400 |
| 214 | Shamokin, Pa* | 300 | 254 | 1,953 | 1,204 | 44 | 40 | 37 | | | | 800 | | 278 | 278 | 346 | 315 | | 270 |
| 215 | Shenandoah, Pa | | | | | 53 | 32 | 18 | | | | 1,500 | | (*c*31) | | *c*35 | *c*33 | | |
| 216 | Titusville, Pa | | | | | | | | | | 41 | *a*1,750 | | | *a*450 | | *a*650 | | |
| 217 | Williamsport, Pa | | | | | 36 | 34 | 25 | | | | 1,200 | | *a*344 | 296 | 600 | | (360) | |
| 218 | York, Pa | | | | | | | | | | 35 | *a*1,000 | | *a*324 | *a*324 | | *a*450 | | |
| 219 | Lincoln, R. I* | | | | | | | | | | | | | | | | | | |
| 220 | Newport, R. I | 795 | 531 | 3,232 | 2,100 | 38 | 40 | 22 | | 12 | | 2,000 | | | 414 | 1,200 | 571 | | |
| 221 | Pawtucket, R. I* | | | | | | | | | | 41 | 800 | | | | | | | |
| 222 | Providence, R. I | | | | | | | | | | | *a*2,250 | | | *a*525 | *a*1,900 | *a*700 | | *a*700 |
| 223 | Warwick, R. I | | | | | | | | | | 38 | 200 | | (*c*24) | | (*c*40) | | | *c*26 |
| 224 | Woonsocket, R. I | 599 | | 3,431 | | | | | | | | 500 | | | 400 | 1,050 | 450 | | |
| 225 | Charleston, S. C* | | | | | | | | | | | 1,500 | | 1,200 | 1,200 | | | | |
| 226 | Chattanooga, Tenn | | | | | | | | | | | 1,500 | | (*ac*50) | | (*ac*100) | | (*ac*50) | |
| 227 | Knoxville, Tenn | 120 | 100 | 2,104 | 1,558 | 85 | 37 | 30 | 0 | 0 | 50 | 1,200 | | *c*38 | *c*38 | *c*45 | *c*45 | *c*40 | *c*40 |
| 228 | Memphis, Tenn | | | | | | | | | | 38 | 1,500 | | (*c*60) | | (*c*100) | | (*c*50) | |
| 229 | Nashville, Tenn | 500 | 440 | 6,345 | 4,811 | 50 | 37 | 30 | | | 42 | 2,160 | | 600 | 550 | 1,000 | 600 | 600 | 550 |
| 230 | Houston, Tex* | | | | | | | | | | | | | | | | | | |
| 231 | San Antonio, Tex* | | | | | | | | | | | *a*1,500 | | | *ac*50 | | *ac*60 | | *ac*60 |
| 232 | Burlington, Vt | | | | | | | | | | | | | | | | | | |
| 233 | Rutland, Vt* | | | | | | | | | | | | | | | | | | |
| 234 | Alexandria, Va | | | | | 56 | 38 | | | | 48 | 350 | | | 400 | 750 | 525 | 700 | 363 |
| 235 | Danville, Va* | | | | | | | | | | 48 | 100 | | *c*100 | *c*40 | | | | *c*45 |
| 236 | Lynchburg, Va | | | | | 40 | 27 | 25 | | | | 1,120 | | | 355 | 750 | | 466 | 475 |
| 237 | Norfolk, Va* | | | | | | | | | | 43 | 1,080 | | | 500 | 900 | 600 | | 600 |
| 238 | Petersburg, Va | *f*1,200 | | 3,283 | | | | | | | 54 | 1,080 | | | 405 | 675 | | | 450 |
| 239 | Portsmouth, Va | | | | | | | | | | 41 | 720 | | 767 | | | | | |
| 240 | Richmond, Va* | | | | | 40 | 36 | 25 | | | | 1,485 | | 1,093⅓ | 367 | 1,125 | | 382½ | 388 |
| 241 | Appleton, Wis* | 316 | | 1,954 | | | | | | | | | | | | | | | |
| 242 | Fond du Lac, Wis* | | | | | | | | | | 34 | 500 | | 400 | 325 | 550 | | | 375 |
| 243 | Janesville, Wis | | | | | | | | | | | 1,500 | | | 332 | | 412 | | |
| 244 | La Crosse, Wis | | | | | 51 | 47 | 23 | | | | *g*800 | | | 375 | 1,100 | 500 | | 475 |
| 245 | Madison, Wis | | | | | | | | | | | 2,000 | | | 352 | | 500 | | |
| 246 | Milwaukee, Wis | 9,500 | 8,500 | 24,749 | 20,898 | 57 | 40 | 29 | 13 | 24 | | 3,000 | | (740) | | (1,486) | | (500) | |
| 247 | Oshkosh, Wis | | | | | | | | | | | 600 | | *a*700 | *a*350 | | *a*450 | | *a*400 |

* From Report of the Commissioner of Education for 1880.
*a* These are maximum salaries.
*b* Salary of male assistants; salary of female assistant, $1,350.
*c* Monthly salaries.
*d* In colored school.
*e* In the Orphans' Home.
*f* Estimated.
*g* The superintendent is also principal of the high school.

TABLE II.— *School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.*— Continued.

| | City. | Number of scholars in — | | | | Average daily attendance per teacher, excluding special teachers, in — | | | | | | Average annual salaries of — | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Private and parochial schools. | | All schools, public and private. | | | | | | | | | | Teachers in primary schools. | | Principals in grammar schools. | | Assistants in grammar schools. | |
| | | Enrolled. | Average daily attendance. | Enrolled. | Average daily attendance. | Primary schools. | Grammar schools. | High schools. | City normal schools. | Evening schools. | All public schools. | City superintendent. | Assistant superintendent. | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 |
| 248 | Racine, Wis | 954 | 885 | 3,342 | 2,440 | ..... | ..... | ..... | ..... | ..... | 34 | $1,250 | ..... | ..... | $350 | $920 | $650 | ..... | $350 |
| 249 | Watertown, Wis | 820 | ..... | 1,904 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*1,600 | ..... | ..... | 330 | 650 | 450 | ..... | 350 |
| 250 | Georgetown, D. C *b* | ..... | ..... | ..... | ..... | 50 | 43 | 27 | ..... | 0 | 46 | 2,430 | $1,650 | ..... | 613 | 955 | 745 | ..... | 330 |
| 251 | Washington, D. C *b* | ..... | ..... | ..... | ..... | | | | | | | | | | | | | | |

*a* The superintendent is also principal of the high school.

*b* These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.— *School statistics of cities containing* 7,500 *inhabitants and over, for* 1881, *&c.*— Continued.

| | City. | Average annual salaries of— | | | | | | | | | | Estimated real value of property used for school purposes. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Principals in high schools. | | Assistants in high schools. | | Principals in normal schools. | | Teachers in evening schools. | | Special teachers. | | | | | | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Music. | Drawing. | Penmanship. | Grounds or sites. | Buildings. | Furniture. | Apparatus. | Total. |
| | 1 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 |
| 1 | Selma, Ala* | | | | | | | | | | | | | $7,500 | ($2,750) | | $10,250 |
| 2 | Little Rock, Ark | $1,035 | | $698 | $619 | | | | | | | $540 | $2,000 | 71,000 | $5,600 | $300 | 78,900 |
| 3 | Los Angeles, Cal | | $1,000 | 1,000 | 1,000 | | | | | | $800 | | 22,000 | 35,000 | 6,000 | 1,500 | 64,500 |
| 4 | Oakland, Cal | 2,700 | | 1,800 | 1,200 | | | $840 | | $1,500 | 1,800 | | 120,225 | 209,500 | (35,100) | | 364,825 |
| 5 | San Francisco, Cal | | *a*259 | *a*163 | *a*126 | | | *a*50 | *a*$50 | *a*135 | *a*135 | *ab*135 | 1,930,000 | 975,000 | 195,000 | 25,000 | 3,125,000 |
| 6 | Stockton, Cal | 2,000 | | 1,700 | | | | | | 1,100 | | 1,200 | | | | | 173,557 |
| 7 | Denver, Colo. ($\frac{5}{6}$ of city) | 2,000 | | 1,000 | | | | | | | | | | | | | 450,000 |
| 8 | Leadville, Colo | 810 | | 720 | | | | | | 900 | | | 20,000 | 90,000 | 3,500 | 50 | 113,550 |
| 9 | Bridgeport, Conn* | 1,800 | | | 750 | | | | | | | | 57,400 | 85,800 | 12,575 | 8,175 | 163,950 |
| 10 | Danbury, Conn* | | | | | | | | | | | | | | | | |
| 11 | Derby, Conn | | | | | | | | | | | | | | | | 100,000 |
| 12 | Greenwich, Conn* | | | | | | | | | | | | | | | | |
| 13 | Hartford, Conn* | | | | | | | | | | | | | | | | |
| 14 | Meriden, Conn | | | | | | | | | | | | 28,965 | 129,739 | 15,055 | | 173,759 |
| 15 | Middletown, Conn | | | | | | | | | | | | | | | | |
| 16 | New Britain, Conn | 1,800 | | | 585 | | | | | | (1,080) | | | | | | |
| 17 | New Haven, Conn | *c*2,500 | | 1,725 | 600 | | | 500 | | *c*2,000 | *c*2,000 | | | | | | 601,900 |
| 18 | New London, Conn | | | | | | | | | | | | | | | | |
| 19 | Norwalk, Conn | | | | | | | | | | | | | | | | |
| 20 | Norwich, Conn | | | | | | | | | | | | | | | | |
| 21 | Stamford, Conn* | | | | | | | | | | | | | | | | |
| 22 | Waterbury, Conn* | | | | | | | | | | | | | | | | |
| 23 | Wilmington, Del | 1,300 | 1,000 | | 605 | | | | | | | | (250,000) | | (18,000) | | 268,000 |
| 24 | Key West, Fla *d* | | | | | | | | | | | | 1,500 | 10,000 | 1,000 | | 12,500 |
| 25 | Atlanta, Ga* | (*c*1,692) | | (*c*850) | | | | | | | | | | | | | 175,000 |
| 26 | Augusta, Ga | *a*100 | *a*85 | | | | | | | | | *a*85 | 8,000 | 16,500 | 1,250 | 400 | 26,150 |
| 27 | Columbus, Ga | | | | | | | | | | | | 10,000 | 20,500 | 3,200 | 1,500 | 35,200 |

* From Report of the Commissioner of Education for 1880.
*a* Monthly salaries.
*b* For teacher of book-keeping.
*c* These are maximum salaries.
*d* Including Monroe County.

TABLE II. — *School statistics of cities containing 7,500 inhabitants and over, for* 1881, *&c.*— Continued.

| | City. | Average annual salaries of— | | | | | | | | | | Estimated real value of property used for school purposes. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Principals in high schools. | | Assistants in high schools. | | Principals in normal schools. | | Teachers in evening schools. | | Special teachers. | | | | | | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Music. | Drawing. | Penmanship. | Grounds or sites. | Buildings. | Furniture. | Apparatus. | Total. |
| | 1 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 |
| 28 | Macon, Ga | *a*$1,350 | | | *a*$540 | | | | | | | | $10,000 | $30,000 | $3,000 | | $43,000 |
| 29 | Savannah, Ga | 1,800 | | $1,200 | 750 | | | | | | | | 45,000 | 75,000 | 10,000 | $300 | 130,300 |
| 30 | Belleville, Ill | | | | | | | | | | | | 20,000 | 45,000 | 6,000 | 1,000 | 72,000 |
| 31 | Chicago, Ill | 2,150 | | 1,465 | 1,041 | | | | | $1,500 | $1,500 | *b*$1,500 | 962,571 | 1,697,000 | 98,825 | 5,000 | 2,763,396 |
| 32 | Danville, Ill* | 1,000 | | | 495 | | | | | | | | 7,850 | 57,500 | 4,000 | 350 | 69,700 |
| 33 | Elgin, Ill | 800 | | | 500 | | | | | | | | 18,000 | 10,000 | 130 | 100 | 28,230 |
| 34 | Freeport, Ill | 800 | | | 600 | | | | | | | *b*600 | 10,000 | 65,000 | 5,000 | 500 | 80,500 |
| 35 | Galesburg, Ill | | *a*$630 | *a*600 | *a*475 | | | | | | | 600 | 10,000 | 120,000 | 6,000 | 200 | 136,200 |
| 36 | Jacksonville, Ill | 1,000 | | 700 | 600 | | | | | | | | 18,900 | 131,000 | 10,000 | 800 | 160,700 |
| 37 | Joliet, Ill | 800 | | | *c*40 | | | | | | | | 10,000 | 47,000 | 5,000 | 500 | 62,500 |
| 38 | Moline, Ill | | 675 | | 575 | | | *d*$105 | | | | | 12,000 | 35,000 | 1,500 | 700 | 49,200 |
| 39 | Ottawa, Ill | *a*1,800 | | *a*800 | *a*700 | | | | | | | | (60,000) | | 1,000 | 250 | 61,250 |
| 40 | Peoria, Ill | 1,500 | | *a*1,000 | *a*750 | | | *ac*40 | | | | | 38,100 | 146,600 | 15,000 | 1,500 | 201,200 |
| 41 | Quincy, Ill | 1,450 | | 950 | 683 | | | | | | | *b*450 | 75,000 | 125,000 | 9,500 | 1,200 | 210,700 |
| 42 | Rockford, Ill | 1,200 | | | | | $600 | | | 800 | | | (118,000) | | 2,000 | | 120,000 |
| 43 | Rock Island, Ill | *a*1,050 | | | *ac*80 | | | | | | *ac*30 | | 30,000 | 65,000 | 6,800 | 800 | 102,600 |
| 44 | Springfield, Ill | *a*1,450 | | 1,000 | 720 | | | | | | | | 40,000 | 150,000 | 6,000 | 1,500 | 197,500 |
| 45 | Evansville, Ind | *a*1,400 | | *a*900 | 750 | | | | | *a*1,400 | | *b*1,000 | | | | | |
| 46 | Fort Wayne, Ind | | | | *a*750 | | | | | 1,200 | 1,200 | 800 | 57,050 | 145,000 | 18,100 | *e*5,000 | 225,150 |
| 47 | Indianapolis, Ind | *a*1,800 | | *a*950 | *a*950 | *a*$1,650 | | | | *a*1,400 | *a*1,450 | | 328,597 | 529,320 | 60,220 | 1,000 | 919,137 |
| 48 | La Fayette, Ind | 1,500 | | 1,000 | 1,000 | | | 250 | $250 | | 600 | 900 | 40,000 | 110,000 | 15,000 | 3,000 | 168,000 |
| 49 | Logansport, Ind | *a*850 | | | 550 | | | | | *a*700 | | | 28,300 | 111,500 | 5,550 | 500 | 145,850 |
| 50 | Madison, Ind | 850 | | | 550 | | | | | | | | 14,000 | 60,000 | 6,000 | 500 | 80,500 |
| 51 | Richmond, Ind* | | | | | | | | | | | | | | | | 80,300 |
| 52 | South Bend, Ind | 1,000 | | 400 | 475 | | | | | | | *b*400 | 60,000 | 60,350 | 10,000 | 1,000 | 131,350 |
| 53 | Terre Haute, Ind | 1,400 | | 725 | 719 | | | | | *a*900 | | | | (225,481) | | 1,540 | 227,021 |
| 54 | Vincennes, Ind | | 700 | | 650 | | | | | 550 | | *b*550 | | | | | 47,000 |
| 55 | Cedar Rapids, Iowa | | 900 | | 600 | | | | | | | | 21,500 | 71,000 | 5,000 | 500 | 98,000 |
| 56 | Clinton, Iowa* | | *c*70 | | *ac*60 | | | | | | | *c*45 | (79,000) | | 4,000 | 500 | 83,500 |
| 57 | Council Bluffs, Iowa | | 1,200 | 750 | 550 | | | | | | | | 18,500 | 115,500 | 6,000 | 1,300 | 141,300 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 58 | Davenport, Iowa | a1,500 | | | 900 | | a1,050 | 140 | | b535 | a800 | a800 | 64,000 | 200,000 | 26,000 | 1,200 | 291,200 |
| 59 | Des Moines (west side), Iowa.* | a1,300 | | | a700 | | | | | | | | 20,000 | 140,000 | 8,000 | 300 | 168,300 |
| 60 | Dubuque, Iowa | 1,800 | | 1,000 | 500 | | | | | | | b290 | | | | | 165,000 |
| 61 | Keokuk, Iowaf | a1,200 | | ac80 | ac70 | | | ac33⅓ | | 450 | | 900 | | | | | 150,000 |
| 62 | Muscatine, Iowa | | a650 | a500 | a650 | | | | | | | | | (80,000) | | (800) | 80,800 |
| 63 | Ottumwa, Iowa | | 1,000 | | 570 | | | | | 600 | | | 10,000 | 40,000 | 2,000 | 230 | 52,200 |
| 64 | Lawrence, Kans* | 675 | | 585 | 585 | | | | | | | | | | | | g100,000 |
| 65 | Leavenworth, Kans | 1,500 | | 800 | a700 | | | | | | | | | (166,000) | 10,000 | 1,700 | 177,700 |
| 66 | Topeka, Kans | 1,000 | | | c65 | | | | | | | | 17,000 | 180,000 | 3,000 | | 200,000 |
| 67 | Covington, Ky* | a1,500 | | | | | | | | | | b450 | 90,000 | 100,000 | 10,000 | 1,000 | 201,000 |
| 68 | Lexington, Ky | | | | | | | | | | | | 15,000 | 25,000 | 1,000 | | 41,000 |
| 69 | Louisville, Ky | 2,000 | | 1,300 | 700 | | | | | | | b500 | 208,090 | | (658,300) | | 866,390 |
| 70 | Newport, Ky* | | | | 700 | | | | | | (700) | | 70,000 | 60,000 | 3,000 | 500 | 133,500 |
| 71 | Paducah, Ky | 1,000 | | | 500 | | | | | | | | 7,800 | 27,500 | 1,000 | 0 | 36,300 |
| 72 | New Orleans, La | a1,620 | a1,500 | 1,303 | 1,050 | | | | | | | | | (575,000) | 60,000 | 2,500 | 637,500 |
| 73 | Auburn, Me* | a1,200 | | | | | | | | | | | 38,000 | 75,000 | 10,000 | 2,000 | 143,000 |
| 74 | Augusta, Me | a1,400 | | | a500 | | | | | 200 | | | 2,500 | 55,000 | 2,000 | 500 | 60,000 |
| 75 | Bangor, Me | a1,200 | | | 463 | | | | | | | 600 | | | | | 75,000 |
| 76 | Bath, Me | 1,500 | 750 | | | | | | | | | 500 | | | | | 59,300 |
| 77 | Biddeford, Me | 1,200 | | | 625 | | | | | | | | 5,000 | 85,000 | 4,500 | 500 | 95,000 |
| 78 | Lewiston, Me | a1,700 | | | 552 | | a800 | | | 800 | | | | (182,550) | 10,000 | 500 | 193,050 |
| 79 | Portland, Me* | a2,000 | | a1,100 | a800 | ah1,100 | a600 | | | a1,100 | | (a1,400) | | | | | 350,000 |
| 80 | Rockland, Me | a1,200 | | | a500 | | | | | | | | | | | | 50,000 |
| 81 | Baltimore, Md | a2,400 | | a2,000 | a1,008 | | | | | a1,200 | a500 | | 450,000 | 1,200,000 | 80,000 | | 1,730,000 |
| 82 | Boston, Mass | *a3,780 | | *2,160 | *a1,800 | *a3,780 | | (i) | (i) | *a3,000 | *a3,000 | | | (*7,466,650) | | | *7,466,650 |
| 83 | Brockton, Mass | a1,700 | | | a700 | | | | | | | | 18,650 | 70,200 | 7,930 | 800 | 97,580 |
| 84 | Brookline, Mass | a2,700 | | a1,500 | a1,000 | | | | | a600 | a250 | | | (116,500) | (5,300) | | 121,800 |
| 85 | Cambridge, Mass* | a2,800 | | a1,700 | a900 | | a900 | | | a1,500 | | | 177,000 | 380,000 | 31,000 | 2,000 | 590,000 |
| 86 | Chelsea, Mass | a2,800 | a1,200 | a800 | a800 | | | | | a1,000 | | | | | | | 398,000 |
| 87 | Chicopee, Mass | 1,470 | | | 650 | | | | | | | | 3,000 | 112,500 | 3,650 | 2,300 | 121,450 |
| 88 | Clinton, Mass | a1,500 | | a500 | | | | | | a480 | a420 | | 16,000 | 76,500 | 7,000 | 500 | 100,000 |
| 89 | Fall River, Mass | | | | | | | | | | | | | | | | |
| 90 | Fitchburg, Mass | 1,500 | | 933 | 650 | | | | | 500 | 500 | 600 | | (172,950) | (6,903) | | 179,853 |
| 91 | Gloucester, Mass* | a1,800 | | a1,000 | 575 | | a1,000 | | | | a600 | | 20,000 | 84,150 | 10,000 | 2,000 | 116,150 |
| 92 | Haverhill, Mass* | 1,800 | | 1,100 | 756 | | | | | 900 | | | 71,875 | 197,400 | | | 269,275 |
| 93 | Holyoke, Mass | 1,800 | | 1,000 | 600 | | | | | 700 | (600) | | 43,356 | 106,047 | 15,290 | 3,199 | 167,892 |
| 94 | Lawrence, Mass | a2,400 | | a1,100 | a900 | | a900 | | | a600 | a1,400 | | 72,720 | 183,614 | 18,788 | 10,665 | 285,787 |
| 95 | Lowell, Massf | 2,000 | | 1,800 | a800 | | | | | a1,200 | | (a1,200) | | (511,772) | 10,200 | 2,000 | 523,972 |
| 96 | Lynn, Mass | | | | | | | | | | | | | | | | g493,500 |
| 97 | Malden, Mass* | 1,750 | | | 600 | | | | | 600 | | | 45,000 | 142,000 | 10,600 | 6,500 | 204,100 |
| 98 | Marlborough, Mass | 1,300 | | 645 | 540 | | | | | | | | 13,800 | 28,000 | 5,700 | 600 | 48,100 |
| 99 | Medford, Mass | a2,050 | | a1,000 | a800 | | | ac35 | | a700 | a120 | | 20,000 | 80,000 | 5,000 | 1,500 | 106,500 |
| 100 | New Bedford, Mass | | | | | | | | | | | | | | | | |
| 101 | Newburyport, Mass | a1,700 | | a1,200 | a600 | | | | | | | | | | | | |
| 102 | Newton, Mass | a2,800 | | a2,000 | a1,000 | | | | | a1,500 | | (a800) | 64,500 | 335,000 | 25,000 | 5,000 | 429,500 |

* From Report of the Commissioner of Education for 1880.
a These are maximum salaries.
b For teacher of German.
c Monthly salaries.
d For three and one-half months.
e Apparatus and library.
f These statistics are from a return for 1880.
g In 1879.
h Salary of teacher in Portland School for the Deaf.
i As reported for 1880, the salary of principals in the evening high school was $50 a week; of assistants, $25 a week; in the elementary evening schools the salary of principals was $20 a week; of assistants, $10.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Average annual salaries of— | | | | | | | | | | | Estimated real value of property used for school purposes. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Principals in high schools. | | Assistants in high schools. | | Principals in normal schools. | | Teachers in evening schools. | | Special teachers. | | | | | | | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Music. | Drawing. | Penmanship. | Grounds or sites. | Buildings. | Furniture. | Apparatus. | Total. |
| | 1 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 |
| 103 | Northampton, Mass* | *a*$1,600 | | *a*$700 | *a*$440 | | | | | *a*$1,000 | | | $13,500 | $76,500 | $5,000 | $1,000 | $96,000 |
| 104 | Peabody, Mass | *a*1,400 | | | | | | | | | | | | | | | |
| 105 | Pittsfield, Mass | 1,600 | | | 466 | | | | | 600 | | | 13,400 | 57,900 | 6,000 | 1,000 | 78,300 |
| 106 | Quincy, Mass | *a*1,400 | | | | | | | | | | | | | | | *b*119,000 |
| 107 | Somerville, Mass | *a*2,200 | | *a*1,500 | 830 | | | | | *a*1,000 | | | | (549,000) | | 3,500 | 344,432 |
| 108 | Springfield, Mass | 2,600 | | 1,700 | 720 | | | | | 1,000 | $700 | $900 | | | | | 552,500 |
| 109 | Taunton, Mass | 1,700 | | 1,200 | 650 | | | | | 900 | | | 20,000 | 180,000 | 19,000 | 1,000 | 220,000 |
| 110 | Waltham, Mass* | 1,600 | | 1,000 | 725 | | | *c*$42 | *c*$12 | 900 | | | 50,000 | 140,000 | 6,000 | 800 | 196,800 |
| 111 | Woburn, Mass | *a*1,800 | | | 550 | | | | | *a*500 | | | | (200,000) | | 2,500 | 202,500 |
| 112 | Worcester, Mass | 2,700 | | 1,150 | 793 | | | | | 1,500 | 1,500 | | 227,947 | 615,600 | 44,920 | 9,825 | 898,292 |
| 113 | Adrian, Mich* | | | | | | | | | | | | | 109,500 | | | 109,500 |
| 114 | Ann Arbor, Mich | 1,300 | | 900 | 460 | | | | | | 200 | 300 | 30,000 | 100,000 | 9,000 | 1,500 | 140,500 |
| 115 | Bay City, Mich | | $700 | | 450 | | *a*$550 | | | | 500 | | 35,000 | 85,000 | 20,000 | 6,000 | 146,000 |
| 116 | Detroit, Mich | *a*2,000 | | *a*1,200 | *a*875 | | | | | *a*1,200 | *a*1,200 | *ad*1,000 | | (778,392) | | 33,097 | 10,000 | 821,489 |
| 117 | East Saginaw, Mich | 1,500 | | 650 | 667 | | 700 | | | 400 | 420 | 420 | 35,000 | 140,000 | 23,000 | 2,000 | 200,000 |
| 118 | Flint, Mich | 900 | | | 515 | | | | | 400 | | 500 | 18,200 | 121,800 | 3,500 | 500 | 144,000 |
| 119 | Grand Rapids, Mich | 2,000 | | *a*1,000 | 769 | | | | | 1,000 | (1,000) | | | (362,000) | | 20,000 | 4,000 | 386,000 |
| 120 | Muskegon, Mich* | 900 | | | 550 | | | | | | | 550 | | | | | 81,309 |
| 121 | Port Huron, Mich | | 630 | 600 | | | | | | | | | | | | 2,000 | 80,000 |
| 122 | Saginaw, Mich | 900 | | | 500 | | | | | *a*500 | 280 | 280 | 10,000 | 85,000 | 4,500 | 500 | 100,000 |
| 123 | Minneapolis, Minn | *a*1,800 | | | 775 | | | | | | *a*900 | | | (396,919) | | (21,185) | 418,104 |
| 124 | St. Paul, Minn | *a*1,600 | | 1,000 | 825 | | | | | *a*1,200 | (*a*1,350) | | | (239,000) | | 14,000 | 1,000 | 254,000 |
| 125 | Stillwater, Minn* | | | | 625 | | | | | *a*400 | | | 15,000 | 80,000 | | 5,000 | 500 | 100,500 |
| 126 | Winona, Minn | 1,000 | | 700 | 650 | | | | | | 400 | 400 | 10,000 | 165,000 | | 5,000 | 200 | 180,200 |
| 127 | Vicksburg, Miss | | | | | | | | | | | | 1,000 | 10,000 | | 1,500 | 150 | 12,650 |
| 128 | Hannibal, Mo | | | | | | | | | | | | 7,500 | 26,000 | | 4,900 | 300 | 38,700 |
| 129 | Kansas City, Mo | *ac*140 | | | *ac*140 | | | | | | | | | | | | | 300,000 |
| 130 | St. Joseph, Mo | 1,300 | | 875 | 800 | | | | | | *c*850 | 1,200 | 28,280 | 85,000 | 18,000 | 2,000 | 133,280 |
| 131 | St. Louis, Mo | 2,500 | | 1,550 | 1,100 | $2,500 | | 190 | 130 | 1,350 | 700 | *f*565 | 777,777 | | (2,075,535) | | | 2,853,312 |
| 132 | Sedalia, Mo | | | 600 | 500 | | | | | 360 | | | 18,000 | 50,000 | 5,000 | 1,200 | 74,200 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 133 | Lincoln, Nebr | | *a*540 | | *a*450 | | | | | | | | 25,000 | 40,000 | 4,000 | 69,000 |
| 134 | Omaha, Nebr | 1,800 | 1,200 | 1,000 | | | | | | | | | 50,000 | 300,000 | 15,000 | 1,000 | 366,000 |
| 135 | Virginia City, Nev*g | *c*160 | | | *c*125 | | | | | | | | | (70,000) | | *h*1,500 | 71,500 |
| 136 | Dover, N. H | 1,600 | | | 800 | | | 200 | 100 | 418 | | | 20,000 | 120,150 | 8,200 | 950 | 149,300 |
| 137 | Manchester, N. H* | 1,800 | | 1,000 | 566 | | | | | 800 | 600 | | | (280,000) | (6,200) | | 286,200 |
| 138 | Nashua, N. H | *a*2,100 | | | 540 | | | *ac*40 | | *a*800 | | | | (231,891) | | 5,000 | 236,891 |
| 139 | Portsmouth, N. H | *a*1,500 | | | *a*1,000 | | | | | | | *a*800 | 13,100 | 60,000 | 6,500 | 3,000 | 82,600 |
| 140 | Camden, N. J* | | | | | 1,000 | | 480 | 360 | | 1,000 | 1,000 | | | | | 500,000 |
| 141 | Elizabeth, N. J | 1,400 | | | 542 | | | | | | | | 12,200 | 60,400 | (7,000) | | 79,600 |
| 142 | Jersey City, N. J* | 2,500 | | 1,150 | 738 | | | | | | | | (623,000) | | 22,070 | 13,080 | 658,150 |
| 143 | Newark, N. J | 2,000 | | *a*1,300 | *a*850 | | 1,000 | *ac*40 | *c*25 | 250 | 1,000 | *f*550 | 318,000 | | (592,000) | | 910,000 |
| 144 | New Brunswick, N. J | *i*1,000 | | 800 | 633 | | | | | | | | 20,000 | 100,000 | 5,000 | 200 | 125,200 |
| 145 | Orange, N. J | | | 1,300 | 650 | | | | | 650 | 600 | | | | | | 100,000 |
| 146 | Paterson, N. J* | 1,800 | | | 683⅓ | | | | | | | | | | | | 257,100 |
| 147 | Plainfield, N. J | 2,500 | | | 900 | | | | | 300 | | | 10,000 | 50,000 | 2,500 | 500 | 63,000 |
| 148 | Trenton, N. J* | 1,200 | | | 500 | | | | | | 475 | 475 | 47,000 | 83,000 | 12,000 | 1,265 | 143,265 |
| 149 | Albany, N. Y | *a*2,700 | | 1,568 | 634 | | | | | *j*1,485 | 1,200 | *f*760 | 164,000 | 573,500 | 25,304 | 2,593 | 765,397 |
| 150 | Auburn, N. Y | 1,400 | | 800 | 530 | | | | | 700 | 650 | | 22,000 | 115,000 | 14,000 | 3,200 | 154,200 |
| 151 | Binghamton, N. Y | *a*1,500 | | *a*900 | 558 | | | | | | | | 53,800 | 140,889 | 1,160 | 1,500 | 197,349 |
| 152 | Brooklyn, N. Y | 3,000 | | *a*1,500 | *a*1,000 | | | | | *a*1,500 | *a*1,200 | | (4,943,553) | | 150,000 | 50,000 | 5,143,553 |
| 153 | Buffalo, N. Y* | 2,500 | 1,500 | 1,450 | 675 | | | | *f*570 | 1,100 | 500 | 1,250 | 175,850 | 584,250 | (50,000) | | 810,100 |
| 154 | Cohoes, N. Y* | 1,500 | | | 594½ | | | | | 750 | | | 29,000 | 61,000 | 9,000 | 1,000 | 100,000 |
| 155 | Elmira, N. Y | 1,800 | | 900 | 700 | | | | | | | | 67,700 | 217,800 | | 30,500 | 316,000 |
| 156 | Hornellsville, N. Y* | *k*1,800 | | | 525 | | | | | | | | 8,000 | 25,000 | 2,035 | 660 | 35,695 |
| 157 | Hudson, N. Y* | | | | | | | | | | | | 5,000 | 20,000 | | | 25,000 |
| 158 | Ithaca, N. Y | 1,000 | | 500 | 566 | | | | | 300 | | | 18,000 | 35,000 | 6,000 | 1,200 | 60,200 |
| 159 | Kingston, N. Y* *l* | 1,350 | | 1,000 | 500 | | | | | 300 | 300 | | 50,000 | 90,000 | 7,000 | 1,500 | 148,500 |
| 160 | Lockport, N. Y* | 1,800 | | 1,200 | 600 | | | | *m*650 | 1,200 | 400 | 850 | 26,000 | 72,000 | 5,000 | 2,000 | 105,000 |
| 161 | Long Island City, N. Y | | | | | | | | | | | | 10,000 | 55,000 | | | 65,000 |
| 162 | Newburgh, N. Y | 1,800 | | 1,300 | 733 | | | 500 | 425 | | | | 30,000 | 154,000 | 7,000 | 1,000 | 192,000 |
| 163 | New York, N. Y | | | | | 6,000 | | | | | | | 3,500,000 | 7,500,000 | 500,000 | 275,000 | 11,775,000 |
| 164 | Ogdensburg, N. Y* | | | | | | | | | | | | 9,000 | 36,000 | | | 45,000 |
| 165 | Oswego, N. Y | 1,200 | | | 458 | | | *n*1,000 | | | | | 26,140 | 127,090 | (15,150) | | 168,380 |
| 166 | Plattsburgh, N. Y | | 800 | | 600 | | | | | | | | 5,000 | 47,000 | 4,000 | 1,000 | 57,000 |
| 167 | Poughkeepsie, N. Y | 1,800 | | | 540 | | | | | 700 | | | 23,600 | 104,405 | | | 128,005 |
| 168 | Rochester, N. Y | 1,850 | | 1,275 | 725 | | | | | | | *f*1,000 | 114,750 | 353,289 | 30,000 | 3,000 | 501,039 |
| 169 | Rome, N. Y | 1,200 | | | 500 | | | | | | 500 | | 21,000 | 45,000 | 8,000 | 1,250 | 75,250 |
| 170 | Saratoga Springs, N. Y | 800 | | | 575 | | | | | 850 | | | 33,000 | 34,000 | 2,000 | 300 | 69,300 |
| 171 | Schenectady, N. Y* | | | | | | | | | | | | | (72,000) | | | 72,000 |
| 172 | Syracuse, N. Y | 2,500 | | 1,158 | 564 | | 700 | | | | 600 | 1,200 | 157,900 | 575,000 | 41,000 | 6,000 | 779,900 |
| 173 | Troy, N. Y* | *a*1,900 | | *a*1,350 | *a*1,000 | | | | | *a*1,350 | | | 50,000 | 185,000 | 7,000 | 1,800 | 243,800 |
| 174 | Utica, N. Y | 2,000 | | 1,000 | 750 | | | 400 | 200 | 1,000 | 750 | 1,000 | 89,317 | 535,886 | 28,010 | 1,319 | 654,532 |
| 175 | Watertown, N. Y* | | | | | | | | | | | | | (95,000) | | | 95,000 |
| 176 | Raleigh, N. C | | | | | | | | | 200 | | | | | | | *o*5,000 |

* From Report of the Commissioner of Education for 1880.

*a* These are maximum salaries.

*b* In 1879.

*c* Monthly salaries.

*d* There is also a special teacher of reading, receiving a salary of $1,200.

*e* For teacher of drawing, French, and German.

*f* For teacher of German.

*g* Exclusive of Gold Hill, a separate district.

*h* Apparatus and library.

*i* Salary of vice principal.

*j* There are also special teachers of French and of chemistry, at $400 each per annum.

*k* The city superintendent is principal of high school.

*l* These statistics are for the Kingston school district only.

*m* For French and German teacher.

*n* Salary of teacher in unclassified school.

*o* For city and county.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Average annual salaries of— | | | | | | | | | | | Estimated real value of property used for school purposes. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Principals in high schools. | | Assistants in high schools. | | Principals in normal schools. | | Teachers in evening schools. | | Special teachers. | | | | | | | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Music. | Drawing. | Penmanship. | Grounds or sites. | Buildings. | Furniture. | Apparatus. | Total. |
| | 1 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 |
| 177 | Akron, Ohio | *a*$1,200 | | | *a*$700 | | | | | *a*$800 | (*a*$800) | | $70,000 | $130,000 | $7,500 | $700 | $208,200 |
| 178 | Canton, Ohio | | $1,000 | | 625 | | | *b*$25 | | 700 | | $600 | | | | | *152,200 |
| 179 | Chillicothe, Ohio | | *a*1,100 | | 784 | | | | | | | *c*450 | 10,000 | 110,000 | 50,000 | 400 | 170,400 |
| 180 | Cincinnati, Ohio | 2,600 | | $1,821 | 1,126 | $2,200 | | | | 1,500 | $1,190 | *d*1,333 | | | | | 2,000,000 |
| 181 | Cleveland, Ohio | 2,200 | | 1,288 | | *a*2,100 | | | | 1,850 | 1,850 | *e*750 | | | | | *f*1,663,035 |
| 182 | Columbus, Ohio | 2,200 | | 1,167 | 790 | | | | | 1,500 | 1,500 | | 197,500 | 492,184 | 26,700 | 2,000 | 718,384 |
| 183 | Dayton, Ohio | 1,900 | | 1,265 | 1,110 | | $1,400 | *b*40 | $*b*40 | 1,200 | (1,200) | | 97,500 | 223,800 | 27,000 | 11,700 | 360,000 |
| 184 | Fremont, Ohio | | *a*760 | *a*600 | *a*450 | | | | | *a*500 | | *ac*600 | 10,000 | 40,000 | 3,000 | 1,000 | 54,000 |
| 185 | Hamilton, Ohio | | 900 | | 700 | | | | | 850 | | | 10,000 | 100,000 | 14,800 | 200 | 125,000 |
| 186 | Ironton, Ohio* | | | | 522 | | | | | | | *c*700 | 18,000 | 18,700 | 2,000 | 500 | 39,200 |
| 187 | Newark, Ohio | 1,000 | | 900 | 600 | | | | | | (900) | | 11,200 | 75,000 | 8,800 | 350 | 95,350 |
| 188 | Portsmouth, Ohio | | | | | | | | | | | | | | | | *180,000 |
| 189 | Sandusky, Ohio | | 1,000 | | 533 | | | | | | | *c*475 | 35,000 | 120,000 | 12,000 | 3,000 | 170,000 |
| 190 | Springfield, Ohio | *a*1,200 | | 900 | *a*750 | | | | *c*800 | 1,000 | 800 | 1,000 | 28,670 | 81,950 | 8,199 | 1,000 | 119,819 |
| 191 | Steubenville, Ohio | 1,400 | | 650 | 550 | | | *b*27 | | | | *b*38 | 17,500 | 100,500 | 8,500 | 500 | 127,000 |
| 192 | Tiffin, Ohio | | 700 | 675 | 475 | | | | | 300 | | | 15,000 | 20,000 | 5,000 | | 40,000 |
| 193 | Toledo, Ohio | (*a*1,200) | | | *a*800 | | | | | | | *a*950 | 100,000 | 480,000 | 15,000 | 1,000 | 596,000 |
| 194 | Zanesville, Ohio | *a*1,000 | | | *a*600 | | | | | *a*900 | | *a*900 | | | | | 200,000 |
| 195 | Portland, Oreg | 1,750 | 1,750 | 950 | 950 | | | | | | 1,100 | | 70,000 | 90,000 | 10,000 | 600 | 170,600 |
| 196 | Allegheny, Pa* | | | | | | | | | 900 | | | | | | | 927,855 |
| 197 | Allentown, Pa* | *ab*63 | *ab*45 | | | | | | | | | | | | | | 415,000 |
| 198 | Altoona, Pa | 648 | | | 450 | | | | | | | | 29,545 | 67,265 | 4,560 | 250 | 101,620 |
| 199 | Bradford, Pa | | 850 | | 600 | | | | | | | | 7,000 | 18,000 | 2,000 | 200 | 27,200 |
| 200 | Carbondale, Pa | 756 | | | 315 | | | *b*18 | | | | | 5,700 | 18,000 | 3,000 | 500 | 27,200 |
| 201 | Chester, Pa | | 750 | | 650 | | | | | | | | | | | | 110,000 |
| 202 | Danville, Pa* | *ab*85 | | | *ab*40 | | | | | | | | | | | | 75,000 |
| 203 | Easton, Pa | | | | | | | | | | | | | | | | 219,200 |
| 204 | Erie, Pa* | *a*1,650 | 900 | 750 | 600 | | | | | 350 | 320 | | | | | | 293,200 |
| 205 | Harrisburg, Pa | *a*950 | *a*900 | 630 | 523 | | | | | | *a*500 | | 2,500 | 371,750 | 21,431 | 2,600 | 398,281 |
| 206 | Lebanon, Pa | 744 | | | | | | | | | | | 24,850 | 45,000 | 5,400 | 1,000 | 76,250 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 207 | Meadville, Pa* | | 900 | | 500 | | | | | | | | | 20,000 | 100,000 | 12,000 | 4,000 | 136,000 |
| 208 | New Castle, Pa | (*b*50) | | (*b*40) | | | | | | | | | *b*50 | | | | | 45,000 |
| 209 | Norristown, Pa | 1,400 | | | 400 | | | | | 300 | 225 | | | 60,000 | 90,000 | 14,000 | 700 | 164,700 |
| 210 | Philadelphia, Pa | 2,400 | | 1,713 | | 2,200 | | | | | | | | | | | | 6,003,084 |
| 211 | Pittsburgh, Pa | | | | | | | | | | | | | | | | | 1,900,000 |
| 212 | Reading, Pa | 1,400 | 1,000 | 900 | 650 | | | | | | 600 | | | (259,700) | | 19,400 | 2,500 | 281,600 |
| 213 | Scranton, Pa* | 1,000 | 500 | 500 | 500 | | | *ab*20 | *ab*20 | *g*500 | | | | 50,000 | 200,000 | 47,000 | 3,000 | 300,000 |
| 214 | Shamokin, Pa* | 425 | | | 382½ | | | | | | | | | 15,000 | 20,000 | 4,700 | 300 | 40,000 |
| 215 | Shenandoah, Pa | *b*85 | | | *b*45 | | | | | | | | | 7,000 | 48,300 | 5,000 | 700 | 61,000 |
| 216 | Titusville, Pa | | *a*800 | | *a*600 | | | | | *h*600 | 400 | *c*850 | | | | | | 64,275 |
| 217 | Williamsport, Pa | 720 | | | | | | | | | | | | 30,500 | 98,500 | 11,000 | 2,250 | 142,250 |
| 218 | York, Pa | *a*1,000 | | *a*450 | *a*450 | | | | | | | | | | | | | 125,000 |
| 219 | Lincoln, R. I* | | | | | | | | | | | | | | | | | 69,000 |
| 220 | Newport, R. I | 3,500 | | 2,000 | 1,050 | | | 75 | 100 | *a*900 | *a*900 | | | 34,006 | 174,002 | | 17,325 | 225,333 |
| 221 | Pawtucket, R. I* | *a*1,200 | | | *a*700 | | | | | *a*800 | | | | | | | | 176,000 |
| 222 | Providence, R. I | *a*2,100 | *a*1,400 | *a*1,900 | *a*1,000 | | | | | *a*500 | *a*250 | | | | | | | *i*1,450,000 |
| 223 | Warwick, R. I | | | | | | | | | | | | | (29,100) | | | | 29,100 |
| 224 | Woonsocket, R. I | 1,400 | | 800 | 600 | | | | | | | | | | | | | *124,650 |
| 225 | Charleston, S. C* | | | | | 240 | | | | 900 | | | | | | | | 125,000 |
| 226 | Chattanooga, Tenn | (*ab*100) | | | *ab*60 | | | | | | | | | | | | | 39,750 |
| 227 | Knoxville, Tenn | *b*60 | *b*60 | *b*45 | *b*45 | | | | | | | | | 4,000 | 27,500 | 2,200 | 0 | 33,700 |
| 228 | Memphis, Tenn | (*b*100) | | (*b*60) | | | | | | | | | | 31,500 | 96,000 | 11,400 | 150 | 139,050 |
| 229 | Nashville, Tenn | 1,700 | 1,000 | 800 | 700 | | | | | 1,150 | (1,100) | | | 48,000 | 135,000 | 10,700 | 800 | 194,500 |
| 230 | Houston, Tex* | | | | | | | | | | | | | | | | | 31,100 |
| 231 | San Antonio, Tex* | *ab*80 | | | | | | | | | | | | | | | | 45,000 |
| 232 | Burlington, Vt | | | | | | | | | | | | | | | | | |
| 233 | Rutland, Vt* | | | | | | | | | | | | | | | | | |
| 234 | Alexandria, Va | | | | | | | | | | | | | 5,400 | 43,000 | 1,000 | | 49,400 |
| 235 | Danville, Va* | | | *b*60 | | | | | | | | | | 3,600 | 16,000 | 500 | | 20,100 |
| 236 | Lynchburg, Va | 1,100 | | 875 | 500 | | | | | | | | | | | | | 56,000 |
| 237 | Norfolk, Va* | | | | | | | | | | | | | 15,250 | 40,000 | 2,250 | 1,500 | 59,000 |
| 238 | Petersburg, Va | | 720 | | 540 | | | | | | | | 675 | (52,500) | | 4,000 | 500 | 57,000 |
| 239 | Portsmouth, Va | | | | | | | | | | | | | 3,500 | 11,500 | 500 | 0 | 15,500 |
| 240 | Richmond, Va* | 1,125 | 675 | 483⅓ | 456⅔ | | | | | | | | | 40,000 | 200,360 | 17,063 | 1,680 | 259,603 |
| 241 | Appleton, Wis* | | | | | | | | | | | | | 15,000 | 45,000 | | 800 | 60,800 |
| 242 | Fond du Lac, Wis* | 1,200 | | | 633⅓ | | | | | | | | | 22,000 | 98,700 | 3,810 | 600 | 125,110 |
| 243 | Janesville, Wis | | | | 583 | | | | | | | | | 7,000 | 59,500 | 15,000 | 500 | 82,000 |
| 244 | La Crosse, Wis | 1,200 | | 1,000 | 575 | | | | | 425 | | | | 17,125 | 70,000 | 5,575 | 2,000 | 94,700 |
| 245 | Madison, Wis | 2,000 | | | 500 | | | | | 296 | | | | 10,000 | 90,000 | 9,000 | 2,000 | 111,000 |
| 246 | Milwaukee, Wis | *a*2,500 | | 1,260 | 767 | | *a*1,200 | | | *a*1,200 | *a*1,200 | *c*950 | | 202,300 | 440,500 | 54,207 | 5,390 | 702,397 |
| 247 | Oshkosh, Wis | *a*1,750 | | | *a*450 | | | | | | | | | 30,000 | 100,000 | (10,000) | | 140,000 |
| 248 | Racine, Wis | 2,000 | | 800 | 600 | | | | | | | | | 25,000 | 55,000 | 5,450 | 450 | 85,900 |
| 249 | Watertown, Wis | 1,600 | | 600 | | | | | | | | | | 12,000 | 22,000 | 1,500 | 500 | 36,000 |
| 250 | Georgetown, D. C*j* | 1,300 | 1,200 | 825 | 800 | | 1,350 | | | 665 | 675 | | | 181,225 | 688,235 | (73,625) | | 943,085 |
| 251 | Washington, D. C*j* | | | | | | | | | | | | | | | | | |

* From Report of theCommissioner of Education for 1880.

*a* These aremaximum salaries.

*b* Monthly salaries. *c*For teacher of German.

*d* The principal of the school for deaf-mutes receives $1,200, and the male and female assistants $400 and $300 respectively.

*e* There are also special teachers of German, receiving an average salary of $670; teachers of unclassified schools, with average salary of $900, and teachers of elocution and book-keeping, receiving respectively $1,500 and $1,000.

*f* In 1878.

*g* For teacher of elocution.

*h* For teacher of music and French.

*i* In 1879.

*j* These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1881, *&c.*— Continued.

| | City. | Total taxable property in the city. | | Tax for school purposes. | | Receipts. | | | | | | | | | Expenditures. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Estimated cash value. | Assessed valuation. | Mills per dollar of cash value. | Mills per dollar of assessed value. | Balance on hand from last school year. | Amount received from interest on permanent fund. | | | Amount received from taxation. | | Amount received from tuition fees. | Amount received from all other sources. | Total receipts. | Permanent. | | |
| | | | | | | | State. | County. | Local. | State. | Local. | | | | Sites and buildings. | Furniture and apparatus. | Libraries. |
| | 1 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 |
| 1 | Selma, Ala* | | | | | | | | | | | | | $1,818 | | | |
| 2 | Little Rock, Ark | | $5,340,000 | | 5 | $64 | | | | $10,680 | $26,700 | | | 37,444 | $6,455 | $900 | |
| 3 | Los Angeles, Cal | $7,574,926 | 7,574,926 | | | 5,026 | $6,500 | | | 20,625 | 17,600 | | $1,409 | 51,160 | | 2,435 | $300 |
| 4 | Oakland, Cal | 43,037,415 | 28,691,610 | | 2.8 | 12,438 | | | | 65,015 | 103,722 | $1,247 | 463 | 182,885 | 4,374 | (448) | |
| 5 | San Francisco, Cal | | 253,545,476 | | 1.7 | 40,904 | | | | 484,416 | 376,537 | | 629 | 902,486 | 73,267 | 12,625 | |
| 6 | Stockton, Cal | | *6,000,000 | | 1.8 | 29,222 | | | | 15,725 | 26,679 | ($4,441) | | 76,067 | 6,850 | 1,423 | 98 |
| 7 | Denver, Colo (⅝ of city) | 46,000,000 | 23,000,000 | 4 | 8 | 83 | | | | | 148,605 | | 554 | 149,242 | 51,432 | 2,550 | |
| 8 | Leadville, Colo | | | | | 3,785 | 0 | $0 | $0 | | 41,453 | 0 | | 45,238 | | | |
| 9 | Bridgeport, Conn* | | 11,720,503 | | 3.25 | 9,471 | | | 642 | 15,274 | 40,500 | 52 | 127 | 66,066 | | 245 | 209 |
| 10 | Danbury, Conn* | | 5,185,300 | | | | | | | | | | | 35,469 | 1,604 | (a206) | |
| 11 | Derby, Conn | 12,000,000 | 3,300,000 | | 3 | | | | | | | | | 30,346 | 2,200 | (236) | |
| 12 | Greenwich, Conn* | | 3,590,067 | | | | | | | | | | | 12,580 | | | |
| 13 | Hartford, Conn* | | 45,558,490 | | | | | | | | | | | 184,474 | | (a1,434) | |
| 14 | Meriden, Conn | 8,938,214 | 8,938,214 | | | | | ($3,075) | | | ($28,925) | | | 32,000 | | | |
| 15 | Middletown, Conn | | 6,033,687 | | | | | | | | | | | 27,806 | 415 | (a118) | |
| 16 | New Britain, Conn | | 4,669,354 | | 3.16 | | 2,346 | | 560 | 5,028 | 13,209 | | 1,552 | 22,695 | | | 230 |
| 17 | New Haven, Conn | | 46,523,907 | | 3.5 | 22,192 | 10,184 | | 1,563 | 22,387 | 157,807 | 1,742 | 2,569 | 218,444 | 16,676 | 2,332 | 1,644 |
| 18 | New London, Conn | | 6,450,028 | | | | | | | | | | | 21,327 | | (a200) | |
| 19 | Norwalk, Conn | | 5,306,506 | | | | | | | | | | | 37,811 | | (a160) | |
| 20 | Norwich, Conn | | 13,349,295 | | | | | | | | | | | 67,297 | 22,718 | (a285) | |
| 21 | Stamford, Conn* | | 6,648,145 | | | | | | | | | | | 29,040 | 7,992 | | |
| 22 | Waterbury, Conn* | | 7,810,731 | | | | | | | | | | | 53,178 | 10,130 | (a300) | |
| 23 | Wilmington, Del | 23,500,000 | 23,500,000 | | | 9,563 | 1,426 | | | 626 | 69,571 | b20,000 | 482 | 81,668 | b15,790 | | |
| 24 | Key West, Fla c | | 1,259,195 | | 2.5 | 460 | 606 | | | | 2,926 | | 1,465 | 5,457 | | | |
| 25 | Atlanta, Ga* | 20,000,000 | | | | 732 | | | | 3,708 | d45,872 | 522 | 154 | 50,988 | | | |
| 26 | Augusta, Ga | 22,834,620 | 14,726,542 | 1.1 | 1.7 | e11,769 | | | | e4,221 | e26,583 | e1,207 | | e43,780 | e3,225 | e1,013 | |
| 27 | Columbus, Ga | 4,250,000 | 4,100,222 | 2.87 | 2.97 | 1,018 | 0 | 0 | 0 | 1,210 | f12,840 | 0 | 2,344 | 17,412 | 967 | 945 | 0 |
| 28 | Macon, Ga | | 6,989,006 | | 2 | e838 | | | | e7,580 | e17,000 | e78 | | e25,496 | | | |
| 29 | Savannah, Ga | | 15,242,329 | | | | | | | 4,753 | 35,000 | 2,500 | 4,000 | 46,253 | | | |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 30 | Belleville, Ill | 5,868,180 | 1,956,060 | | | 12,173 | | | | 5,136 | 28,583 | 284 | 1,824 | 48,000 | | 468 | | |
| 31 | Chicago, Ill | | 119,152,788 | | 9.47 | | | | 22,797 | 150,000 | 1,006,285 | 766 | 165,917 | 1,345,765 | 294,397 | 8,750 | | |
| 32 | Danville, Ill* | 5,000,000 | 2,000,000 | 5.4 | 13.5 | 1,374 | 2,555 | | 103 | | 31,036 | 77 | 10 | 35,155 | 1,950 | (201) | | |
| 33 | Elgin, Ill | 5,573,142 | 1,857,714 | 4.36 | 13.4 | 6,460 | 0 | 0 | 35 | 2,596 | 22,361 | | | 31,452 | 9,197 | 133 | 0 | |
| 34 | Freeport, Ill | 4,883,553 | 1,627,851 | 5 | 14 | | | | | | | | | 33,747 | | | | |
| 35 | Galesburg, Ill | 5,393,878 | 2,696,939 | | 4.5 | | | (360) | | 4,198 | 16,000 | 94 | | 20,652 | | 50 | | |
| 36 | Jacksonville, Ill | 3,000,000 | 2,398,500 | | 10 | 1,157 | 0 | | | 3,720 | 27,805 | 57 | 952 | 33,691 | 2,287 | | | |
| 37 | Joliet, Ill | 5,105,584 | 2,552,792 | 4.1 | 8.2 | | | | | 4,298 | 18,914 | 150 | | 23,362 | 7,446 | 250 | | |
| 38 | Moline, Ill | | | | | 3,512 | | | 256 | 3,947 | 28,716 | 231 | 3 | 36,665 | | 190 | | |
| 39 | Ottawa, Ill | 6,973,558 | 1,743,389 | 4.5 | 18 | 0 | 0 | 0 | 0 | 2,618 | 20,000 | 50 | 0 | 22,668 | | 25 | | |
| 40 | Peoria, Ill | 18,915,333 | 6,305,111 | 2.33 | 7 | 869 | 101 | | | 9,449 | 39,643 | 209 | 3,566 | 53,837 | | 962 | | |
| 41 | Quincy, Ill | 17,000,000 | 5,500,000 | 2.06 | 6.4 | 2,511 | | | | 9,278 | 36,025 | 184 | 16,592 | 64,590 | 6,861 | 957 | 115 | |
| 42 | Rockford, Ill | | 4,142,167 | | | *g*5,018 | | | | 5,037 | 22,391 | | 169 | 32,615 | | 23 | | |
| 43 | Rock Island, Ill | 8,183,787 | 2,727,929 | 3.33 | 10 | 5,987 | | | | 3,802 | 23,548 | 230 | *h*5,000 | 38,567 | 4,710 | 242 | | |
| 44 | Springfield, Ill | 20,000,000 | 4,000,000 | | 10 | | | | | 7,735 | 28,802 | 517 | 188 | 37,242 | 0 | 880 | 0 | |
| 45 | Evansville, Ind | | | | | 24,541 | | | | 57,974 | 13,072 | | | 95,587 | 15,000 | | 1,500 | |
| 46 | Fort Wayne, Ind | 11,547,805 | 11,547,805 | 3.3 | 3.3 | 77,882 | 8,825 | | | 26,461 | 21,379 | | 12,660 | 147,207 | 2,954 | 2,652 | 323 | |
| 47 | Indianapolis, Ind | | 51,455,965 | | | 16,344 | | | | 150,134 | 52,399 | 125 | 707 | 219,709 | 16,487 | 4,913 | 12,640 | |
| 48 | La Fayette, Ind | 20,000,000 | 10,000,000 | | | 54,472 | | | 706 | 18,599 | 14,573 | 5 | 2,550 | 90,905 | 8,500 | 500 | | |
| 49 | Logansport, Ind | | *3,723,330 | | 2 | 2,363 | (21,106) | | 464 | 17,152 | 378 | | | 41,463 | 1,692 | 740 | 70 | |
| 50 | Madison, Ind | | 4,000,000 | | 3.5 | 9,526 | | | | 17,712 | 8,535 | 10 | 1,700 | 37,483 | | | | |
| 51 | Richmond, Ind* | *i*10,600,000 | *i*8,381,005 | | | | | | | | | | | | | | | |
| 52 | South Bend, Ind | 15,000,000 | 5,003,660 | | | | | | | | | | | 44,693 | | | | |
| 53 | Terre Haute, Ind | | 14,000,000 | | 3.2 | 18,738 | | | | 30,907 | 32,218 | 32 | 16 | 81,911 | 423 | 40 | | |
| 54 | Vincennes, Ind | | 2,000,000 | | | 20,800 | | | | (2,880) | | 120 | | 23,000 | | | | |
| 55 | Cedar Rapids, Iowa | 5,000,000 | 2,000,000 | | 5 | | | | | | | | | 89,430 | 7,809 | | | |
| 56 | Clinton, Iowa* | | | | 13 | | 3,500 | | | | 18,532 | | | 22,032 | 0 | 0 | 0 | |
| 57 | Council Bluffs, Iowa | 12,000,000 | 2,939,260 | | | 36,693 | 2,172 | | | 3,720 | 36,488 | 117 | | 79,190 | 22,182 | 4,075 | | |
| 58 | Davenport, Iowa | 16,000,000 | 4,425,236 | | | 35,990 | | (10,030) | | (44,290) | | 380 | 988 | 91,678 | | 545 | 15 | |
| 59 | Des Moines (west side,) Iowa.* | 6,500,000 | 3,201,530 | 6.5 | 13 | 21,257 | | 3,570 | | | 37,588 | | 3,203 | 65,618 | 6,291 | 514 | | |
| 60 | Dubuque, Iowa | *12,885,310 | *7,731,186 | | | 778 | 9,476 | | | | 51,000 | | 1,925 | 63,179 | 10,182 | 677 | | |
| 61 | Keokuk, Iowa*j* | *i*6,000,000 | *i*4,000,000 | | 8 | | | | | | | | | 30,429 | | 250 | | |
| 62 | Muscatine, Iowa | 3,302,496 | 1,651,248 | 5 | 11 | 2,571 | 986 | | | 1,651 | 18,164 | | 544 | 23,916 | 1,050 | | | |
| 63 | Ottumwa, Iowa | 6,435,000 | 2,145,788 | 3 | 8.75 | 9,368 | | | | 3,440 | 20,112 | | | 32,920 | | | | |
| 64 | Lawrence, Kans* | | 1,556,583 | | | | | | | | | | | 20,423 | | 155 | | |
| 65 | Leavenworth, Kans | 10,000,000 | 3,200,000 | | 5 | 2,600 | 5,085 | | 85 | | 16,269 | 1,771 | 238 | 26,048 | | 167 | 40 | |
| 66 | Topeka, Kans | *i*2,430,181 | | | 8 | | | | | | | | | | | | | |
| 67 | Covington, Ky* | 18,000,000 | 14,000,000 | | 2.5 | | | | | 11,823 | 43,241 | 486 | 54 | 55,604 | 4,000 | | | |
| 68 | Lexington, Ky | | 4,964,005 | | | | | | | | | | | | | | | |
| 69 | Louisville, Ky | 69,216,203 | 69,216,203 | | 2.5 | | | | | 62,751 | 159,235 | 1,417 | | 223,403 | | | | |
| 70 | Newport, Ky* | 12,000,000 | 6,800,000 | 1.4 | 2.5 | 248 | | | | 8,442 | 17,028 | 56 | 4,370 | 30,144 | 0 | 0 | 0 | |
| 71 | Paducah, Ky | 4,000,000 | 2,900,000 | | 2 | 0 | 34 | 258 | 0 | 2,873 | 4,622 | 67 | 0 | 7,854 | | | | |
| 72 | New Orleans, La | | 103,975,662 | | | | | | | 3,380 | *d*206,558 | | | 209,938 | | 932 | | |
| 73 | Auburn, Me* | 5,180,000 | 5,180,000 | | | | | | | 4,857 | 12,000 | 8 | 15 | 16,880 | | 646 | | |
| 74 | Augusta, Me | 4,768,828 | | | 2.25 | 2,000 | | | | 3,587 | 9,150 | 185 | | 14,922 | | 1,000 | 300 | |

* From Report of the Commissioner of Education for 1880.
*a* For libraries and apparatus.
*b* Bonds for building purposes are sold and redeemed by the city council, and no account of them appears in the records of the board of education.
*c* Including Monroe County.
*d* From poll tax and city appropriation.
*e* These figures are for city and county.
*f* Includes a poll tax of $640.
*g* From loans.
*h* From sale of lands.
*i* In 1879.
*j* These statistics are from a return for 1880.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Total taxable property in the city. | | Tax for school purposes. | | Receipts. | | | | | | | | | Expenditures. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Estimated cash value. | Assessed valuation. | Mills per dollar of cash value. | Mills per dollar of assessed value. | Balance on hand from last school year. | Amount received from interest on permanent fund. | | | Amount received from taxation. | | Amount received from tuition fees. | Amount received from all other sources. | Total receipts. | Permanent. | | |
| | | | | | | | State. | County. | Local. | State. | Local. | | | | Sites and buildings. | Furniture and apparatus. | Libraries. |
| | 1 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 |
| 75 | Bangor, Me | $10,000,000 | $9,084,528 | ..... | 2.45 | $28 | ..... | ..... | ..... | $8,229 | $22,000 | $305 | $7 | $30,569 | ..... | $403 | ..... |
| 76 | Bath, Me | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,764 | 13,250 | 68 | ..... | 18,08 2 | ..... | ..... | ..... |
| 77 | Biddeford, Me | 6,000 000 | 5,500,000 | 2.1 | 2.33 | ..... | ..... | ..... | ..... | 5,945 | 13,500 | ..... | ..... | 19,445 | ..... | ..... | ..... |
| 78 | Lewiston, Me | ..... | 9,957,257 | ..... | 2.5 | ..... | ..... | ..... | ..... | 9,159 | 24,000 | 79 | ..... | 33,238 | ..... | ..... | ..... |
| 79 | Portland, Me* | 31,153,656 | 31,153,656 | 2.5 | 2.5 | 0 | $0 | $0 | $0 | 15,773 | 76,991 | 1,380 | ..... | 94,144 | $13,432 | ..... | ..... |
| 80 | Rockland, Me | 3,462,990 | 3,462,990 | 2 | 2 | 0 | 0 | 0 | 0 | 3,120 | 7,580 | 157 | 0 | 10,857 | 0 | 0 | $0 |
| 81 | Baltimore, Md | 247,000,000 | 247,000,000 | ..... | ..... | ..... | ..... | ..... | ..... | 150,365 | 413,458 | 46,927 | 12,250 | 623,000 | 58,931 | 7,067 | ..... |
| 82 | Boston, Mass | ..... | 665,554,597 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,413,850 | (152,972) | | 1,566,822 | 215,360 | ..... | ..... |
| 83 | Brockton, Mass | ..... | 6,100,000 | ..... | ..... | ..... | 303 | ..... | 324 | ..... | 28,600 | ..... | ..... | 29,227 | 1,100 | 1,716 | ..... |
| 84 | Brookline, Mass | ..... | 23,723,300 | ..... | 1.5 | ..... | ..... | ..... | ..... | ..... | (36,002) | ..... | ..... | 36,002 | ..... | ..... | ..... |
| 85 | Cambridge, Mass* | ..... | 49,629,060 | ..... | 3.2 | ..... | ..... | ..... | ..... | ..... | 161,724 | 556 | 768 | 163,048 | 7,936 | ..... | ..... |
| 86 | Chelsea, Mass | ..... | 15,761,537 | ..... | 3.6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 87 | Chicopee, Mass | 7,707,840 | 5,138,560 | 3 | 4.5 | ..... | 222 | ..... | ..... | ..... | 22,950 | 112 | 1,102 | 24,386 | 4,002 | 306 | 42 |
| 88 | Clinton, Mass | 4,444,000 | 4,444,000 | 4.6 | 4.6 | 0 | 254 | ..... | ..... | ..... | 20,788 | 40 | 223 | 21,305 | 2,244 | ..... | ..... |
| 89 | Fall River, Mass | ..... | 39,650,761 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | a83.000 | 10,229 | ..... | ..... |
| 90 | Fitchburg, Mass | ..... | 9,508,584 | ..... | 3.9 | 819 | 218 | ..... | ..... | ..... | 35,772 | 77 | 51 | 36,937 | ..... | ..... | ..... |
| 91 | Gloucester, Mass* | 12,151,725 | 8,101,150 | 2.84 | 4.26 | ..... | 0 | 0 | 0 | ..... | 48,445 | ..... | 20,887 | 69,332 | 20,000 | 900 | 400 |
| 92 | Haverhill, Mass* | 9,861,955 | 9,861,955 | 4.56 | 4.56 | 0 | 290 | ..... | 430 | 45,500 | ..... | 107 | ..... | 46,327 | 2,700 | ..... | ..... |
| 93 | Holyoke, Mass | 15,969,873 | 11,977,405 | ..... | ..... | 2,258 | ..... | ..... | ..... | ..... | 56,207 | ..... | 416 | 58,881 | 16,825 | 1,112 | 471 |
| 94 | Lawrence, Mass | 30,000,000 | 25,000,000 | 2.33 | 2.8 | 0 | 0 | 0 | 0 | 0 | 71,901 | 132 | ..... | 72,033 | 15,000 | ..... | 0 |
| 95 | Lowell, Mass*b* | 50,000,000 | 41,102,016 | 2.6 | 3.1 | 2,581 | 0 | 0 | 0 | 0 | 130,000 | 150 | 11,657 | 144,387 | 25,700 | ..... | ..... |
| 96 | Lynn, Mass | ..... | 24,992,084 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 93,677 | c6,043 | 2,059 | ..... |
| 97 | Malden, Mass* | 14,000,000 | 10,747,905 | 2.69 | 3.5 | ..... | ..... | ..... | ..... | ..... | 38,498 | 15 | ..... | 38,513 | ..... | 509 | ..... |
| 98 | Marlborough, Mass | ..... | 3,562,563 | ..... | 4.19 | ..... | 830 | ..... | 408 | ..... | 20,000 | ..... | ..... | 21,238 | ..... | ..... | ..... |
| 99 | Medford, Mass | 7,588,276 | 7,588,276 | 4 | 4 | ..... | 122 | 0 | 0 | ..... | 29,715 | 0 | 0 | 29,837 | ..... | 300 | ..... |
| 100 | New Bedford, Mass | ..... | 27,115,322 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 82,266 | ..... | ..... | ..... |
| 101 | Newburyport, Mass | ..... | 7,535,456 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 25,066 | ..... | ..... | ..... |
| 102 | Newton, Mass | 26,300,000 | 26,300,000 | 3.1 | ..... | ..... | ..... | ..... | ..... | ..... | 83,900 | ..... | 733 | 84,633 | ..... | ..... | ..... |
| 103 | Northampton, Mass* | 7,131,900 | 6,612,270 | 3 | 3.3 | 918 | 198 | ..... | 54 | ..... | 22,009 | 118 | 327 | 23,615 | 0 | 0 | 0 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 104 | Peabody, Mass | | 6,813,800 | | | | 169 | | | | 22,700 | | 854 | 23,723 | | | |
| 105 | Pittsfield, Mass | 7,414,405 | 7,414,405 | | | | 0 | 0 | 0 | | 34,700 | 198 | 256 | 35,154 | 0 | 375 | |
| 106 | Quincy, Mass | | 7,560,381 | | | | | | | | | | | 33,241 | | | |
| 107 | Somerville, Mass | | 22,569,100 | | 3.5 | | | | | | 81,000 | 110 | 623 | 81,733 | *d*31,806 | *d*626 | |
| 108 | Springfield, Mass | | 32,731,770 | | 2.6 | | | | | | 94,300 | 845 | 1,809 | 96,954 | | 400 | |
| 109 | Taunton, Mass | 20,291,797 | 15,218,848 | 2.25 | 3 | 0 | 0 | 0 | 0 | 0 | *e*45,656 | 27 | 0 | 45,683 | 0 | 100 | 200 |
| 110 | Waltham, Mass* | | 8,827,150 | | 3.8 | | 197 | | | | 33,885 | 146 | | 34,228 | 22,500 | 100 | |
| 111 | Woburn, Mass | 8,216,838 | 8,216,838 | | | 3,016 | 227 | | | | 31,000 | 221 | | 34,464 | | | |
| 112 | Worcester, Mass | 46,867,192 | 42,606,539 | 3.25 | 3.32 | 0 | 0 | 0 | 59 | 0 | 152,191 | 123 | 122 | 152,495 | 48,049 | 935 | 0 |
| 113 | Adrian, Mich | | | | | | | | | | | | | 32,163 | | | |
| 114 | Ann Arbor, Mich | 4,626,150 | 4,626,150 | 5 | | 194 | 2,837 | | | | 23,336 | 5,160 | 306 | 31,833 | | 1,915 | 201 |
| 115 | Bay City, Mich* | | 7,773,310 | | 4.7 | 3,289 | 1,979 | | | | 36,673 | 34 | 97 | 42,072 | | 832 | |
| 116 | Detroit, Mich | 98,768,279 | 98,768,279 | 1.86 | | 46,005 | 47,029 | 0 | 0 | 0 | 183,831 | 548 | 11,930 | 289,343 | 45,835 | 4,529 | |
| 117 | East Saginaw, Mich | 7,699,655 | 7,699,655 | | 8.93 | 609 | 6,238 | 307 | 341 | 0 | 61,042 | 100 | 158 | 68,795 | 16,667 | 1,949 | 696 |
| 118 | Flint, Mich | 4,299,550 | 4,299,550 | | | 8,320 | 2,502 | | | 4,062 | 22,172 | 1,503 | 501 | 39,060 | | 252 | 699 |
| 119 | Grand Rapids, Mich | 28,350,000 | 9,450,000 | 2.5 | 7.5 | 16,372 | 10,467 | | | 8,883 | 62,364 | 1,056 | 7,871 | 107,013 | 12,102 | 864 | 4,553 |
| 120 | Muskegon, Mich* | | *f*1,214,755 | | | 3,059 | | | | 2,619 | 21,950 | 68 | 379 | 28,075 | | (1,102) | |
| 121 | Port Huron, Mich | 4,000,000 | 3,750,000 | | | 7,266 | 0 | | | 3,900 | 9,200 | 149 | | 20,515 | | 500 | 165 |
| 122 | Saginaw, Mich | 4,000,000 | 4,000,000 | 6.96 | 6.96 | 6,773 | 3,480 | | | 4,194 | 25,000 | 81 | 195 | 39,723 | | | 439 |
| 123 | Minneapolis, Minn | 46,782,000 | 31,188,486 | | 3.58 | 11,330 | 8,423 | | | 42,315 | 83,065 | 506 | 60,899 | 206,538 | 33,154 | 2,112 | |
| 124 | St. Paul, Minn | | 27,000,000 | | 2.5 | 20,898 | | | | 9,982 | 82,219 | 207 | | 113,308 | 30,000 | 2,500 | |
| 125 | Stillwater, Minn* | 4,000,000 | 2,660,316 | | 2.6 | 4,683 | | | | 1,563 | 21,749 | 95 | | 27,991 | 250 | 748 | |
| 126 | Winona, Minn | 6,500,000 | 4,250,000 | | | 12,000 | | | | 6,000 | 23,000 | 75 | | 41,075 | | | |
| 127 | Vicksburg, Miss | 5,000,000 | 3,392,000 | 2 | 3 | 4,830 | | | | 0 | 10,176 | 223 | 1,612 | 16,841 | | | |
| 128 | Hannibal, Mo | | 2,780,000 | | 5 | 2,525 | | | | 3,910 | 14,818 | | | 21,253 | | 96 | |
| 129 | Kansas City, Mo | | *f*8,100,000 | | 4 | 60,070 | 10,998 | 3,386 | 283 | | 79,242 | 256 | 11,919 | 171,154 | 27,923 | 2,782 | |
| 130 | St. Joseph, Mo | 12,000,000 | 9,000,000 | 2.87 | 4 | 9,722 | | 3,004 | | 7,439 | 36,699 | 85 | | 56,949 | 9,751 | 1,722 | |
| 131 | St. Louis, Mo | 255,930,733 | 191,948,050 | 3.3 | 5 | 23,234 | 630 | | 5,863 | 76,063 | 720,044 | 137 | 53,377 | 879,348 | | 5,258 | 11,000 |
| 132 | Sedalia, Mo | | 2,371,648 | | 7 | 12,482 | | (3,562) | | (16,729) | | 74 | | 32,847 | 10,649 | 483 | |
| 133 | Lincoln, Nebr | 6,000,000 | 2,000,000 | | | 4,739 | | | | 6,553 | 13,799 | | 15,347 | 40,438 | 9,960 | 1,250 | |
| 134 | Omaha, Nebr | 15,000,000 | 5,500,000 | 3.33 | 9 | 1,195 | | | | 10,693 | 52,539 | 69 | 24,029 | 88,525 | 8,843 | 1,993 | |
| 135 | Virginia City, Nev*g* | 3,000,000 | 3,000,000 | | 5 | | | | | (97,699) | | | | 97,699 | | 940 | 60 |
| 136 | Dover, N. H | 11,363,070 | 7,575,380 | 2 | 3 | 736 | 0 | 0 | 0 | 1,379 | 22,527 | 6 | 0 | 24,648 | 0 | 398 | 20 |
| 137 | Manchester, N. H* | 25,000,000 | 17,825,116 | 2.19 | 3.07 | 1,462 | | | | 1,567 | 54,821 | 259 | | 58,109 | 6,000 | 383 | |
| 138 | Nashua, N. H | | 9,169,414 | | | | | | | 17,402 | 15,500 | 63 | 1,101 | 34,066 | | | |
| 139 | Portsmouth, N. H | 10,000,000 | 6,334,654 | | | | | | | 813 | 23,068 | | 25 | 23,906 | | 300 | |
| 140 | Camden, N. J* | 22,000,000 | 12,000,000 | | 4.5 | 4,490 | | | | 40,312 | 50,000 | | 2,111 | 96,914 | 6,241 | 1,204 | |
| 141 | Elizabeth, N. J | 11,762,900 | 11,762,900 | | 3 | 3,115 | 2,352 | | | 31,412 | 1,256 | | 150 | 38,285 | | 5 | 115 |
| 142 | Jersey City, N. J* | 90,000,000 | 59,405,602 | | 2 | 0 | 11,958 | | | 121,711 | 52,680 | 0 | 0 | 186,349 | | 3,926 | 1,000 |
| 143 | Newark, N. J | | *f*82,140,700 | | | 6 | | | | 140,280 | 67,500 | | 254 | 208,040 | | (9,504) | |
| 144 | New Brunswick, N. J | 10,832,000 | 5,416,000 | 1.27 | 2.54 | 227 | | | | 18,628 | 29,501 | 611 | | 48,967 | | 42 | |
| 145 | Orange, N. J | 7,000,000 | 4,612,000 | | | | | | | 17,550 | 10,820 | 362 | 4,005 | 32,737 | 7,409 | 700 | |
| 146 | Paterson, N. J* | *f*19,169,609 | *f*19,169,609 | | | 0 | 4,242 | 0 | 0 | 42,241 | 37,500 | 0 | | 83,983 | 1,000 | 1,100 | |
| 147 | Plainfield, N. J | 9,000,000 | 4,250,000 | 2.7 | 5.8 | 63 | | | 70 | 6,773 | 18,124 | 288 | 112 | 25,430 | | 75 | 147 |
| 148 | Trenton, N. J* | *f*20,000,000 | *f*12,933,083 | | 1.5 | | 2,845 | | | 29,537 | 19,500 | | | 51,882 | | | |
| 149 | Albany, N. Y | 68,930,390 | 68,930,390 | | | 76,782 | | | | 48,552 | 150,450 | 1,058 | 4,384 | 281,226 | 17,639 | 397 | 1,002 |
| 150 | Auburn, N. Y | 12,058,784 | 9,044,088 | 2.48 | 3.32 | 1,180 | 668 | | | 12,044 | 29,004 | 846 | 316 | 44,058 | | 1,299 | 355 |
| 151 | Binghamton, N. Y | 8,920,812 | 5,947,208 | 3 | 5.9 | 1,583 | | | | 10,067 | 35,200 | 1,055 | 665 | 48,570 | 6,476 | 1,200 | 2,068 |

* From Report of the Commissioner of Education for 1880.
*a* Appropriation for day schools, 1880.
*b* These statistics are from a return for 1880.
*c* Includes expenditure for repairs.
*d* Expended under the supervision of the committee on public property, and not included in school expenditure.
*e* Estimated.
*f* In 1879.
*g* Exclusive of Gold Hill, a separate district.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.*—Continued.

| | City. | Total taxable property in the city. | | Tax for school purposes. | | Receipts. | | | | | | | | | Expenditures. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Amount received from interest on permanent fund. | | | Amount received from taxation. | | | | | Permanent. | | |
| | | Estimated cash value. | Assessed valuation. | Mills per dollar of cash value. | Mills per dollar of assessed value. | Balance on hand from last school year. | State. | County. | Local. | State. | Local. | Amount received from tuition fees. | Amount received from all other sources. | Total receipts. | Sites and buildings. | Furniture and apparatus. | Libraries. |
| | 1 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 |
| 152 | Brooklyn, N. Y | *$400, 000, 000 | $255, 265, 945 | ..... | ..... | $21, 668 | | ($7, 183) | | $269, 540 | $825, 384 | $0 | $5, 445 | $1,129,220 | $40, 000 | $18, 850 | ..... |
| 153 | Buffalo, N. Y* | 89, 237, 320 | 89, 237, 320 | ..... | ..... | ..... | ..... | ..... | ..... | 79, 372 | 269, 694 | 66 | 1, 963 | 351, 095 | 598 | 1, 219 | $1, 968 |
| 154 | Cohoes, N. Y* | 10, 982, 664 | 3, 660, 888 | 2. 4 | 7. 2 | 5, 944 | ..... | ..... | ..... | 10, 196 | 26, 054 | 22 | 34 | 42, 250 | ..... | 150 | 291 |
| 155 | Elmira, N. Y | 10, 633, 000 | 10, 633, 000 | 4. 75 | 4. 75 | 6, 574 | $13, 600 | ..... | ..... | ..... | 50, 523 | 1, 115 | ..... | 71, 812 | 10, 200 | 131 | 10 |
| 156 | Hornellsville, N. Y* | 6, 000, 000 | 1, 793, 100 | 1. 5 | 5. 2 | ..... | ..... | ..... | ..... | 4, 691 | 9, 596 | 89 | 192 | 14, 568 | 8, 000 | 1, 000 | 62 |
| 157 | Hudson, N. Y* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 21, 158 | ($6, 237) | ..... | ..... |
| 158 | Ithaca, N. Y | 6, 000, 000 | 2, 533, 833 | 3. 2 | 7. 58 | 88 | 737 | $239 | ..... | 6, 249 | 19, 130 | 1, 553 | 1, 654 | 29, 650 | 7, 332 | 676 | 133 |
| 159 | Kingston, N. Y*[a] | 5, 475, 440 | 5, 475, 440 | 3. 28 | 3. 28 | ..... | 388 | ..... | $572 | 5, 586 | 18, 342 | 417 | 518 | 25, 823 | ..... | 178 | 18 |
| 160 | Lockport, N. Y* | 8, 250, 000 | 5, 270, 780 | 2. 1 | 3. 2 | 9, 895 | 250 | ..... | ..... | 8, 779 | 17, 000 | 1, 895 | 3 | 37, 822 | 634 | 1, 224 | 216 |
| 161 | Long Island City, N. Y | ..... | [b]4, 681, 847 | ..... | ..... | 1, 257 | 9, 721 | ..... | ..... | ..... | 35, 025 | ..... | ..... | 46, 003 | ..... | 2, 026 | ..... |
| 162 | Newburgh, N. Y | 17, 000, 000 | 8, 591, 859 | 2. 1 | 4. 2 | 5 | ..... | ..... | ..... | 10, 594 | 36, 695 | 493 | ..... | 47, 787 | 1, 391 | 2, 028 | 2, 779 |
| 163 | New York, N. Y | 1, 644, 635, 197 | 1, 233, 476, 398 | 2. 24 | 2. 99 | ..... | ..... | ..... | ..... | ..... | 3, 690, 283 | ..... | ..... | 3, 690, 283 | 247, 065 | 96, 445 | ..... |
| 164 | Ogdensburg, N. Y* | ..... | ..... | ..... | ..... | 8, 610 | ..... | ..... | ..... | 6, 507 | ..... | ..... | ..... | [c]15, 117 | ..... | 3, 000 | ..... |
| 165 | Oswego, N. Y | ..... | 6, 712, 111 | ..... | 4. 5 | 2, 152 | ..... | ..... | ..... | 13, 405 | 29, 178 | 92 | 2, 976 | 47, 803 | 1, 984 | 185 | 583 |
| 166 | Plattsburgh, N. Y | 3, 000, 000 | 2, 000, 000 | 5 | 7 | 149 | 5, 384 | ..... | ..... | ..... | 11, 541 | 1, 172 | ..... | 18, 246 | ..... | 259 | ..... |
| 167 | Poughkeepsie, N. Y | ..... | 11, 992, 115 | ..... | 2. 41 | 12, 215 | ..... | ..... | ..... | 12, 390 | 29, 219 | ..... | ..... | 53, 824 | 2, 707 | 338 | 3, 473 |
| 168 | Rochester, N. Y | 85, 000, 000 | 36, 052, 370 | 1. 51 | 3. 58 | 2, 086 | ..... | ..... | ..... | 36, 134 | 146, 480 | 1, 909 | 28, 000 | 214, 609 | 13, 885 | 838 | 776 |
| 169 | Rome, N. Y | 7, 500, 000 | 3, 869, 741 | 1. 05 | 2. 05 | 715 | ..... | ..... | ..... | 5, 932 | 7, 900 | 440 | 1, 012 | 15, 999 | ..... | ..... | ..... |
| 170 | Saratoga Springs, N. Y | 19, 201, 040 | 3, 840, 208 | . 8 | 4 | 12, 644 | ..... | ..... | ..... | 6, 057 | 16, 000 | 109 | 217 | 35, 027 | 1, 684 | 443 | 312 |
| 171 | Schenectady, N. Y* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 23, 092 | (1, 234) | ..... | 126 |
| 172 | Syracuse, N. Y | 28, 104, 332 | 28, 104, 332 | 3. 2 | 3. 2 | 6 | ..... | ..... | ..... | 30, 964 | 92, 000 | 1, 370 | 4, 500 | 128, 840 | 15, 265 | 3, 007 | 2, 554 |
| 173 | Troy, N. Y* | 46, 492, 376 | 15, 497, 492 | 2. 3 | ..... | 13, 520 | ..... | ..... | ..... | 28, 356 | 62, 500 | 1, 000 | 1, 023 | 106, 399 | 0 | ..... | ..... |
| 174 | Utica, N. Y | 21, 940, 721 | 16, 921, 725 | 2. 5 | 3. 4 | 32, 471 | 0 | 0 | 0 | 20, 044 | 56, 800 | 711 | 893 | 110, 919 | 10, 560 | 760 | 1, 003 |
| 175 | Watertown, N. Y* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 39, 373 | (4, 124) | ..... | 642 |
| 176 | Raleigh, N. C | [d]10, 000, 000 | [d]6, 193, 596 | ..... | 1. 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | [d]10, 732 | ..... | ..... | ..... |
| 177 | Akron, Ohio | 10, 000, 000 | 7, 286, 300 | 4. 25 | 6 | 269 | ..... | ..... | [e]32, 000 | 6, 843 | 45, 051 | (4, 294) | | 88, 457 | 7, 495 | 0 | 0 |
| 178 | Canton, Ohio | ..... | 5, 379, 824 | ..... | 5 | 9, 293 | 459 | ..... | ..... | 6, 338 | 26, 889 | (6, 193) | | 49, 172 | 9, 185 | 150 | 150 |
| 179 | Chillicothe, Ohio | 7, 373, 645 | 5, 161, 551 | 4 | 5. 75 | 9, 422 | ..... | ..... | 75 | 4, 911 | 27, 687 | 31 | 936 | 43, 062 | 4, 450 | 348 | 1, 106 |
| 180 | Cincinnati, Ohio | ..... | 162, 500, 000 | ..... | ..... | 153, 867 | 1, 351 | ..... | 13, 463 | 134, 485 | 425, 000 | 3, 000 | 11, 775 | 742, 941 | 18, 546 | 10, 023 | 20, 568 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 181 | Cleveland, Ohio | *220, 941, 582 | *73, 647, 194 | 1. 5 | 4. 5 | 3, 814 | | | | 76, 210 | 313, 831 | | | f399, 030 | 63, 285 | 12, 841 | | |
| 182 | Columbus, Ohio | 48, 000, 000 | 29, 958, 756 | 3. 5 | 5. 6 | 10, 450 | 215 | | | 21, 260 | 155, 708 | 299 | 20, 054 | 207, 986 | 18, 245 | 2, 830 | 885 | |
| 183 | Dayton, Ohio | 27, 000, 000 | 19, 500, 000 | | 6 | 37, 444 | 1, 704 | | | 16, 289 | 118, 966 | 347 | 1, 583 | 176, 333 | 11, 009 | 1, 576 | 3, 757 | |
| 184 | Fremont, Ohio | 3, 000, 000 | 2, 000, 000 | 4. 6 | 7 | 2, 023 | 61 | | | 3, 545 | 11, 339 | | 642 | 17, 610 | | (50) | | |
| 185 | Hamilton, Ohio | 7, 000, 000 | 5, 600, 525 | 4 | 5 | 17, 543 | 555 | | | 3, 794 | 24, 244 | 53 | 230 | 46, 419 | | 2, 000 | | |
| 186 | Ironton, Ohio* | 3, 535, 420 | 2, 963, 139 | 2. 4 | 2. 88 | 914 | 256 | | | 4, 043 | 15, 051 | 212 | 272 | 20, 748 | 2, 151 | | | |
| 187 | Newark, Ohio | | | | 4. 5 | 12, 705 | | | | 5, 807 | 26, 922 | 222 | | 45, 656 | | | | |
| 188 | Portsmouth, Ohio | *5, 000, 000 | *4, 694, 617 | | | | | | | | | | | *49, 108 | | | | |
| 189 | Sandusky, Ohio | 11, 000, 000 | 4, 471, 000 | 3 | 7 | 9, 351 | 583 | | | 8, 951 | 28, 507 | 406 | 8, 000 | 55, 798 | 5, 693 | | | |
| 190 | Springfield, Ohio | b15, 000, 000 | b10, 000, 000 | | 5. 5 | 16, 528 | 259 | | | 4, 304 | 39, 565 | 693 | 23, 299 | 84, 648 | 13, 160 | 6, 702 | | |
| 191 | Steubenville, Ohio | | 5, 409, 440 | | 3. 5 | 17, 250 | | | 64 | 8, 660 | 18, 843 | 390 | 100 | 45, 307 | 0 | 609 | 12 | |
| 192 | Tiffin, Ohio | | 3, 129, 000 | | 5. 5 | 10, 309 | 40 | | | 4, 269 | 13, 854 | 30 | | 28, 502 | | (3, 500) | | |
| 193 | Toledo, Ohio | 67, 000, 000 | 27, 000, 000 | 2. 4 | 6 | 49, 241 | | | | 22, 527 | 112, 763 | | 51, 572 | 236, 103 | | | | |
| 194 | Zanesville, Ohio | | 7, 418, 810 | | 5 | 10, 843 | 555 | | | 4, 336 | 33, 593 | | 8, 082 | 57, 409 | 5, 994 | 1, 232 | | |
| 195 | Portland, Oreg | 15, 000, 000 | 11, 500, 000 | | 5 | 79 | 3, 922 | 21, 753 | | | 54, 180 | 1, 364 | 317 | 81, 615 | | 2, 134 | 170 | |
| 196 | Allegheny, Pa* | | 46, 000, 000 | | 4. 25 | 19, 275 | 14, 394 | | | | 178, 889 | | 48, 279 | 260, 837 | 11, 596 | (47, 006) | | |
| 197 | Allentown, Pa* | 9, 500, 000 | | 5. 5 | | 5, 713 | | | 260 | (50, 697) | | | 5, 967 | 62, 637 | | | | |
| 198 | Altoona, Pa | 6, 000, 000 | 2, 000, 000 | 5 | 15 | | | | | 3, 312 | 30, 328 | 201 | 23, 547 | 57, 388 | 17, 851 | 1, 835 | | |
| 199 | Bradford, Pa | | 2, 100, 000 | | 17 | | | | | | | | | 40, 113 | | | | |
| 200 | Carbondale, Pa | 2, 500, 000 | 658, 292 | 3. 1 | 11 | 6 | | | | 1, 589 | 8, 608 | 1 | | 10, 204 | 2, 426 | 603 | | |
| 201 | Chester, Pa | | 6, 384, 409 | | 4. 5 | | | | | g6, 719 | 24, 256 | 411 | 96 | 31, 482 | 1, 303 | h1, 221 | | |
| 202 | Danville, Pa* | 2, 090, 883 | | | 10 | 253 | 1, 607 | | 7, 108 | | | | | 8, 968 | | | | |
| 203 | Easton, Pa | | b9, 201, 624 | | | | | | | | | | | 57, 509 | | | | |
| 204 | Erie, Pa* | 25, 000, 000 | 14, 100, 000 | | 4 | 12, 390 | 5, 722 | | | | 48, 617 | | 70 | 66, 799 | 11, 509 | | | |
| 205 | Harrisburg, Pa | 15, 685, 152 | 5, 228, 384 | 4. 33 | 13 | 3, 052 | | | | | 66, 998 | 39 | 24, 485 | 94, 574 | 21, 091 | 2, 392 | | |
| 206 | Lebanon, Pa | 4, 200, 000 | 1, 400, 000 | 3. 33 | 10 | 5, 067 | 1, 857 | | | | 13, 725 | | 207 | 20, 856 | | 39 | | |
| 207 | Meadville, Pa* | 3, 425, 575 | 2, 055, 355 | 7 | 11 | 437 | 0 | 0 | 0 | i2, 491 | 23, 003 | 885 | 0 | 26, 816 | 815 | 836 | | |
| 208 | New Castle, Pa | | 3, 000, 000 | | 4. 5 | 642 | | | | 1, 839 | 12, 238 | 248 | 15, 118 | 30, 085 | 11, 746 | | | |
| 209 | Norristown, Pa | | 6, 533, 880 | | 7 | 2, 455 | | | | 6, 184 | 31, 281 | 1, 505 | 84 | 41, 509 | | 2, 651 | 75 | |
| 210 | Philadelphia, Pa | | 543, 669, 129 | | | 755 | | | | | 1, 438, 094 | 0 | | 1, 438, 849 | 62, 662 | 9, 156 | | |
| 211 | Pittsburgh, Pa | | 96, 721, 883 | | | 67, 948 | i29, 549 | | | | 469, 055 | | 24, 202 | 590, 754 | | 8, 976 | | |
| 212 | Reading, Pa | 25, 000, 000 | 20, 000, 000 | | 3 | 19, 670 | | | | 9, 398 | 65, 590 | | 2, 300 | 77, 287 | 8, 234 | 860 | 360 | |
| 213 | Scranton, Pa* | 30, 000, 000 | 10, 000, 000 | 4 | 6 | 16, 183 | | | | 8, 004 | 76, 888 | 0 | 0 | 101, 075 | 600 | 4, 010 | | |
| 214 | Shamokin, Pa* | 5, 000, 000 | | | | | | | | 1, 840 | 11, 389 | | | 13, 229 | 3, 220 | | | |
| 215 | Shenandoah, Pa | 3, 000, 000 | 1, 322, 815 | | 12 | 10 | | | | 2, 187 | 15, 390 | 111 | 2, 860 | 20, 558 | 1, 361 | 426 | 216 | |
| 216 | Titusville, Pa | | | | 15 | 9, 196 | i2, 502 | | 330 | | 25, 953 | 203 | 17, 751 | 55, 935 | | 2, 155 | | |
| 217 | Williamsport, Pa | 12, 500, 000 | 7, 228, 375 | 3. 2 | 5. 5 | j10, 267 | | | | 4, 646 | 37, 641 | 131 | | 42, 418 | | 500 | | |
| 218 | York, Pa | 8, 000, 000 | 6, 716, 580 | | 3. 5 | 478 | | | | 3, 602 | 16, 174 | 160 | 4, 546 | 24, 960 | | 253 | | |
| 219 | Lincoln, R. I* | | 8, 586, 023 | | 1. 4 | | | | | | | | | 27, 158 | (8, 000) | | | |
| 220 | Newport, R. I | 30, 000, 000 | 25, 105, 200 | .9 | 1. 2 | | 4, 719 | | 6, 439 | 400 | 31, 000 | 542 | 360 | 43, 460 | 53 | 583 | 439 | |
| 221 | Pawtucket, R. I* | | 17, 839, 212 | | | | | | | | | | | 51, 000 | | | | |
| 222 | Providence, R. I | | *168, 547, 726 | | | 22, 173 | | | | 25, 279 | 167, 000 | 904 | 6, 929 | 222, 285 | (27, 873) | | | |
| 223 | Warwick, R. I | | 10, 104, 900 | | 1. 5 | 24 | | | | 4, 128 | 6, 000 | | 1, 319 | 11, 471 | | | | |
| 224 | Woonsocket, R. I | | *8, 827, 565 | | | | | | | | | | | 36, 971 | | | | |
| 225 | Charleston, S. C* | | 26, 422, 000 | | 3 | | | | | | 59, 000 | | 6, 142 | 65, 142 | | | | |
| 226 | Chattanooga, Tenn | | 4, 200, 000 | | 6 | | | | | 6, 850 | 10, 102 | 183 | 51 | 17, 186 | 2, 750 | 43 | | |

* From Report of the Commissioner of Education for 1880.
*a* These statistics are for the Kingston school district only.
*b* In 1879.
*c* Total of items reported.
*d* For city and county.
*e* From sale of bonds.
*f* So reported, though the items given amount to but $393,855.
*g* State appropriation for two years.
*h* For furniture and books.
*i* From State appropriation.
*j* In uncollected taxes, and not, therefore, included in total receipts for 1881.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.*—Continued.

| | City. | Total taxable property in the city. | | Tax for school purposes. | | Receipts. | | | | | | | | | Expenditures. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Estimated cash value. | Assessed valuation. | Mills per dollar of cash value. | Mills per dollar of assessed value. | Balance on hand from last school year. | Amount received from interest on permanent fund. | | | Amount received from taxation. | | Amount received from tuition fees. | Amount received from all other sources. | Total receipts. | Permanent. | | |
| | | | | | | | State. | County. | Local. | State. | Local. | | | | Sites and buildings. | Furniture and apparatus. | Libraries. |
| | 1 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 |
| 227 | Knoxville, Tenn | $4,592,735 | $3,674,188 | 3 | 2.5 | | | | | $5,695 | $9,000 | $1,006 | $0 | $15,701 | | $180 | |
| 228 | Memphis, Tenn | | 12,650,030 | | 2 | | | | | a16,630 | 16,494 | 416 | 8 | 33,548 | | | |
| 229 | Nashville, Tenn | 18,750,000 | 15,300,000 | | 5 | $0 | $0 | $0 | $0 | 3,672 | 76,502 | 0 | b15,436 | 95,610 | $0 | 830 | $0 |
| 230 | Houston, Tex* | c6,000,000 | c5,000,000 | | | | | | | | | | | c17,591 | | | |
| 231 | San Antonio, Tex* | 12,000,000 | 8,436,556 | | | 5,798 | 9,022 | | 6,530 | | | | 1,200 | 22,550 | 4,500 | 375 | |
| 232 | Burlington, Vt | | | | | | | | | | | | | 18,827 | 886 | | |
| 233 | Rutland, Vt* | | | | | | | | | | | | | | | | |
| 234 | Alexandria, Va | 4,600,000 | 4,598,000 | 2.8 | 2.8 | 1,835 | | | | 4,848 | 7,200 | | 200 | 14,083 | | 115 | |
| 235 | Danville, Va* | 2,718,620 | 2,718,620 | | | 0 | 408 | 0 | 0 | 1,171 | 2,576 | 0 | 1,844 | 5,999 | 0 | 0 | 0 |
| 236 | Lynchburg, Va | | 8,000,000 | | 4.5 | 75 | | | | 5,612 | 35,917 | 444 | 52 | 42,100 | 21,000 | 832 | |
| 237 | Norfolk, Va* | 9,674,451 | 9,674,451 | | | 553 | 0 | 0 | 0 | 7,493 | 11,500 | 0 | 0 | 19,546 | 725 | 9 | 0 |
| 238 | Petersburg, Va | | 8,576,967 | | 1.9 | 25 | | | | 6,763 | 10,400 | 262 | 50 | 17,500 | | | |
| 239 | Portsmouth, Va | 3,130,230 | 3,130,230 | | 2 | 0 | 0 | 0 | 0 | 3,396 | 5,726 | 0 | 0 | 9,122 | 0 | 0 | 0 |
| 240 | Richmond, Va* | 39,766,706 | 39,766,706 | | | 12,622 | | | | 24,905 | 70,000 | | 914 | 108,441 | 8,610 | 337 | |
| 241 | Appleton, Wis* | | | | | | | | | | | | | 22,886 | 731 | (384) | |
| 242 | Fond du Lac, Wis* | | 3,412,120 | | 6 | 187 | | | | 2,171 | 20,503 | 132 | 370 | 23,363 | | (771) | |
| 243 | Janesville, Wis | 5,247,847 | 3,935,585 | 3 | 4 | 16,043 | | | | 1,405 | 2,271 | 170 | 180 | 20,069 | | 1,575 | |
| 244 | La Crosse, Wis | 8,000,000 | 3,287,536 | 2.5 | 8 | 14,461 | 1,689 | 1,672 | 338 | | 28,700 | 155 | | 47,015 | 2,000 | | |
| 245 | Madison, Wis | 6,000,000 | 4,500,000 | | 4 | | | | | | | | | 29,008 | 1,212 | (831) | |
| 246 | Milwaukee, Wis | 58,178,074 | 58,178,074 | | 2.5 | 100,886 | 0 | 0 | 0 | 15,663 | 190,110 | 1,841 | | 308,500 | 13,586 | 2,982 | 85 |
| 247 | Oshkosh, Wis | | 5,052,119 | | 6.5 | 10,948 | | | | | 33,000 | 36 | 3,150 | 47,134 | | | |
| 248 | Racine, Wis | 8,155,230 | 8,155,230 | 3.09 | 3.09 | 3,231 | | (2,431) | | | 27,200 | | 743 | 33,605 | | 1,103 | |
| 249 | Watertown, Wis | 3,000,000 | 1,500,000 | | 6.5 | 4,526 | 1,445 | 1,425 | | | 8,403 | (512) | | 16,311 | 885 | 719 | 53 |
| 250 | Georgetown, D. C | 82,538,706 | 82,538,706 | | | 0 | 0 | 0 | 2,577 | 0 | 495,385 | 0 | 1,306 | 499,268 | d67,300 | d5,987 | 0 |
| 51 | Washington, D. C | | | | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1880. *a* From State and county. *b* From a loan. *c* In 1879.
*d* These statistics are for white schools only; for those in which colored schools are included see Table I.

TABLE II.— *School statistics of cities containing 7,500 inhabitants and over, for* 1881, *&c.*— Continued.

| | City. | Expenditures. | | | | | | | | | | | | Average expenses per capita. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Payment of indebtedness. | | Tuition. | | Incidental or contingent expenses. | | | | | | | | | |
| | | Bonds (including interest). | Floating (including interest). | Cost of supervision. | Amount paid for teaching. | Officers of board, secretaries, messengers, &c. | Pay of janitors of buildings. | Fuel. | Rent. | Insurance. | Repairs. | School books supplied for use of pupils. | All other supplies and current expenses. | Total expenditure. | Supervision and instruction, based on average daily attendance. | Incidental or contingent expenses, based on average daily attendance. |
| | 1 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 1 | Selma, Ala* | | | | $1,510 | | | | | | | | | *a*$1,510 | | |
| 2 | Little Rock, Ark | | | $1,500 | 16,681 | | $762 | | | | | | $5,574 | 31,872 | $10 82 | $3 77 |
| 3 | Los Angeles, Cal | | | 1,500 | 23,930 | $600 | 2,100 | $440 | $650 | $525 | $1,617 | $15 | 3,292 | 37,403 | 19 87 | 7 19 |
| 4 | Oakland, Cal | | | 2,400 | 126,372 | 900 | 8,625 | 1,899 | 1,468 | 3,307 | 3,636 | 423 | 6,602 | 160,454 | 24 58 | 5 13 |
| 5 | San Francisco, Cal | | | 87,600 | 533,755 | 7,800 | 40,348 | 3,938 | 5,756 | | *b*32,278 | 2,000 | 27,957 | 827,324 | 21 37 | 4 11 |
| 6 | Stockton, Cal | | | | 28,865 | 1,290 | 3,196 | 1,053 | 0 | 493 | 634 | 86 | 1,606 | 45,594 | | |
| 7 | Denver, Colo. ($\frac{1}{6}$ of city) | $17,116 | | 3,000 | 42,938 | 600 | 3,280 | 3,118 | 187 | 450 | 2,294 | | 4,192 | 131,157 | 16 82 | 4 81 |
| 8 | Leadville, Colo | | | 2,000 | 18,000 | 600 | 1,000 | 900 | 3,500 | | | | | 26,000 | | |
| 9 | Bridgeport, Conn* | | | 2,200 | 42,566 | 125 | 2,669 | 1,898 | 615 | | 9,303 | 136 | 1,371 | 61,337 | 12 68 | 4 57 |
| 10 | Danbury, Conn* | | | | 18,208 | | | | | | | | *c*7,587 | 27,604 | | |
| 11 | Derby, Conn | | | | 21,315 | | | *d*1,882 | | | 1,720 | | 4,148 | 31,501 | | |
| 12 | Greenwich, Conn* | | | | 10,810 | | | | | | | | *c*1,770 | 12,580 | | |
| 13 | Hartford, Conn* | | | | 107,577 | | | | | | | | *c*46,921 | 155,932 | | |
| 14 | Meriden, Conn | | | 700 | 26,370 | | 2,240 | *e*1,560 | | | | *e*350 | | 31,220 | 15 15 | 2 32 |
| 15 | Middletown, Conn | | | | 20,165 | | | *d*1,518 | | | 619 | | 5,991 | 28,826 | | |
| 16 | New Britain, Conn | | | 300 | 15,373 | 300 | | *d*1,976 | | | 2,290 | | 2,226 | 22,695 | 12 60 | 5 46 |
| 17 | New Haven, Conn | 1,000 | | 2,700 | 138,501 | 2,475 | 9,202 | 5,742 | 1,275 | 2,077 | 5,438 | 407 | 4,191 | 193,660 | 16 37 | 3 69 |
| 18 | New London, Conn | | | | 16,030 | | | *d*1,281 | | | 1,774 | | 3,510 | 22,795 | | |
| 19 | Norwalk, Conn | | | | 21,120 | | | *d*1,503 | | | 1,556 | | 2,433 | 26,772 | | |
| 20 | Norwich, Conn | | | | 43,420 | | | *d*7,043 | | | 4,152 | | 7,199 | 84,817 | | |
| 21 | Stamford, Conn* | | | | 16,733 | | | | | | | | *c*4,316 | 29,041 | | |
| 22 | Waterbury, Conn* | | | | 23,106 | | | | | | | | *c*13,225 | 46,761 | | |
| 23 | Wilmington, Del | | | 1,600 | 49,599 | 650 | 2,595 | 2,865 | 1,150 | 284 | 7,953 | 5,764 | 1,119 | 73,580 | 11 66 | 5 09 |
| 24 | Key West, Fla*f* | | | | 4,802 | 400 | 240 | | | | | | 15 | 5,457 | (10 49) | |
| 25 | Atlanta, Ga* | | | | | | | | | | | | | 51,073 | | |

*From Report of the Commissioner of Education for 1880.
*a* Amount paid for teaching only.
*b* Includes expenditure for permanent improvements.
*c* For all incidental or contingent expenses.
*d* Fuel and incidentals.
*e* Estimated.
*f* Including Monroe County.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.*—Continued.

| | Cities. | Expenditures. | | | | | | | | | | | | | Average expenses per capita. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Payment of indebtedness. | | Tuition. | | Incidental or contingent expenses. | | | | | | | | | | |
| | | Bonds (including interest). | Floating (including interest). | Cost of supervision. | Amount paid for teaching. | Officers of board, secretaries, messengers, &c. | Pay of janitors of buildings. | Fuel. | Rent. | Insurance. | Repairs. | School books supplied for use of pupils. | All other supplies and current expenses. | Total expenditures. | Supervision and instruction, based on average daily attendance. | Incidental or contingent expenses, based on average daily attendance. |
| | 1 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 26 | Augusta, Ga | | | | *a*$15,761 | *a*$2,138 | | *a*$462 | *a*$975 | *a*$212 | *a*$616 | | | *ab*$32,480 | | |
| 27 | Columbus, Ga | $0 | $0 | $1,800 | 10,435 | 0 | $180 | 377 | 0 | 89 | 1,259 | $762 | $157 | 16,971 | $10 64 | $2 45 |
| 28 | Macon, Ga | | | *a*1,800 | *a*20,953 | | | | | | | | *ac*2,504 | *a*25,257 | 9 50 | 1 00 |
| 29 | Savannah, Ga | | | | 41,535 | | | 450 | 300 | 200 | 600 | | 900 | 43,985 | 14 89 | 88 |
| 30 | Belleville, Ill | 14,240 | | 1,500 | 17,250 | | 1,659 | 426 | | 162 | 1,354 | 23 | 281 | 37,363 | 9 90 | 1 45 |
| 31 | Chicago, Ill | 80,955 | | 65,000 | 581,962 | 10,138 | 50,843 | 42,657 | 13,712 | | 46,506 | 4,763 | 16,823 | 1,216,506 | 14 49 | 3 91 |
| 32 | Danville, Ill* | (2,701) | | 1,200 | 13,738 | | | | | | | | *c*2,162 | 21,972 | 11 33 | 1 76 |
| 33 | Elgin, Ill | | | 1,000 | 9,192 | 75 | 725 | 726 | | 141 | 185 | | 322 | 21,696 | 11 10 | 2 36 |
| 34 | Freeport, Ill | | | | | | | | | | | | | 23,170 | | |
| 35 | Galesburg, Ill | | | 1,600 | 15,021 | | 1,195 | 940 | | 150 | 1,414 | 25 | | 20,395 | 11 75 | 2 63 |
| 36 | Jacksonville, Ill | 9,600 | | | 20,000 | | | | | | | | *c*2,000 | 33,887 | | |
| 37 | Joliet, Ill | | | 1,500 | 17,100 | 250 | 1,710 | 870 | 165 | 400 | 1,173 | | 196 | 31,060 | 10 04 | 2 57 |
| 38 | Moline, Ill | 5,052 | | 1,400 | 8,827 | 150 | 1,095 | 669 | | | 1,663 | 1 | 862 | 19,909 | 10 53 | |
| 39 | Ottawa, Ill | 0 | 0 | 1,200 | 13,935 | 100 | 2,270 | 821 | | 574 | 1,431 | 0 | 453 | 20,809 | 13 17 | 4 94 |
| 40 | Peoria, Ill | 2,171 | | (38,169) | | 678 | 4,563 | 3,924 | | 279 | 3,937 | | | 54,683 | 10 39 | 3 66 |
| 41 | Quincy, Ill | 4,928 | 611 | 1,567 | 27,029 | 388 | 1,871 | 1,626 | 420 | 466 | 335 | 199 | 1,727 | 49,099 | 12 49 | 3 98 |
| 42 | Rockford, Ill | | 3,448 | (23,352) | | 200 | | (4,226) | | | 1,361 | | | 32,615 | | |
| 43 | Rock Island, Ill | 3,880 | 542 | 2,800 | 17,829 | | 2,653 | 630 | 75 | 256 | 1,299 | 217 | 569 | 35,702 | 13 18 | 3 64 |
| 44 | Springfield, Ill | 268 | | | 25,714 | | 2,025 | 822 | | | 3,213 | | 3,259 | 36,181 | 11 43 | |
| 45 | Evansville, Ind | 3,000 | | 2,500 | 59,660 | 1,200 | 546 | 2,000 | 250 | 2,000 | 9,649 | 100 | 300 | 97,705 | | |
| 46 | Fort Wayne, Ind | | | 7,330 | 39,379 | 1,570 | 3,548 | 2,170 | | 593 | 1,494 | | 1,503 | 63,516 | 17 63 | 3 94 |
| 47 | Indianapolis, Ind | 9,400 | | 10,650 | 134,867 | 2,956 | 8,890 | 6,833 | 480 | 1,443 | 6,834 | (15,064) | | 231,457 | 16 05 | 4 69 |
| 48 | La Fayette, Ind | | | 3,000 | 26,958 | 750 | 2,760 | 2,500 | 300 | 200 | 1,200 | 150 | | 46,818 | 18 60 | 4 88 |
| 49 | Logansport, Ind | 5,450 | | 2,200 | 13,800 | 300 | 1,159 | 1,534 | | 696 | 427 | 45 | 945 | 29,058 | 12 58 | 4 01 |
| 50 | Madison, Ind | | | | 13,129 | 950 | 1,364 | 800 | | 166 | 2,000 | 100 | 5,245 | 28,754 | 14 11 | 8 27 |
| 51 | Richmond, Ind* | | | | | | | | | | | | | | | |
| 52 | South Bend, Ind | | | | | | | | | | | | | 25,037 | 9 99 | 1 89 |
| 53 | Terre Haute, Ind | | 1,094 | 2,500 | 42,608 | 1,170 | 3,137 | 1,093 | | 748 | 1,624 | 160 | 1,189 | 55,726 | 14 33 | 2 87 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 54 | Vincennes, Ind | | | (9,850) | | 300 | 635 | 400 | | | | | | 11,185 | | |
| 55 | Cedar Rapids, Iowa | 43,435 | | | 16,402 | 260 | 1,400 | 4,077 | | 378 | 1,436 | | 2,937 | 78,134 | 8 94 | 5 61 |
| 56 | Clinton, Iowa* | 5,000 | | 1,600 | 12,642 | 125 | 1,272 | 496 | | 300 | 275 | 166 | | 21,876 | | |
| 57 | Council Bluffs, Iowa | 4,000 | | 2,200 | 20,644 | 300 | 3,160 | 1,020 | 550 | 727 | 1,122 | 212 | 1,436 | 61,628 | 16 58 | 6 20 |
| 58 | Davenport, Iowa | | | (53,543) | | 841 | 4,690 | 1,915 | | | 3,471 | 17 | 1,158 | 66,195 | 16 30 | 3 68 |
| 59 | Des Moines (west side), Iowa.* | 12,169 | | 1,500 | 24,516 | 500 | 2,170 | 1,050 | | 170 | 4,116 | | 2,275 | 55,271 | 16 65 | 6 53 |
| 60 | Dubuque, Iowa | | | | 35,770 | 1,500 | 3,472 | 4,039 | 32 | 1,602 | 1,021 | | 2,110 | 60,405 | 13 94 | 5 36 |
| 61 | Keokuk, Iowa *d* | | 0 | | | 200 | | 1,400 | | 200 | | | | *e*2,050 | | |
| 62 | Muscatine, Iowa | | | | 14,885 | 200 | | 758 | 580 | 1,010 | | 755 | 1,959 | 21,197 | | |
| 63 | Ottumwa, Iowa | 740 | | 1,500 | 11,902 | 171 | 1,440 | 996 | | 360 | 4,010 | | 786 | 21,905 | 11 96 | 6 99 |
| 64 | Lawrence, Kans* | | | 1,000 | 11,788 | 648 | 918 | 540 | | 213 | 2,602 | | 1,068 | 18,932 | | |
| 65 | Leavenworth, Kans | 13,621 | | | (19,403) | | | 496 | | | 803 | | 983 | *f*21,892 | 9 15 | 0 88 |
| 66 | Topeka, Kans | | | | | | | | | | | | | | | |
| 67 | Covington, Ky* | 5,869 | 4,098 | | 32,987 | 420 | 2,250 | 588 | 234 | 18 | 2,393 | | 3,460 | 56,317 | | |
| 68 | Lexington, Ky | | | | | | | | | | | | | | | |
| 69 | Louisville, Ky | 0 | 0 | 28,205 | 150,018 | 2,400 | 12,373 | | 1,228 | | 8,697 | | 15,773 | 218,694 | 13 43 | 3 05 |
| 70 | Newport, Ky* | 2,920 | 54 | 1,500 | 19,634 | 275 | 1,625 | *g*968 | 0 | 0 | 544 | 0 | 378 | 27,898 | 10 40 | 1 87 |
| 71 | Paducah, Ky | | | | 6,830 | 60 | 290 | 391 | 0 | 156 | 358 | 109 | 132 | 8,326 | 9 89 | 2 11 |
| 72 | New Orleans, La | | | | 229,998 | 8,400 | 13,294 | 2,923 | 8,188 | | 5,647 | | 5,462 | 274,844 | 16 37 | 2 50 |
| 73 | Auburn, Me* | | | | 13,207 | | 609 | 843 | 36 | | 233 | 615 | 975 | 17,164 | 9 60 | 2 95 |
| 74 | Augusta, Me | 5,036 | | 425 | 9,500 | | 260 | 800 | | | 2,300 | 100 | 75 | 19,796 | | |
| 75 | Bangor, Me | | | 700 | 23,202 | 250 | 1,254 | 1,317 | | | 2,134 | 247 | 1,056 | 30,563 | 9 65 | 2 53 |
| 76 | Bath, Me | | | | 12,613 | 400 | 500 | 1,357 | | | | 1,340 | 902 | 17,112 | | |
| 77 | Biddeford, Me | | | 750 | 17,366 | | 918 | 1,825 | | 25 | 1,190 | | 600 | 22,674 | 13 57 | 3 41 |
| 78 | Lewiston, Me | | | 1,500 | 23,516 | | 1,480 | 2,307 | | | 868 | 1,596 | 1,965 | 33,232 | 12 13 | 3 93 |
| 79 | Portland, Me* | | | 2,250 | 59,415 | 1,000 | 3,100 | 3,500 | | | 8,437 | 1,200 | 1,810 | 94,144 | 13 72 | 4 38 |
| 80 | Rockland, Me | 0 | | 0 | 9,110 | | 639 | 774 | | | 333 | | | 10,856 | 8 06 | 1 55 |
| 81 | Baltimore, Md | | | 5,020 | 476,462 | 3,600 | 22,000 | 19,067 | 27,705 | | 4,953 | 35,476 | 21,640 | 681,921 | 16 36 | 4 57 |
| 82 | Boston, Mass | | | *h*52,470 | 1,112,932 | | | | | | | | *c*394,275 | 1,775,037 | (*i*27 15) | |
| 83 | Brockton, Mass | | | 0 | 19,136 | 750 | 1,400 | 1,600 | | | 2,296 | 75 | 555 | 28,628 | | |
| 84 | Brookline, Mass | | | | | 200 | | | | | | | | 36,003 | | |
| 85 | Cambridge, Mass* | | | 2,700 | 128,816 | 300 | (*j*18,776) | | | | | | 3,451 | 1,369 | 163,348 | 19 88 | 3 56 |
| 86 | Chelsea, Mass | | | | (42,729) | | 3,125 | 2,895 | 148 | | | | 700 | | 49,597 | 15 11 | 4 07 |
| 87 | Chicopee, Mass | | | 1,600 | 15,282 | | 1,274 | 1,112 | 30 | 9 | 2,199 | 8 | 2,961 | 28,825 | 20 48 | 9 63 |
| 88 | Clinton, Mass | | | | (14,858) | 350 | 1,154 | 1,182 | | 104 | 147 | 194 | 1,072 | 21,305 | 13 22 | 3 75 |
| 89 | Fall River, Mass | | | | (74,811) | | 10,188 | 5,306 | | | 7,292 | 6,609 | 1,580 | 116,015 | | |
| 90 | Fitchburg, Mass | | | 1,800 | 26,057 | | 1,857 | 2,633 | | 37 | 1,876 | 100 | 2,577 | 36,937 | 14 93 | 4 87 |
| 91 | Gloucester, Mass* | 0 | 0 | 3,750 | 31,143 | | 1,580 | 2,007 | 384 | | 4,000 | 900 | 2,848 | 67,912 | 10 82 | 3 63 |
| 92 | Haverhill, Mass* | 0 | 0 | | 37,764 | 969 | 2,839 | 1,906 | | 163 | 5,081 | 374 | 932 | 52,728 | 15 98 | 5 19 |
| 93 | Holyoke, Mass | | | 1,800 | 30,319 | 944 | 2,211 | 1,860 | | | 1,588 | | 1,751 | 58,881 | 15 63 | 4 06 |
| 94 | Lawrence, Mass | 0 | 0 | 2,000 | 56,685 | 700 | 3,412 | 5,934 | 0 | 0 | 3,000 | | 3,170 | 89,901 | 13 08 | 3 61 |
| 95 | Lowell, Mass *d* | | | 2,200 | | | 8,448 | 6,448 | 100 | | 7,578 | 2,258 | | *b*168,970 | 17 50 | |
| 96 | Lynn, Mass | | | | 65,824 | | 6,439 | 5,030 | | | | 5,452 | 2,830 | 93,677 | | |
| 97 | Malden, Mass* | | | 2,000 | 26,966 | | 2,078 | 1,266 | | 340 | 3,623 | 453 | 2,148 | 39,374 | 15 30 | 5 34 |
| 98 | Marlborough, Mass | | | 780 | 14,887 | | 971 | 857 | 352 | | 851 | 1,192 | 1,003 | 20,893 | 9 47 | 3 27 |
| 99 | Medford, Mass | | | 1,150 | 21,675 | | 1,481 | 1,793 | 0 | 120 | 2,300 | 200 | 700 | 29,719 | 19 60 | 5 64 |

* From Report of the Commissioner of Education for 1880.
*a* These figures are for city and county.
*b* Items not fully reported.
*c* For all incidental or contingent expenses.
*d* These statistics are from a return for 1880.
*e* Total of items reported.
*f* This does not include amount paid for indebtedness.
*g* Fuel and incidentals.
*h* Salaries of all officers.
*i* Based on average number belonging.
*j* Includes repairs.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Expenditures. | | | | | | | | | | | | Average expenses per capita. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Payment of indebtedness. | | Tuition. | | Incidental or contingent expenses. | | | | | | | | | |
| | | Bonds (including interest). | Floating (including interest). | Cost of supervision. | Amount paid for teaching. | Officers of board, secretaries, messengers, &c. | Pay of janitors of buildings. | Fuel. | Rent. | Insurance. | Repairs. | School books supplied for use of pupils. | All other supplies and current expenses. | Total expenditure. | Supervision and instruction, based on average daily attendance. | Incidental or contingent expenses, based on average daily attendance. |
| | 1 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 100 | New Bedford, Mass | ..... | ..... | ..... | $57,950 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | a$20,157 | $78,107 | ..... | ..... |
| 101 | Newburyport, Mass | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 26,849 | ..... | ..... |
| 102 | Newton, Mass | ..... | ..... | $2,430 | 64,470 | $300 | $4,121 | $4,592 | $150 | ..... | $2,000 | $3,000 | 3,537 | 84,600 | ..... | ..... |
| 103 | Northampton, Mass* | $0 | $0 | 1,000 | 17,796 | ..... | 967 | 1,106 | ..... | ..... | 2,030 | 249 | 327 | 23,475 | $11 35 | $2 82 |
| 104 | Peabody, Mass | ..... | ..... | ..... | 18,644 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | b18,644 | ..... | ..... |
| 105 | Pittsfield, Mass | ..... | ..... | 1,500 | 23,165 | 100 | 1,425 | 1,460 | 125 | ..... | 1,800 | 1,177 | 1,138 | 32,265 | ..... | ..... |
| 106 | Quincy, Mass | ..... | ..... | 2,000 | 23,119 | ..... | ..... | 1,184 | ..... | ..... | 2,342 | 291 | 4,465 | 33,401 | ..... | ..... |
| 107 | Somerville, Mass | ..... | ..... | 1,800 | 62,136 | ..... | 3,247 | 3,797 | ..... | ($7,288) | ..... | 565 | 3,528 | 82,361 | 16 85 | 4 85 |
| 108 | Springfield, Mass | ..... | ..... | 3,000 | 68,753 | 700 | 5,571 | 5,483 | ..... | ..... | 9,241 | 203 | 1,681 | 95,032 | 15 77 | 5 03 |
| 109 | Taunton, Mass | ..... | ..... | 1,750 | 35,044 | 375 | 2,500 | 2,000 | 300 | 250 | 2,500 | 600 | 2,679 | 48,298 | 14 01 | 3 99 |
| 110 | Waltham, Mass* | ..... | ..... | 1,700 | 24,636 | ..... | 1,460 | 1,314 | 193 | ..... | 995 | 600 | 1,352 | 54,849 | ..... | ..... |
| 111 | Woburn, Mass | ..... | ..... | 1,800 | 23,926 | ..... | 1,633 | 1,963 | ..... | ..... | 2,075 | 2,188 | 828 | 34,413 | 14 50 | 4 88 |
| 112 | Worcester, Mass | 0 | 0 | 2,721 | 119,188 | 2,700 | 5,963 | 8,065 | 962 | 108 | 6,136 | 905 | 4,753 | 200,485 | 14 75 | 3 58 |
| 113 | Adrian, Mich* | 7,323 | 7,643 | ..... | 12,198 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | a4,636 | 31,800 | ..... | ..... |
| 114 | Ann Arbor, Mich | 1,910 | ..... | 1,500 | 16,422 | 100 | 1,234 | 1,263 | ..... | ..... | 1,905 | ..... | 1,268 | 27,718 | 12 55 | 4 28 |
| 115 | Bay City, Mich | 11,470 | ..... | 1,065 | 16,205 | ..... | 1,850 | 1,412 | ..... | 200 | 867 | ..... | 1,178 | 35,079 | 9 58 | 3 05 |
| 116 | Detroit, Mich | 0 | 0 | 3,300 | 156,220 | 4,735 | 12,802 | 11,582 | 539 | 75 | 15,101 | 151 | 12,423 | 267,292 | 12 94 | 3 90 |
| 117 | East Saginaw, Mich | 3,739 | 0 | 3,440 | 25,748 | 1,250 | 3,988 | 3,026 | 140 | 475 | 2,052 | 75 | 1,268 | 64,513 | 11 94 | 4 93 |
| 118 | Flint, Mich | 9,412 | ..... | 800 | 13,974 | 317 | 1,722 | 724 | ..... | 653 | 762 | 75 | 468 | 29,858 | 10 80 | 3 78 |
| 119 | Grand Rapids, Mich | 10,226 | ..... | 2,000 | 48,414 | 300 | 4,109 | 4,230 | ..... | 655 | ..... | ..... | 3,499 | 90,952 | 13 82 | 3 40 |
| 120 | Muskegon, Mich* | 8,325 | ..... | 1,200 | 11,792 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | a3,900 | 26,319 | 12 05 | 3 62 |
| 121 | Port Huron, Mich | ..... | ..... | ..... | 9,490 | ..... | 1,533 | ..... | ..... | 640 | ..... | 20 | ..... | 12,348 | 10 20 | ..... |
| 122 | Saginaw, Mich | 6,200 | ..... | 1,600 | 13,068 | 200 | 1,501 | 1,429 | ..... | 392 | 2,000 | 50 | 4,869 | 31,748 | 10 86 | ..... |
| 123 | Minneapolis, Minn | 14,819 | ..... | 2,800 | 73,857 | 500 | 6,542 | 8,035 | ..... | 1,960 | 4,159 | (2,518) | | 150,456 | 17 13 | 3 71 |
| 124 | St. Paul, Minn | ..... | ..... | 2,000 | 57,736 | 3,000 | 6,300 | 2,750 | 1,950 | 820 | ..... | ..... | 6,357 | 113,413 | 20 11 | 5 00 |
| 125 | Stillwater, Minn* | 5,525 | ..... | 1,000 | 9,234 | 100 | 1,257 | 514 | 120 | 295 | 1,015 | ..... | 4,062 | 24,120 | 12 79 | 9 20 |
| 126 | Winona, Minn | 26,000 | ..... | ..... | ..... | 100 | 1,260 | 1,405 | ..... | ..... | 22 | 171 | ..... | c28,958 | ..... | ..... |
| 127 | Vicksburg, Miss | ..... | 8,640 | 1,515 | 9,151 | 0 | 555 | 300 | 0 | 285 | 1,000 | 0 | 0 | 21,446 | (15 77) | |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 128 | Hannibal, Mo | 137 | ..... | ..... | 13,919 | ..... | 723 | 686 | 159 | 218 | 754 | ..... | 631 | 17,323 | 10 22 | 2 60 |
| 129 | Kansas City, Mo | 43,043 | ..... | 2,400 | 46,864 | 572 | 3,353 | 2,130 | 352 | ..... | ..... | 90 | 6,986 | 136,495 | ..... | ..... |
| 130 | St. Joseph, Mo | 869 | 239 | 2,000 | 35,841 | ..... | 3,081 | 2,533 | 2,184 | 454 | 3,627 | ..... | 2,140 | 64,446 | 13 26 | 4 9 |
| 131 | St. Louis, Mo | ..... | ..... | (585,457) | | 23,036 | 56,320 | 16,000 | 6,073 | 29 | 37,986 | 4,296 | 16,719 | 762,174 | 16 59 | 2 16 |
| 132 | Sedalia, Mo | 3,000 | ..... | 1,300 | 9,705 | 135 | 720 | 567 | ..... | 321 | ..... | ..... | ..... | 26,880 | 8 24 | 1 30 |
| 133 | Lincoln, Nebr | 5,000 | 0 | 1,180 | 13,124 | 125 | 840 | 1,327 | 560 | 189 | 303 | 269 | 2,792 | 36,919 | 13 09 | ..... |
| 134 | Omaha, Nebr | 25,570 | ..... | 2,000 | 37,873 | 400 | 3,767 | 3,647 | ..... | 492 | 1,491 | 454 | 1,676 | 88,206 | 12 06 | 3 60 |
| 135 | Virginia City, Nev *d** | ..... | ..... | ..... | 33,026 | 120 | 3,070 | ..... | ..... | ..... | ..... | ..... | 7,220 | 44,437 | 25 88 | 8 93 |
| 136 | Dover, N. H | 0 | 0 | 1,560 | 17,178 | 0 | 1,370 | 1,225 | ..... | ..... | 2,168 | 60 | 697 | 24,616 | 13 16 | 3 84 |
| 137 | Manchester, N. H* | ..... | ..... | 1,680 | 37,583 | 100 | 2,240 | 2,890 | ..... | 100 | 5,038 | 440 | 1,377 | 57,832 | 13 93 | 4 32 |
| 138 | Nashua, N. H | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 33,992 | ..... | ..... |
| 139 | Portsmouth, N. H | ..... | ..... | ..... | 16,621 | 100 | 838 | 2,006 | 450 | 0 | 2,618 | 523 | 428 | 23,884 | ..... | ..... |
| 140 | Camden, N. J* | 11,553 | 0 | 900 | 53,192 | 1,255 | 6,815 | 2,250 | 0 | 348 | 7,008 | 5,486 | 573 | 96,825 | ..... | ..... |
| 141 | Elizabeth, N. J | ..... | ..... | 4,650 | 23,967 | 300 | 2,332 | 1,381 | 1,100 | 99 | *c*624 | 2,303 | 918 | 37,794 | 13 32 | 4 33 |
| 142 | Jersey City, N. J* | ..... | ..... | 44,400 | 102,600 | 3,800 | 12,000 | 5,927 | 908 | ..... | 5,436 | 5,651 | 1,761 | 187,409 | ..... | ..... |
| 143 | Newark, N. J | ..... | ..... | (158,657) | | 4,500 | 10,339 | 4,546 | 1,356 | 633 | 9,366 | 8,287 | 10,236 | 217,424 | 13 66 | 4 06 |
| 144 | New Brunswick, N. J | 5,923 | 16,035 | 3,500 | 19,259 | 200 | 1,700 | 745 | ..... | 110 | 364 | 407 | 195 | 48,480 | 13 51 | 2 21 |
| 145 | Orange, N. J | ..... | ..... | 3,140 | 15,629 | 300 | 1,231 | 1,017 | 266 | ..... | 2,214 | 233 | 598 | 32,737 | 20 78 | 6 49 |
| 146 | Paterson, N. J* | 5,350 | 0 | (54,155) | | 1,000 | 6,064 | ..... | 250 | ..... | 3,185 | 3,818 | ..... | 76,022 | 11 40 | 3 03 |
| 147 | Plainfield, N. J | 4,470 | 2,431 | 2,500 | 12,688 | 150 | 1,132 | 466 | 0 | 2 | 430 | 15 | 769 | 25,275 | 15 58 | 3 04 |
| 148 | Trenton, N. J* | ..... | ..... | 3,700 | 29,800 | 200 | 2,040 | 904 | 512 | 73 | 1,863 | 138 | 2,514 | 41,744 | 14 81 | 3 65 |
| 149 | Albany, N. Y | ..... | ..... | 2,500 | 143,776 | 1,800 | 6,906 | 1,314 | 200 | ..... | 10,750 | 3,122 | 5,705 | 195,111 | 16 27 | 3 32 |
| 150 | Auburn, N. Y | ..... | ..... | 1,800 | 27,730 | ..... | 2,026 | 1,880 | 107 | 475 | 5,144 | 146 | 1,057 | 42,019 | 12 80 | 4 69 |
| 151 | Binghamton, N. Y | ..... | ..... | 1,500 | 28,253 | ..... | 2,805 | 2,217 | ..... | 262 | 2,094 | 18 | 589 | 47,482 | 14 56 | 3 10 |
| 152 | Brooklyn, N. Y | ..... | ..... | 175,000 | 603,618 | 25,740 | 38,000 | 25,000 | 8,042 | ..... | 72,373 | 21,300 | 55,637 | 1,083,560 | 14 63 | 4 62 |
| 153 | Buffalo, N. Y* | ..... | 3,100 | 4,500 | 282,927 | ..... | 9,541 | 8,743 | 1,775 | 820 | 23,581 | 453 | 7,979 | 347,204 | 19 75 | 3 63 |
| 154 | Cohoes, N. Y* | ..... | ..... | 800 | 22,027 | 600 | 2,277 | 2,043 | 250 | 377 | 2,063 | 200 | 3,303 | 34,381 | 14 25 | 6 94 |
| 155 | Elmira, N. Y | 8,978 | ..... | 1,500 | 40,729 | 1,000 | 3,220 | 2,229 | 333 | 134 | 1,840 | 44 | 591 | 70,939 | 14 21 | 3 16 |
| 156 | Hornellsville, N. Y* | ..... | ..... | 1,400 | 9,475 | 200 | 780 | 500 | ..... | 100 | 233 | 10 | 113 | 21,873 | 13 47 | 2 39 |
| 157 | Hudson, N. Y* | ..... | ..... | ..... | 8,705 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*705 | 15,647 | ..... | ..... |
| 158 | Ithaca, N. Y | ..... | 1,863 | 1,800 | 14,338 | ..... | 1,017 | 925 | ..... | 12 | 223 | 384 | 947 | 29,650 | 11 82 | 2 57 |
| 159 | Kingston, N. Y*f | 95 | ..... | 1,400 | 15,149 | 298 | 1,279 | 555 | ..... | ..... | 2,892 | ..... | 608 | 22,472 | 15 11 | 1 35 |
| 160 | Lockport, N. Y* | ..... | ..... | 1,000 | 22,267 | 183 | 1,385 | 1,780 | 200 | 654 | 1,821 | 145 | 910 | 32,419 | 14 68 | 4 47 |
| 161 | Long Island City, N. Y | ..... | ..... | ..... | 26,385 | 500 | 2,700 | 1,247 | 5,713 | (865) | | ..... | 261 | 39,697 | ..... | ..... |
| 162 | Newburgh, N. Y | ..... | ..... | 1,500 | 29,206 | ..... | 1,550 | 2,138 | ..... | ..... | 2,944 | ..... | 1,221 | 44,757 | 14 42 | 3 69 |
| 163 | New York, N. Y | ..... | ..... | 33,276 | 2,662,008 | 47,800 | 96,731 | 88,284 | 35,772 | ..... | 181,444 | 140,954 | 60,504 | 3,690,283 | 20 24 | 4 89 |
| 164 | Ogdensburg, N. Y* | ..... | ..... | ..... | 10,800 | ..... | 700 | 1,698 | 25 | 400 | 1,500 | 61 | 3,079 | 21,263 | ..... | ..... |
| 165 | Oswego, N. Y | ..... | ..... | 800 | 28,168 | 500 | 3,698 | 2,780 | 132 | 368 | 4,553 | 212 | 1,499 | 45,462 | 11 06 | 5 25 |
| 166 | Plattsburgh, N. Y | 7,790 | ..... | ..... | 9,742 | ..... | 459 | 935 | 150 | 391 | 829 | 22 | 566 | 21,143 | ..... | ..... |
| 167 | Poughkeepsie, N. Y | ..... | ..... | 1,120 | 25,645 | 275 | 1,830 | 2,373 | 290 | 264 | 942 | 63 | 1,333 | 40,653 | 13 97 | 3 85 |
| 168 | Rochester, N. Y | 0 | 0 | 1,800 | 129,783 | 1,420 | 8,391 | 6,717 | 407 | ..... | 9,600 | 216 | 40,346 | 214,179 | 14 76 | 7 65 |
| 169 | Rome, N. Y | ..... | ..... | 1,200 | 11,392 | ..... | 886 | 693 | 50 | 110 | ..... | ..... | 912 | 15,243 | 8 47 | 1 78 |
| 170 | Saratoga Springs, N. Y | ..... | ..... | 1,300 | 13,691 | ..... | 1,025 | 1,644 | ..... | ..... | 1,487 | ..... | 636 | 22,222 | 14 99 | 4 37 |
| 171 | Schenectady, N. Y* | ..... | ..... | ..... | 18,774 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*2,958 | 23,092 | ..... | ..... |
| 172 | Syracuse, N. Y | ..... | ..... | (84,332) | | 2,400 | 5,560 | 4,635 | 48 | 268 | 7,294 | 1,446 | 2,030 | 128,839 | 11 75 | 3 30 |
| 173 | Troy, N. Y* | ..... | ..... | 2,100 | 80,396 | 1,225 | 6,583 | 3,067 | 1,350 | ..... | 5,801 | 526 | 5,351 | 106,399 | 14 69 | 4 25 |
| 174 | Utica, N. Y | ..... | ..... | 2,300 | 50,845 | 900 | 4,352 | 3,530 | ..... | 84 | 3,171 | 398 | 1,356 | 79,259 | 15 63 | 4 05 |
| 175 | Watertown, N. Y* | ..... | ..... | ..... | 17,991 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*6,616 | 29,373 | ..... | ..... |

* From Report of the Commissioner of Education for 1880.
*a* For all incidental or contingent expenses.
*b* Amount paid for tuition only.
*c* Total of items reported.
*d* Exclusive of Gold Hill, a separate district.
*e* Repairs and furniture.
*f* These statistics are for the Kingston school district only.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Expenditures. | | | | | | | | | | | | | Average expenses per capita. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Payment of indebtedness. | | Tuition. | | Incidental or contingent expenses. | | | | | | | | | | |
| | | Bonds (including interest). | Floating (including interest). | Cost of supervision. | Amount paid for teaching. | Officers of board, secretaries, messengers, &c. | Pay of janitors of buildings. | Fuel. | Rent. | Insurance. | Repairs. | School books supplied for use of pupils. | All other supplies and current expenses. | Total expenditure. | Supervision and instruction, based on average daily attendance. | Incidental or contingent expenses, based on average daily attendance. |
| | 1 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 176 | Raleigh, N. C | | | | | | | | | | | | | | | |
| 177 | Akron, Ohio | $432,000 | $0 | $2,000 | $27,826 | | | | | | | | a$16,907 | $86,228 | $12 00 | $6 80 |
| 178 | Canton, Ohio | 3,635 | | 1,500 | 22,803 | $150 | | | | | | | 8,244 | 45,817 | (12 87) | |
| 179 | Chillicothe, Ohio | | | 2,000 | 21,130 | 150 | $1,470 | $673 | | | $1,370 | $58 | 1,822 | 34,577 | 15 65 | 3 50 |
| 180 | Cincinnati, Ohio | | | 72,570 | 462,430 | 32,516 | 24,000 | 14,000 | $2,180 | | 12,670 | 394 | 17,255 | 687,152 | 20 14 | 2 14 |
| 181 | Cleveland, Ohio | | | 10,150 | 276,316 | 5,532 | 22,981 | 10,409 | 2,027 | | 9,319 | 169 | 7,190 | 420,219 | 16 83 | 3 38 |
| 182 | Columbus, Ohio | | 20,000 | 5,200 | 102,290 | | 13,817 | 4,730 | | | 7,456 | 276 | 8,048 | 183,777 | 17 61 | 5 15 |
| 183 | Dayton, Ohio | 14,775 | 500 | 2,500 | 89,207 | 750 | 6,063 | 875 | 2,214 | $381 | 3,980 | 126 | 5,101 | 142,814 | 19 64 | 4 17 |
| 184 | Fremont, Ohio | | | 1,500 | 9,334 | 100 | 500 | | | | | | b2,965 | 14,950 | 15 09 | 4 82 |
| 185 | Hamilton, Ohio | 10,008 | | 1,700 | 19,544 | 300 | 2,134 | 2,000 | | | | 250 | 607 | 38,543 | 14 38 | 3 58 |
| 186 | Ironton, Ohio* | | | 1,200 | 13,666 | 75 | 700 | 200 | | | | | 3,170 | 21,162 | 10 65 | 2 44 |
| 187 | Newark, Ohio | | | 1,700 | 16,881 | 75 | c4,209 | | | | | | | 22,865 | | |
| 188 | Portsmouth, Ohio | | | | *18,590 | | | | | | | | | *31,397 | *12 40 | *2 60 |
| 189 | Sandusky, Ohio | 13,591 | | 2,000 | 20,710 | 300 | 2,000 | 1,800 | | 400 | 1,000 | 200 | 966 | 48,660 | 12 16 | 3 56 |
| 190 | Springfield, Ohio | 2,430 | | 1,800 | 35,022 | 256 | 3,898 | 1,730 | | 266 | 1,306 | 1,104 | 1,065 | 68,739 | 15 68 | 4 10 |
| 191 | Steubenville, Ohio | 0 | 0 | 1,600 | 19,548 | 300 | 1,100 | 691 | 129 | 64 | 2,142 | 38 | 1,197 | 27,430 | 11 85 | 3 16 |
| 192 | Tiffin, Ohio | | | 675 | 12,224 | 100 | 1,000 | | | | | | 2,598 | 20,097 | | |
| 193 | Toledo, Ohio | (75,667) | | 2,457 | 55,585 | | | | | | | | a18,635 | 152,344 | 11 61 | 3 70 |
| 194 | Zanesville, Ohio | | | 1,200 | 33,878 | 300 | 2,786 | 1,138 | 196 | 189 | 2,218 | | 3,709 | 52,840 | 15 92 | 3 31 |
| 195 | Portland, Oreg | | 18,585 | 1,860 | 39,564 | 2,705 | 3,248 | 1,310 | 262 | 728 | 1,369 | | 9,436 | 81,371 | 19 07 | 8 77 |
| 196 | Allegheny, Pa* | (74,464) | | | 106,375 | 1,180 | 7,389 | | | | | | 4,516 | 252,527 | 12 85 | 1 58 |
| 197 | Allentown, Pa* | 27,071 | 5,572 | (17,828) | | | | | | | | | a3,078 | 53,549 | 7 33 | |
| 198 | Altoona, Pa | 2,802 | 2,758 | 1,000 | 17,378 | 180 | 2,644 | 1,150 | 448 | 328 | 1,152 | | 918 | 50,444 | 7 25 | 2 69 |
| 199 | Bradford, Pa | | | | | | | | | | | | | 31,318 | | |
| 200 | Carbondale, Pa | | | 300 | 7,304 | 400 | 125 | 314 | | | | | 339 | 11,811 | 6 27 | 97 |
| 201 | Chester, Pa | 1,523 | | | (22,679) | | | 899 | 185 | | 1,300 | | 592 | 29,702 | | |
| 202 | Danville, Pa* | 1,190 | | | 6,826 | 75 | | 935 | | | 418 | | | 9,444 | | |
| 203 | Easton, Pa | | | | | | | | | | | | | 40,443 | | |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 204 | Erie, Pa* | 8,405 | ..... | 2,000 | 35,353 | 550 | 3,674 | 2,467 | ..... | 376 | 873 | 218 | 3,000 | 68,425 | 12 80 | 3 83 |
| 205 | Harrisburg, Pa | 5,964 | 2,500 | 1,300 | 51,014 | 1,444 | 4,020 | 2,632 | 761 | ..... | ..... | ..... | 707 | 93,825 | 13 33 | 2 43 |
| 206 | Lebanon, Pa | 6,975 | ..... | 500 | 9,403 | 150 | 382 | 733 | ..... | ..... | 699 | ..... | ..... | 18,881 | 8 25 | 1 64 |
| 207 | Meadville, Pa* | 3,715 | ..... | 1,200 | 15,151 | 200 | 1,876 | 647 | ..... | ..... | ..... | ..... | ..... | 24,440 | 11 90 | 1 84 |
| 208 | New Castle, Pa | 1,961 | ..... | 1,012 | 9,044 | 325 | 808 | 600 | 50 | 150 | 408 | ..... | 342 | 26,446 | ..... | ..... |
| 209 | Norristown, Pa | 4,169 | ..... | 700 | 20,667 | 1,653 | 1,802 | 994 | ..... | 323 | 5,171 | 881 | 789 | 39,875 | 13 36 | 4 00 |
| 210 | Philadelphia, Pa | 0 | 0 | ..... | 1,033,638 | 6,520 | 105,586 | 44,977 | 27,215 | 746 | 37,683 | 89,997 | 84,872 | 1,503,052 | 11 24 | 4 32 |
| 211 | Pittsburgh, Pa | (108,504) | | 3,000 | 272,170 | 5,048 | 24,571 | 6,029 | 1,356 | 2,534 | 22,779 | ..... | 13,557 | 468,524 | (20 86) | |
| 212 | Reading, Pa | 16,800 | ..... | 1,500 | 50,768 | 2,180 | 5,076 | 1,756 | 500 | 128 | 5,725 | 241 | 6,325 | 100,453 | 9 59 | ..... |
| 213 | Scranton, Pa* | ..... | ..... | 1,800 | 58,111 | 750 | 3,904 | 1,675 | 1,020 | 225 | 2,904 | ..... | 8,625 | 83,624 | 9 60 | 3 07 |
| 214 | Shamokin, Pa* | ..... | ..... | 800 | 7,236 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*1,949 | 13,204 | 8 46 | ..... |
| 215 | Shenandoah, Pa | 2,468 | 1,000 | 1,500 | 8,581 | 966 | 662 | 447 | 130 | 308 | 1,002 | ..... | 326 | 19,393 | 8 11 | 3 09 |
| 216 | Titusville, Pa | 26,800 | *d*4,682 | 1,771 | 14,666 | 150 | 1,398 | 999 | 237 | 333 | 678 | 73 | 984 | 54,926 | ..... | ..... |
| 217 | Williamsport, Pa | ..... | ..... | 1,200 | 22,706 | 325 | 3,166 | 1,340 | 180 | 275 | 4,327 | 175 | 8,152 | 42,346 | 10 65 | 8 02 |
| 218 | York, Pa | ..... | 4,765 | 1,000 | 17,353 | 200 | 1,219 | 1,026 | 520 | ..... | 837 | ..... | 1,004 | 28,176 | 10 27 | 2 83 |
| 219 | Lincoln, R. I* | ..... | ..... | 300 | 15,110 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*1,502 | 24,912 | ..... | ..... |
| 220 | Newport, R. I | ..... | ..... | 2,000 | 32,105 | ..... | 2,244 | 1,220 | 135 | ..... | 1,540 | 300 | 2,826 | 43,445 | 21 65 | 5 26 |
| 221 | Pawtucket, R. I* | ..... | ..... | 800 | 24,066 | 50 | 2,000 | ..... | ..... | ..... | ..... | ..... | ..... | *e*35,598 | ..... | ..... |
| 222 | Providence, R. I | ..... | ..... | 3,000 | 171,718 | ..... | 11,700 | *b*29,208 | 600 | ..... | 20,000 | ..... | 4,365 | 268,464 | ..... | ..... |
| 223 | Warwick, R. I | ..... | ..... | 273 | 11,175 | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 11,458 | 10 53 | ..... |
| 224 | Woonsocket, R. I | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 36,971 | ..... | ..... |
| 225 | Charleston, S. C* | ..... | ..... | ..... | (50,902) | ..... | ..... | *b*2,932 | 413 | ..... | 1,701 | ..... | 6,887 | 62,840 | ..... | ..... |
| 226 | Chattanooga, Tenn | ..... | ..... | 1,500 | 13,758 | 60 | 591 | 471 | 815 | 43 | 405 | ..... | 360 | 20,796 | 10 88 | 1 95 |
| 227 | Knoxville, Tenn | ..... | 835 | ..... | 12,716 | 423 | 755 | 357 | ..... | ..... | ..... | ..... | 433 | 15,699 | 8 72 | ..... |
| 228 | Memphis, Tenn | ..... | ..... | 1,500 | 30,733 | 1,084 | 1,540 | 1,095 | 2,099 | 248 | 2,029 | 1,231 | ..... | 41,559 | 12 59 | 3 61 |
| 229 | Nashville, Tenn | 0 | 25,828 | 4,350 | 56,775 | 120 | 3,900 | 1,700 | 400 | ..... | 1,000 | 350 | 356 | 95,609 | 13 89 | 1 76 |
| 230 | Houston, Tex* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15,346 | ..... | ..... |
| 231 | San Antonio, Tex* | ..... | ..... | 1,500 | 10,050 | ..... | 500 | 125 | ..... | 200 | 389 | ..... | ..... | 17,639 | 12 37 | 1 27 |
| 232 | Burlington, Vt | ..... | ..... | ..... | 14,590 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*4,152 | 19,628 | ..... | ..... |
| 233 | Rutland, Vt* | ..... | ..... | ..... | 13,152 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*2,644 | 32,643 | ..... | ..... |
| 234 | Alexandria, Va | 300 | 75 | 350 | 8,333 | 300 | 600 | 400 | ..... | 105 | 135 | ..... | 374 | 11,087 | 9 53 | 2 10 |
| 235 | Danville, Va* | 0 | 0 | 100 | 5,070 | 35 | 100 | 402 | ..... | 100 | 100 | 15 | 77 | 5,999 | 7 14 | 1 14 |
| 236 | Lynchburg, Va | ..... | 408 | 1,120 | 14,448 | 150 | 454 | 643 | 525 | ..... | 2,074 | 34 | 310 | 41,998 | 13 30 | 3 58 |
| 237 | Norfolk, Va* | 0 | 0 | ..... | 12,825 | 450 | 300 | 184 | 300 | 200 | ..... | ..... | 1,221 | 16,214 | ..... | ..... |
| 238 | Petersburg, Va | ..... | ..... | 1,080 | 12,943 | 250 | 746 | 724 | 200 | ..... | 520 | ..... | 769 | 17,232 | 8 58 | 2 76 |
| 239 | Portsmouth, Va | ..... | ..... | 720 | 6,750 | 350 | 177 | 257 | 0 | 85 | 140 | ..... | 191 | 8,670 | 13 00 | 2 08 |
| 240 | Richmond, Va* | ..... | 8,122 | 10,485 | 45,671 | 3,135 | 2,613 | 959 | 200 | 591 | 2,236 | 201 | 642 | 83,802 | 10 95 | 2 21 |
| 241 | Appleton, Wis* | 1,055 | ..... | ..... | 11,927 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*2,395 | 16,492 | ..... | ..... |
| 242 | Fond du Lac, Wis* | ..... | ..... | 500 | 16,825 | ..... | ..... | ..... | ..... | ..... | 1,300 | ..... | 3,103 | 22,499 | 11 36 | 2 77 |
| 243 | Janesville, Wis | ..... | ..... | 1,500 | 12,583 | ..... | ..... | 1,400 | ..... | ..... | 1,000 | ..... | 54 | 18,112 | ..... | ..... |
| 244 | La Crosse, Wis | ..... | ..... | ..... | 23,943 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*9,405 | 35,348 | 15 24 | 5 52 |
| 245 | Madison, Wis | ..... | ..... | ..... | 16,136 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*3,950 | 22,129 | ..... | ..... |
| 246 | Milwaukee, Wis | ..... | 0 | *f*10,000 | 168,009 | 1,880 | 11,801 | 17,253 | ..... | ..... | 32,282 | ..... | 4,886 | 262,764 | 14 42 | 5 52 |
| 247 | Oshkosh, Wis | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 31,623 | ..... | ..... |
| 248 | Racine, Wis | ..... | ..... | ..... | 22,317 | 150 | ..... | ..... | ..... | ..... | 3,462 | ..... | 3,079 | 30,111 | 15 00 | ..... |

* From Report of the Commissioner of Education for 1880.
*a* For all incidental or contingent expenses.
*b* Expenditure for fuel and miscellaneous objects.
*c* Includes expenditure for fuel and insurance.
*d* For interest only.
*e* Items not all reported.
*f* Estimated.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1881, *&c.*—Continued.

| | City. | Expenditures. | | | | | | | | | | | | | Average expenses per capita. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Payment of indebtedness. | | Tuition. | | Incidental or contingent expenses. | | | | | | | | | | |
| | | Bonds (including interest). | Floating (including interest). | Cost of supervision. | Amount paid for teaching. | Officers of board, secretaries, messengers, &c. | Pay of janitors of buildings. | Fuel. | Rent. | Insurance. | Repairs. | School books supplied for use of pupils. | All other supplies and current expenses. | Total expenditure. | Supervision and instruction, based on average daily attendance. | Incidental or contingent expenses, based on average daily attendance. |
| | 1 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 249 | Watertown, Wis. | ..... | ..... | $400 | $8,018 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*$1,682 | $11,757 | $8 40 | 1 60 |
| 250 | Georgetown, D. C *b* | 0 | 0 | 7,380 | 178,176 | $1,000 | $13,289 | $7,944 | $23,815 | $268 | $6,844 | $2,740 | 11,844 | *c*471,416 | 14 68 | 5 36 |
| 251 | Washington, D. C *b* | | | | | | | | | | | | | | | |

*a* For all incidental or contingent expenses.

*b* These statistics are for white schools only; for those in which colored schools are included, see Table I.

*c* Includes proportion paid to colored schools.

*Cities containing* 7,500 *inhabitants and over from which no statistics have been received.*

| State. | City. | State. | City. | State. | City. | State. | City. | State. | City. |
|---|---|---|---|---|---|---|---|---|---|
| Alabama | Mobile. | Illinois | Hyde Park. | Massachusetts | North Adams. | New Jersey | Millville. | Pennsylvania | Johnstown. |
| Do | Montgomery. | Indiana | Jeffersonville. | Do | Salem. | Do | Randolph. | Do | Lancaster. |
| California | Sacramento. | Do | New Albany. | Do | Westfield. | New York | Brookhaven. | Do | McKeesport. |
| Do | San José. | Iowa | Burlington. | Do | Weymouth. | Do | Flatbush. | Do | Pottsville. |
| Connecticut | Windham. | Kansas | Atchison. | Michigan | Jackson. | Do | Huntington. | Do | Wilkes-Barre. |
| Delaware | Dover. | Louisiana | Shreveport. | Do | Kalamazoo. | Do | Yonkers. | South Carolina | Columbia. |
| Florida | Jacksonville. | Maryland | Cumberland. | Do | Lansing. | North Carolina | Wilmington. | Texas | Austin. |
| Illinois | Alton. | Do | Frederick. | New Hampshire | Concord. | Ohio | Bellaire. | Do | Dallas. |
| Do | Aurora. | Massachusetts | Attleborough. | New Jersey | Bayonne. | Do | Lima. | Do | Galveston. |
| Do | Bloomington. | Do | Beverly. | Do | Bridgeton. | Do | Mansfield. | West Virginia | Wheeling. |
| Do | Cairo. | Do | Milford. | Do | Bridgewater. | Do | Youngstown. | Wisconsin | Eau Claire. |
| Do | Decatur. | Do | Natick. | Do | Hoboken. | Pennsylvania | Columbia. | Utah | Salt Lake City. |
| Do | East St. Louis. | | | | | | | | |

TABLE III.—PART 1.—*Statistics of public normal schools for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of organization. | Principal. | Appropriation for the last year. | | | | Number of instructors. | Number of students. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | State. | County. | City. | State appropriation per capita of pupils enrolled in the last school year.[a] | | Total. | Normal. | | Other. | |
| | | | | | | | | | | | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1 | State Normal School | Florence, Ala | 1873 | Rev. Hardie Brown | $7,500 | ..... | ..... | ..... | 8 | 179 | 46 | 22 | 90 | 21 |
| 2 | Normal School for Colored Teachers | Huntsville, Ala | 1869 | William H. Councill | 2,000 | ..... | ..... | ..... | 3 | 134 | 69 | 65 | ..... | ..... |
| 3 | Lincoln Normal University | Marion, Ala | 1873 | William B. Paterson | 4,000 | $0 | $0 | $20 00 | 5 | 222 | 94 | 128 | ..... | ..... |
| 4 | Tuskegee Normal School | Tuskegee, Ala | 1881 | Booker T. Washington | 2,000 | 0 | 0 | 17 00 | 4 | 112 | 63 | 49 | 0 | 0 |
| 5 | Normal department, Arkansas Industrial University. | Fayetteville, Ark | 1872 | N. P. Gates, A. M | (*b*) | ..... | ..... | (*b*) | 1 | 82 | 69 | 13 | ..... | ..... |
| 6 | Branch Normal College of Arkansas Industrial University. | Pine Bluff, Ark | 1875 | Joseph C. Corbin, A. M | 2,000 | ..... | ..... | ..... | 4 | 123 | 53 | 70 | ..... | ..... |
| 7 | Normal department of Girls' High School. | San Francisco, Cal | 1876 | John Swett | ..... | ..... | 5,000 | ..... | 3 | 155 | ..... | 155 | ..... | ..... |
| 8 | California State Normal School | San José, Cal | 1862 | Charles H. Allen, A. M | 33,300 | 0 | 0 | 77 08 | 16 | 489 | 60 | 372 | 21 | 36 |
| 9 | Normal department of University of Colorado.* | Boulder, Colo | ..... | Joseph A. Sewall, M. D., LL. D., president. | ..... | ..... | ..... | ..... | ..... | 9 | 3 | 6 | ..... | ..... |
| 10 | Connecticut State Normal School | New Britain, Conn | 1850 | Isaac N. Carleton, A. M | *c*87,000 | ..... | *d*25,000 | 80 00 | 9 | 150 | 15 | 135 | 0 | 0 |
| 11 | East Florida Seminary | Gainesville, Fla | *e*1853 | Edwin P. Cater, A. M | (*f*) | ..... | ..... | ..... | 7 | 153 | 7 | 6 | 79 | 61 |
| 12 | Normal department of North Georgia Agricultural College.* | Dahlonega, Ga | 1877 | David W. Lewis, A. M., president. | ..... | 0 | 0 | ..... | 7 | 78 | 67 | 11 | ..... | ..... |
| 13 | Southern Illinois Normal University | Carbondale, Ill | 1874 | Rev. Robert Allyn, D. D., LL. D | *g*20,190 | ..... | ..... | 50 50 | 12 | 394 | 93 | 77 | 143 | 81 |
| 14 | Illinois State Normal University | Normal, Ill | 1857 | Edwin C. Hewett, LL. D., pres't | 22,494 | 0 | 0 | 49 44 | 14 | 802 | 169 | 269 | 185 | 179 |
| 15 | Cook County Normal and Training School *h* | Normalville, Ill | 1867 | D. S. Wentworth | 0 | *i*15,000 | 0 | *j*27 50 | 9 | 714 | 34 | 189 | 178 | 313 |

* From Report of the Commissioner of Education for 1880.

*a* Exclusive of appropriations for permanent objects.

*b* Appropriation in common with other departments of the university (see Table IX).

*c* Of this, $75,000 are a special appropriation for new building.

*d* Special appropriation for new building.

*e* As East Florida Seminary; reorganized as State Normal School in 1880.

*f* School is supported by interest of funds derived from sale of lands donated by the United States.

*g* Of this sum, $6,397 were from the fund donated by Congress for seminary and $1,200 for permanent improvements.

*h* Connected with this school is a Kindergarten normal department, in which there are ten students, under the instruction of Miss Matilda H. Ross.

*i* Includes salary of clerk for county superintendent.

*j* County appropriation per capita.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of organization. | Principal. | Appropriation for the last year. | | | | Number of instructors. | Number of students. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | State. | County. | City. | State appropriation per capita of pupils enrolled in the last school year.[a] | | Total. | Normal. | | Other. | |
| | | | | | | | | | | | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 16 | Training school department of public schools. | Fort Wayne, Ind | 1867 | Miss Martha A. Jones | | | | | 3 | 9 | | 9 | | |
| 17 | Indianapolis Normal School | Indianapolis, Ind | 1866 | Lewis H. Jones | | | | | 1 | 20 | 1 | 19 | 0 | 0 |
| 18 | Indiana State Normal School | Terre Haute, Ind | 1870 | George P. Brown | $17,000 | $0 | $0 | $28 91 | 12 | 588 | 257 | 331 | | |
| 19 | Burlington City Training School* | Burlington, Iowa | | | | | | | 1 | 20 | | 20 | | |
| 20 | Iowa State Normal School | Cedar Falls, Iowa | 1876 | J. C. Gilchrist, A. M | 8,750 | 0 | 0 | 21 00 | 7 | 344 | 132 | 211 | 1 | 0 |
| 21 | Normal department of the High School | Davenport, Iowa | 1863 | Miss Isabella S. Thompson | 0 | 0 | | | 1 | 18 | 1 | 17 | 0 | 0 |
| 22 | Chair of Didactics, State University of Iowa. | Iowa City, Iowa | 1873 | Rev. Stephen N. Fellows, D. D | | | | | b1 | | | | | |
| 23 | Kansas State Normal School | Emporia, Kans | 1865 | R. B. Welch, M. A., president. | 0 | 0 | 0 | | b10 | 366 | 60 | 89 | 109 | 108 |
| 24 | Normal department of University of Kansas. | Lawrence, Kans | 1876 | Rev. James Marvin, D. D., president. | | | | | | 38 | 16 | 22 | | |
| 25 | Eastern State Normal School | Castine, Me | 1867 | Roliston Woodbury | 6,000 | | | 30 00 | 5 | 202 | 96 | 106 | | |
| 26 | State Normal and Training School | Farmington, Me | 1864 | Charles C. Rounds | 6,333 | 0 | 0 | 63 33 | 8 | 100 | 26 | 74 | 0 | 0 |
| 27 | Madawaska Training School* | Fort Kent and Van Buren, Me. | 1879 | Vetal Cyr, B. S | 1,000 | | | | 2 | 52 | 12 | 20 | 5 | 15 |
| 28 | State Normal and Training School | Gorham, Me | 1879 | William J. Corthell | 6,333 | 0 | 0 | 45 00 | 6 | 110 | 29 | 81 | 0 | 0 |
| 29 | Normal Practice School | Lewiston, Me | 1869 | Miss Eleanor E. Jones | | | | | 1 | 9 | 0 | 9 | 0 | 0 |
| 30 | Normal Training and Practice Class | Portland, Me | 1878 | Sarah M. Taylor | 0 | 0 | 1,550 | 0 | 9 | 198 | 0 | 8 | 104 | 86 |
| 31 | Baltimore Normal School for Colored Teachers. | Baltimore, Md | 1864 | John Core | 2,000 | | | | 6 | 145 | 6 | 16 | 41 | 82 |
| 32 | Maryland State Normal School | Baltimore, Md. (Lafayette Square). | 1866 | M. A. Newell | 10,000 | 0 | 0 | 37 90 | 14 | 264 | 20 | 203 | 10 | 31 |
| 33 | Boston Normal School | Boston, Mass | 1852 | Larkin Dunton | | | | | 7 | 69 | | 69 | | |
| 34 | Massachusetts Normal Art School | Boston, Mass | 1873 | Walter Smith, art master | 17,000 | | | 57 83 | 9 | 294 | 81 | 203 | 2 | 8 |
| 35 | State Normal School | Bridgewater, Mass | 1840 | Albert G. Boyden, A. M | 13,800 | | | 74 25 | 9 | 174 | 50 | 124 | 0 | 0 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 36 | Training School for Teachers | Cambridge, Mass | 1870 | Anna C. Sullivan | 0 | 0 | c3,380 | 0 | 6 | 20 | 0 | 20 | | | |
| 37 | State Normal School | Framingham, Mass | 1839 | Ellen Hyde | 11,200 | | | 120 00 | 13 | 90 | | 90 | | | |
| 38 | Gloucester Training School for Teachers | Gloucester, Mass | 1879 | Sarah E. Sprague | 0 | 0 | 3,000 | 0 | 1 | 12 | 0 | 12 | 0 | 0 | |
| 39 | State Normal School | Salem, Mass | 1854 | Daniel B. Hagar, PH. D | 20,876 | 0 | 0 | 55 00 | 13 | 273 | | 273 | 0 | 0 | |
| 40 | Westfield State Normal School | Westfield, Mass | 1839 | Joseph G. Scott | 10,350 | | | 86 25 | 7 | 120 | 11 | 109 | | | |
| 41 | Massachusetts State Normal School at Worcester. | Worcester, Mass | 1874 | E. Harlow Russell | 10,925 | 0 | 0 | 69 14 | 12 | 158 | 10 | 148 | 0 | 0 | |
| 42 | Course in the Science and the Art of Teaching (University of Michigan). | Ann Arbor, Mich | 1879 | William H. Payne, M. A | | | | | 1 | 71 | 46 | 25 | | | |
| 43 | Michigan State Normal School | Ypsilanti, Mich | 1852 | Daniel Putnam (acting) | d44,500 | 0 | 0 | 39 63 | 12 | 492 | (318) | | (174) | | |
| 44 | State Normal School at Mankato | Mankato, Minn | 1868 | Edward Searing, M. A., president. | 12,000 | | | | 9 | 237 | (179) | | (58) | | |
| 45 | State Normal School at St. Cloud | St. Cloud, Minn | 1869 | Jerome Allen | 12,000 | 0 | 0 | 69 00 | 9 | 230 | 81 | 93 | 34 | 22 | |
| 46 | State Normal School at Winona | Winona, Minn | 1860 | Irwin Shepard, A. M | 12,000 | | | 32 00 | 14 | 441 | 46 | 140 | 56 | 199 | |
| 47 | Mississippi State Normal School | Holly Springs, Miss | 1870 | William B. Highgate, A. M | 3,000 | 0 | 0 | 22 50 | 3 | 133 | 97 | 36 | 0 | 0 | |
| 48 | Tougaloo University | Tougaloo, Miss | 1869 | Rev. A. Hatch | 2,000 | 0 | 0 | 8 68 | 8 | 247 | 35 | 19 | 95 | 98 | |
| 49 | Missouri State Normal School, third district. | Cape Girardeau, Mo | 1873 | Richard C. Norton, president | 8,750 | | | 38 21 | 9 | 229 | 146 | 83 | | | |
| 50 | Normal College of the University of the State of Missouri. | Columbia, Mo | 1849 | Miss Grace C. Bibb, dean | (e) | | | (e) | 15 | 82 | (82) | | | | |
| 51 | Lincoln Institute* | Jefferson City, Mo | 1866 | Inman E. Page | f15,000 | | | | 4 | 97 | 66 | 31 | | | |
| 52 | Missouri State Normal School, first district. | Kirksville, Mo | 1867 | W. P. Nason, president | 10,000 | 0 | 0 | 20 32 | 11 | 492 | 304 | 188 | 0 | 0 | |
| 53 | St. Louis Normal School | St. Louis, Mo | 1857 | F. Louis Soldan | | | 9,228 | g92 27 | 7 | 134 | 0 | 134 | 0 | 0 | |
| 54 | State Normal School, second district | Warrensburg, Mo | 1871 | George L. Osborne | 10,000 | 0 | 0 | 25 64 | 9 | 390 | 209 | 181 | 0 | 0 | |
| 55 | Nebraska State Normal School | Peru, Nebr | 1867 | Robert Curry, A. M., PH. D | 11,750 | | | | 9 | 274 | 117 | 157 | | | |
| 56 | New Hampshire State Normal School | Plymouth, N. H | 1871 | Henry P. Warren, A. B | 8,500 | 0 | 1,350 | | 4 | 35 | 2 | 33 | | | |
| 57 | Newark Normal School | Newark, N. J | 1879 | Jane E. Johnson | 0 | 0 | 1,490 | | 1 | 27 | 0 | 27 | 0 | 0 | |
| 58 | New Jersey State Normal School | Trenton, N. J | 1855 | Washington Hasbrouck, PH.D | 20,000 | 0 | 0 | 73 00 | 10 | 236 | 41 | 195 | 0 | 0 | |
| 59 | State Normal School | Albany, N. Y | 1844 | Rev. Joseph Alden, D. D., LL. D., president. | 18,000 | 0 | 0 | 72 00 | 13 | 395 | 76 | 199 | 35 | 85 | |
| 60 | State Normal and Training School | Brockport, N. Y | 1867 | Charles D. McLean | 18,000 | | | 20 20 | 18 | 891 | 119 | 262 | 232 | 278 | |
| 61 | State Normal School* | Buffalo, N. Y | 1871 | Henry B. Buckham, A. M | 17,599 | | | | 17 | 551 | (259) | | (292) | | |
| 62 | State Normal and Training School | Cortland, N. Y | 1869 | James M. Cassety, A. M | 18,000 | | | 51 43 | 14 | 380 | 120 | 230 | 10 | 20 | |
| 63 | State Normal and Training School | Fredonia, N. Y | 1868 | Francis B. Paimer, PH. D | 18,000 | | | | 17 | 565 | 69 | 113 | (383) | | |
| 64 | State Normal and Training School | Geneseo, N. Y | 1871 | William J. Milne, PH.D., LL.D. | 18,000 | | | | 17 | 537 | (416) | | (121) | | |
| 65 | Normal College* | New York, N. Y | 1870 | Thomas Hunter, PH. D | 0 | 0 | 95,000 | | 38 | 2,378 | 0 | 1,235 | 0 | 1,143 | |
| 66 | State Normal and Training School | Oswego, N. Y | 1861 | Edw. A. Sheldon, A. M., PH. D. | 20,000 | | | 40 90 | 15 | 440 | 82 | 358 | | | |
| 67 | State Normal and Training School | Potsdam, N. Y | 1869 | Rev. Thomas J. Morgan, D.D. | 18,000 | | | | 14 | 435 | 134 | 251 | 26 | 24 | |
| 68 | Syracuse Training School | Syracuse, N. Y | 1880 | George A. Bacon, principal of high school. | 0 | 0 | | | 12 | 50 | | 50 | | | |
| 69 | University Normal School | Chapel Hill, N. C | 1877 | Hon. Kemp P. Battle, LL. D., president. | 2,000 | 0 | 0 | 5 91 | 18 | 338 | 170 | 168 | | | |
| 70 | Elizabeth City State Normal School | Elizabeth City, N. C | 1881 | S. L. Sheep | 500 | | | 8 81 | 9 | 64 | 24 | 40 | | | |
| 71 | State Colored Normal School | Fayetteville, N. C | 1877 | Charles W. Chesnutt | 2,000 | 0 | h500 | 18 35 | 3 | 109 | 28 | 18 | 38 | 25 | |
| 72 | Franklin Normal School | Franklin, N. C | 1881 | Frank M. Smith | 500 | | i400 | | | | | | | | |
| 73 | New Berne State Normal School | New Berne, N. C | 1881 | George H. White | i700 | 0 | 0 | 7 69 | 3 | 65 | 34 | 31 | 0 | 0 | |
| 74 | Newton State Normal School | Newton, N. C | 1881 | N. C. English | 500 | | | | 7 | 202 | 60 | 80 | 30 | 32 | |

* From Report of the Commissioner of Education for 1880.
*a* Exclusive of appropriations for permanent objects.
*b* Exclusive of lecturers.
*c* For salaries only.
*d* $25,000 for building.
*e* Appropriation in common with other departments of the university (see Table IX).
*f* For two years.
*g* City appropriation per capita.
*h* From Peabody fund.
*i* Includes $200 from Peabody fund.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of organization. | Principal. | Appropriation for the last year. | | | | Number of instructors. | Number of students. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | State. | County. | City. | State appropriation per capita of pupils enrolled in the last school year.[a] | | Total. | Normal. | | Other. | |
| | | | | | | | | | | | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 75 | Wilson State Normal School | Wilson, N. C | 1881 | Julius L. Tomlinson | [b]$700 | $100 | ..... | $2 50 | 17 | 200 | 75 | 125 | ..... | ..... |
| 76 | Cincinnati Normal School | Cincinnati, Ohio | 1868 | John Mickleborough | 0 | 0 | $7,731 | ..... | 9 | 56 | 0 | 56 | ..... | ..... |
| 77 | Cleveland City Normal School | Cleveland, Ohio (72 Prospect street). | 1874 | Oliver Arey | ..... | ..... | ..... | ..... | 4 | 51 | ..... | 51 | ..... | ..... |
| 78 | Dayton Normal and Training School | Dayton, Ohio | 1869 | Jane W. Blackwood | ..... | ..... | ..... | ..... | 4 | 15 | ..... | 15 | ..... | ..... |
| 79 | Pennsylvania State Normal School, sixth district. | Bloomsburg, Pa | 1869 | David J. Waller, jr | [c]10,000 | 0 | 0 | (*d*) | 11 | 266 | 46 | 61 | 92 | 67 |
| 80 | Southwestern State Normal School | California, Pa | 1874 | George P. Beard, A. M | 2,500 | ..... | ..... | (*d*) | 12 | 525 | 176 | 174 | 87 | 88 |
| 81 | State Normal School | Edinboro', Pa | 1861 | J. A. Cooper, A. M | 5,000 | ..... | ..... | 10 50 | 12 | 522 | 253 | 223 | 25 | 21 |
| 82 | State Normal School at Indiana | Indiana, Pa | 1875 | John H. French, LL. D | 11,270 | ..... | ..... | ..... | 13 | 392 | 150 | 132 | 55 | 55 |
| 83 | Keystone State Normal School | Kutztown, Pa | 1866 | Rev. Nathan C. Schaeffer, PH. D. | 2,500 | ..... | ..... | (*d*) | 13 | 461 | 286 | 62 | 76 | 37 |
| 84 | Central State Normal School | Lock Haven, Pa | 1877 | Albert N. Raub, PH. D | 5,000 | ..... | ..... | ..... | 10 | 347 | 167 | 110 | 35 | 35 |
| 85 | Pennsylvania State Normal School, fifth district. | Mansfield, Pa | 1862 | D. C. Thomas | 5,000 | ..... | ..... | ..... | 10 | 312 | 191 | 121 | ..... | ..... |
| 86 | Pennsylvania State Normal School, second district. | Millersville, Pa | 1855 | Edward Brooks, A. M., PH. D | 10,000 | ..... | ..... | ..... | 23 | 791 | 430 | 250 | 66 | 45 |
| 87 | Philadelphia Normal School for Girls | Philadelphia, Pa. (n. e. cor. 17th and Spring Garden streets). | 1848 | George W. Fetter | ..... | ..... | *25,000 | ..... | 28 | 965 | ..... | 965 | ..... | ..... |
| 88 | Cumberland Valley State Normal School | Shippensburg, Pa | 1873 | B. S. Potter, A. M | [e]9,749 | 0 | 0 | 6 97 | 10 | 223 | 106 | 73 | 21 | 23 |
| 89 | West Chester State Normal School | West Chester, Pa | 1871 | G. M. Philips | 4,841 | ..... | ..... | (*d*) | 14 | 308 | 140 | 116 | 23 | 29 |
| 90 | Rhode Island State Normal School | Providence, R. I | 1871 | James C. Greenough, A. M | 9,000 | 0 | 0 | 50 00 | 11 | 136 | 10 | 126 | ..... | ..... |
| 91 | State Normal College, University of Nashville. | Nashville, Tenn | 1875 | Rev. Eben S. Stearns, D. D., president. | 0 | 0 | 0 | 0 | 8 | 161 | 56 | 105 | 0 | 0 |
| 92 | Sam Houston Normal Institute | Huntsville, Tex | 1879 | J. Baldwin | 20,000 | ..... | ..... | [f]120 00 | 7 | 200 | 60 | 90 | 20 | 30 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 93 | State Normal School of Texas for Colored Students. *g* | Prairie View, Tex | 1879 | E. H. Anderson | 7,600 | | | | 3 | 49 | (49) | | |
| 94 | State Normal School* | Castleton, Vt | 1869 | Judah Dana | 2,000 | | | | 4 | 85 | 23 | 29 | 23 | 10 |
| 95 | Johnson State Normal School | Johnson, Vt | 1867 | Edward Conant | 1,800 | 159 | 0 | 14 40 | 6 | 125 | 29 | 96 | 0 | 0 |
| 96 | State Normal School | Randolph, Vt | 1867 | Andrew W. Edson, A. B | 2,146 | 120 | | | 7 | 234 | 67 | 167 | | |
| 97 | Hampton Normal and Agricultural Institute. | Hampton, Va | 1868 | Samuel C. Armstrong | (*h*) | 0 | 0 | 26 83 | *i*48 | *i*385 | 197 | 108 | 59 | 21 |
| 98 | Richmond Normal School | Richmond, Va | 1867 | Miss M. E. Knowles | 270 | | 1,170 | | 3 | 66 | 19 | 47 | | |
| 99 | Fairmont State Normal School | Fairmont, W. Va | 1869 | Miss M. L. Dickey, M. S | | | | | | | | | | |
| 100 | Glenville State Normal School | Glenville, W. Va | 1873 | T. Marcellus Marshall | 1,333 | | | | 2 | | | | | |
| 101 | Marshall College, State Normal School | Huntington, W. Va | 1867 | B. H. Thackston | 1,333 | | | 15 15 | 3 | 103 | 48 | 40 | 8 | 7 |
| 102 | Shepherd College | Shepherdstown, W. Va. | 1873 | Joseph McMurran, A. M | 1,000 | 0 | 0 | | 2 | 71 | 28 | 39 | 4 | |
| 103 | West Liberty State Normal School | West Liberty, W. Va | 1871 | D. T. Williams | 773 | | | 22 00 | 3 | 43 | 16 | 15 | 6 | 6 |
| 104 | Milwaukee Normal School | Milwaukee, Wis | 1872 | Lemira W. Hughes | 0 | 0 | 4,089 | 0 | 2 | 15 | 1 | 14 | 0 | 0 |
| 105 | State Normal School | Oshkosh, Wis | 1871 | George S. Albee, president | 18,000 | | | 26 10 | 18 | 613 | 157 | 226 | 99 | 131 |
| 106 | Wisconsin State Normal School | Platteville, Wis | 1866 | D. McGregor, A. M | 22,703 | | | 30 66 | 14 | 462 | 80 | 135 | 126 | 121 |
| 107 | State Normal School | River Falls, Wis | 1875 | W. D. Parker | 18,521 | 0 | 0 | 69 42 | 11 | 183 | 57 | 71 | 18 | 37 |
| 108 | State Normal School | Whitewater, Wis | 1868 | J. W. Stearns | 25,188 | 0 | 0 | | 13 | 480 | 87 | 216 | 93 | 84 |
| 109 | Dakota Normal School | Springfield, Dak | 1881 | G. A. Crichet | | | | | | | | | | |
| 110 | Miner Normal School | Washington, D. C (17th and Sampson streets). | 1877 | Martha B. Briggs | 0 | 0 | | 0 | 4 | 18 | 0 | 18 | 0 | 0 |
| 111 | Washington Normal School* | Washington, D. C | 1873 | Lucilla E. Smith | | | | | 2 | 20 | | 20 | | |
| 112 | Normal department of University of Deseret. | Salt Lake City, Utah | 1875 | John R. Park, M. D | *j*2,500 | | | *j*62 50 | 2 | 45 | 29 | 16 | | |
| 113 | Normal department of University of Washington Territory.* | Seattle, Wash. Ter | | A. J. Anderson, A. M., president. | | | | | | 21 | (21) | | | |

* From Report of the Commissioner of Education for 1880.
*a* Exclusive of appropriations for permanent objects.
*b* Includes $200 from Peabody fund.
*c* On real estate.
*d* Fifty cents a week for normal pupils.
*e* $8,500 of this are apparently for special purposes.
*f* The State pays the board of four pupils from each senatorial district.
*g* These statistics are for the year 1880.
*h* The institute receives annually about $10,000 from the State, being its share of the income from the congressional grant of land to agricultural colleges.
*i* For all departments.
*j* Territorial appropriation.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Graduates in the last year. | | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | | Number of educational journals and magazines taken. | Annual charge to each student for tuition. | Is drawing taught? | Has the school a collection of models, casts, apparatus, and examples for free hand drawing? | Is music taught? | | School possesses a chemical laboratory? | School possesses a philosophical cabinet and apparatus? | School possesses a museum of natural history? | School possesses a gymnasium? | Model school attached to the institution? | Students receive diplomas or certificates on completion of course? | Graduates teach in State common schools without further examination? | Time of anniversary. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Whole number. | Number who have engaged in teaching. | | | Number of volumes. | Increase in the last school year. | Number of volumes of pedagogical works. | | | | | Vocal. | Instrumental. | | | | | | | | |
| | 1 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| 1 | State Normal School | 4 | 3 | 3 | 40 | *a*2, 500 | ..... | ..... | ..... | *b*$0 | 0 | 0 | × | × | × | × | 0 | 0 | × | × | × | June 22. |
| 2 | Normal School for Colored Teachers | 4 | 4 | 4 | 36 | ..... | ..... | ..... | 4 | ..... | 0 | ..... | × | × | 0 | 0 | 0 | 0 | × | × | × | June. |
| 3 | Lincoln Normal University | 8 | 8 | 4 | 40 | 125 | 100 | 6 | 2 | 0 | × | 0 | × | × | × | × | 0 | 0 | × | × | × | June, last Wed'y. |
| 4 | Tuskegee Normal School | ..... | ..... | 4 | 36 | 500 | 500 | 2 | 3 | 0 | × | 0 | × | 0 | 0 | 0 | 0 | 0 | × | × | × | May, last Thurs. |
| 5 | Normal department, Arkansas Industrial University. | 2 | 2 | 4 | 41 | 1, 500 | 100 | 50 | 3 | 0 | × | × | × | × | × | × | × | 0 | × | × | 0 | June 6. |
| 6 | Branch Normal College of Arkansas Industrial University. | 0 | 0 | 4 | 40 | 200 | 35 | ..... | 4 | 0 | × | 0 | × | × | 0 | × | 0 | × | × | × | 0 | June, 1st Mond'y. |
| 7 | Normal department of Girls' High School | 76 | ..... | 1 | 40 | 1, 000 | 0 | 50 | 3 | 0 | × | × | × | 0 | × | × | × | 0 | 0 | × | × | May. |
| 8 | California State Normal School | 34 | ..... | 3 | 40 | 1, 450 | ..... | 150 | 0 | 0 | × | × | × | 0 | × | × | × | 0 | × | × | × | June, 1st week. |
| 9 | Normal department of University of Colorado.* | ..... | ..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 10 | Connecticut State Normal School | 45 | 42 | 2 | 38 | 1, 500 | 25 | 200 | 3 | 0 | × | × | × | 0 | × | × | × | 0 | 0 | × | 0 | June. |
| 11 | East Florida Seminary | 3 | 0 | 4 | 37 | 0 | ..... | ..... | ..... | *c*0 | 0 | 0 | × | × | × | × | 0 | 0 | × | × | × | |
| 12 | Normal department of North Georgia Agricultural College.* | ..... | ..... | 4 | 48 | 100 | 20 | 30 | 3 | 10 | × | 0 | × | 0 | × | 0 | × | × | 0 | × | × | June, 2d Wed'y. |
| 13 | Southern Illinois Normal University | 8 | 5 | 3, 4 | 36 | 8, 123 | 1, 186 | 1, 237 | 19 | 0 | × | × | × | 0 | × | × | × | 0 | 0 | × | 0 | May, last Thurs. |
| 14 | Illinois State Normal University | 23 | 18 | 3 | 36 | 1, 042 | 20 | 235 | 6 | *d*0 | × | × | × | 0 | × | × | × | ..... | × | × | 0 | May 26. |
| 15 | Cook County Normal and Training School | 43 | 41 | 3 | 42 | 424 | 60 | 51 | 4 | *e*0 | × | × | × | 0 | × | × | × | × | × | × | *g*× | June. |
| 16 | Training school department of public schools | 8 | 8 | 1 | 40 | ..... | ..... | ..... | ..... | 0 | × | × | × | 0 | × | × | × | 0 | × | × | 0 | June. |
| 17 | Indianapolis Normal School | 19 | 19 | 1½ | 40 | 250 | 25 | ..... | 0 | 0 | × | × | × | 0 | 0 | 0 | 0 | 0 | × | × | *h*× | June 18. |
| 18 | Indiana State Normal School | 24 | 23 | 3 | 39 | 2, 000 | 25 | 75 | 0 | 0 | × | 0 | × | 0 | × | × | 0 | 0 | × | (*i*) | (*i*) | June 17. |
| 19 | Burlington City Training School* | ..... | ..... | 1 | 42 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 20 | Iowa State Normal School | 36 | 33 | 4 | 40 | 1, 500 | 0 | ..... | 20 | 0 | × | 0 | × | × | × | × | 0 | 0 | 0 | × | 0 | June 22. |
| 21 | Normal department of the High School | 13 | 7 | 1 | 40 | 200 | ..... | 50 | 2 | *f*0 | × | × | 0 | 0 | × | × | 0 | 0 | × | × | 0 | |
| 22 | Chair of Didactics, State University of Iowa | ..... | ..... | ..... | 38 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | (*k*) | ..... | |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 23 | Kansas State Normal School | 21 | 17 | 2, 3, 4 | 40 | 1,500 | 100 | 50 | 6 | *l*10 | × | | × | 0 | | | | | × | × | × | June 15. |
| 24 | Normal department of University of Kansas | | | 3 | 40 | | | | | *l*10 | | | × | × | × | × | × | | | × | × | |
| 25 | Eastern State Normal School | 20 | 16 | 2 | 38 | 700 | 50 | 100 | 2 | 0 | × | × | × | 0 | × | × | × | 0 | × | × | 0 | June 1. |
| 26 | State Normal and Training School | 30 | 25 | 2, 3 | 38 | 1,200 | | 150 | 1 | 0 | × | × | × | 0 | × | × | 0 | × | × | × | 0 | June, last Thurs. |
| 27 | Madawaska Training School* | | | 4 | 44 | | | | | | × | 0 | | | 0 | 0 | 0 | 0 | 0 | × | | |
| 28 | State Normal and Training School | 47 | 42 | 2 | 40 | 1,200 | 250 | 300 | 4 | 0 | × | × | × | 0 | × | × | | 0 | × | × | 0 | Jan. and June. |
| 29 | Normal Practice School | 8 | 4 | 1 | 37½ | 19 | 3 | 5 | | 0 | × | 0 | × | 0 | 0 | 0 | 0 | 0 | × | × | 0 | June. |
| 30 | Normal Training and Practice Class | 8 | 8 | 1 | 40 | 56 | 56 | 56 | 4 | | × | 0 | × | 0 | 0 | 0 | 0 | 0 | × | × | *h* × | |
| 31 | Baltimore Normal School for Colored Teachers | | | 4 | 41 | 1,010 | 190 | | | 10 | × | | × | | | | | | × | × | 0 | June. |
| 32 | Maryland State Normal School | 37 | 25 | 3 | 39 | 1,825 | 13 | 112 | 10 | *b*0 | × | × | × | × | × | × | × | × | × | × | × | |
| 33 | Boston Normal School | 38 | | 1 | 40 | | | | | 0 | × | | × | 0 | | | | | × | × | *h* × | June. |
| 34 | Massachusetts Normal Art School | 5 | 4 | 4 | 40 | 120 | 15 | 0 | 4 | *m*10 | × | × | 0 | 0 | 0 | 0 | 0 | 0 | 0 | × | × | June. |
| 35 | State Normal School | 52 | 50 | 2, 4 | 38 | 3,000 | 50 | 60 | 4 | *n*0 | × | × | × | 0 | × | × | × | × | × | × | 0 | June, last Wed. |
| 36 | Training School for Teachers | 11 | 10 | 1 | 43 | 67 | 5 | 7 | 0 | *jo*50 | × | 0 | × | 0 | 0 | 0 | 0 | 0 | × | × | 0 | July 3. |
| 37 | State Normal School | 27 | 25 | 2 | 40 | 1,618 | | | 6 | *n*0 | × | × | × | 0 | × | × | × | 0 | × | × | 0 | June. |
| 38 | Gloucester Training School for Teachers | 11 | 11 | 1 | 40 | 100 | 12 | 50 | 1 | 0 | × | × | × | 0 | 0 | 0 | 0 | 0 | × | × | *h* × | June. |
| 39 | State Normal School | 58 | | 2, 4 | 40 | 5,731 | 42 | 125 | 9 | *n*0 | × | × | × | 0 | × | × | × | 0 | | × | 0 | Jan. and June. |
| 40 | Westfield State Normal School | 24 | 20 | 2, 4 | 40 | | | | | *n*0 | × | × | × | 0 | × | × | × | 0 | × | × | 0 | June 28. |
| 41 | Massachusetts State Normal School at Worcester. | 16 | 15 | 2 | 40 | 4,545 | 238 | 75 | 2 | *n*0 | × | × | × | 0 | × | × | × | 0 | 0 | × | 0 | June. |
| 42 | Course in the Science and the Art of Teaching (University of Michigan). | | | 1 | 36 | | | 200 | 6 | | | | | | | | | | 0 | × | 0 | |
| 43 | Michigan State Normal School | 90 | 80 | 4 | 40 | 3,709 | 1,300 | 400 | 18 | *o*10 | × | × | × | 0 | × | × | × | 0 | × | × | × | June, last Wed. |
| 44 | State Normal School at Mankato | 27 | | 3 | 32 | *386 | *321 | *25 | | 0 | × | × | × | 0 | × | × | × | 0 | × | × | 0 | April 13. |
| 45 | State Normal School at St. Cloud | 22 | 21 | 2, 4 | 36 | | | | 23 | 0 | × | × | × | 0 | × | × | × | 0 | × | × | 0 | April 22. |
| 46 | State Normal School at Winona | 32 | 30 | 4 | 32 | 600 | 50 | 170 | 30 | 0 | × | × | × | 0 | × | × | × | 0 | × | × | 0 | April 26. |
| 47 | Mississippi State Normal School | 0 | | 4 | 40 | 560 | 200 | 4 | 2 | 0 | 0 | 0 | × | × | × | × | × | 0 | 0 | × | 0 | June, 1st Thurs. |
| 48 | Tougaloo University | 1 | 1 | 5 | 32 | 500 | 200 | 42 | 3 | 4 | 0 | 0 | × | × | 0 | × | × | 0 | × | × | 0 | June 1. |
| 49 | Missouri State Normal School, third district | 19 | 15 | 4 | 40 | 1,600 | | 40 | 20 | *l*8 | × | 0 | × | × | × | × | × | 0 | 0 | × | × | June 1. |
| 50 | Normal College of the University of the State of Missouri. | 14 | 13 | 6 | 36 | (*p*) | | | | *l*20 | × | | | | × | × | × | 0 | × | × | × | |
| 51 | Lincoln Institute* | 4 | 3 | 4 | 36 | 900 | | 9 | | *q*3 | × | | × | × | | | | | | × | × | June 6. |
| 52 | Missouri State Normal School, first district | 11 | 8 | 4 | 40 | 600 | 100 | 100 | 15 | *l*20 | × | 0 | × | × | × | × | 0 | 0 | 0 | × | × | |
| 53 | St. Louis Normal School | 67 | | 1 | 40 | 218 | 0 | 24 | 7 | 0 | × | × | × | 0 | 0 | × | 0 | 0 | 0 | × | *h* × | Jan. and June. |
| 54 | State Normal School, second district | 58 | | 4 | 40 | 1,018 | 268 | 58 | 3 | *l*16 | × | × | × | × | × | × | × | 0 | 0 | × | × | June. |
| 55 | Nebraska State Normal School | 40 | 40 | 5 | 40 | 1,500 | 200 | 50 | 14 | 0 | × | 0 | × | × | × | × | × | 0 | 0 | × | × | June. |
| 56 | New Hampshire State Normal School | 2 | 2 | 2 | 40 | 300 | 100 | 50 | 2 | 0 | × | 0 | × | 0 | × | × | × | 0 | × | × | 0 | June 27. |
| 57 | Newark Normal School | 27 | 27 | 1 | 42 | 100 | 12 | 6 | 0 | 0 | × | × | × | 0 | 0 | × | 0 | | × | × | *h* × | June. |
| 58 | New Jersey State Normal School | 51 | 49 | 3 | 40 | 500 | 25 | 10 | 3 | 0 | × | × | × | × | × | × | × | 0 | × | × | × | June, last Thurs. |
| 59 | State Normal School | 63 | | 2 | 40 | 500 | 50 | | | 0 | × | × | × | 0 | × | × | | 0 | × | × | × | Jan. and July. |

* From Report of the Commissioner of Education for 1880.

*a* In 1879.

*b* To normal students.

*c* To State pupils; others, $10.

*d* To those pledged to teach in the State.

*e* Connected with this school is a Kindergarten normal department, in which there are ten students, under the instruction of Miss Matilda H. Ross.

*f* To residents of the county; $30 to others.

*g* In schools of the county.

*h* In schools of the city.

*i* Receive diplomas after two years of successful teaching; they are then authorized by law to teach in the schools of the State without further examination.

*j* To residents of the city.

*k* After two years of successful teaching graduates may receive the degree of "bachelor of didactics."

*l* Incidental fee.

*m* To resident regular students; special students $50, and non-resident students $100.

*n* To all who comply with the condition of teaching in the schools of Massachusetts; incidental fee, $4.

*o* Each of the representatives in the State legislature appoints two students free of tuition.

*p* See Table IX.

*q* Matriculation fee.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Graduates in the last year. | | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | | Number of educational journals and magazines taken. | Annual charge to each student for tuition. | Is drawing taught? | Has the school a collection of models, casts, apparatus, and examples for free hand drawing? | Is music taught? | | School possesses a chemical laboratory? | School possesses a philosophical cabinet and apparatus? | School possesses a museum of natural history? | School possesses a gymnasium? | Model school attached to the institution? | Students receive diplomas or certificates on completion of course? | Graduates teach in State common schools without further examination? | Time of anniversary. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Whole number. | Number who have engaged in teaching. | | | Number of volumes. | Increase in the last school year. | Number of volumes of pedagogical works. | | | | | Vocal. | Instrumental. | | | | | | | | |
| | 1 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| 60 | State Normal and Training School | 24 | 15 | 4 | 40 | 986 | 109 | 50 | .... | a$0 | × | ..... | × | × | × | × | × | 0 | × | × | × | June, last Tues. |
| 61 | State Normal School* | 17 | .... | ..... | 40 | ..... | ..... | ..... | .... | 0 | ×× | × | .... | .... | × | × | × | 0 | × | × | × | June. |
| 62 | State Normal and Training School | 37 | 25 | 4 | 40 | 1,800 | ..... | 150 | 10 | 0 | ×× | × | × | 0 | × | × | × | 0 | × | × | × | |
| 63 | State Normal and Training School | 20 | 13 | 2, 3, 4 | 40 | 1,800 | ..... | ..... | ..... | a0 | ×× | × | × | × | × | × | × | 0 | × | × | × | |
| 64 | State Normal and Training School | 12 | 11 | 2, 2, 3 | 40 | ..... | ..... | ..... | ..... | 0 | ×× | × | × | × | × | × | × | × | × | × | × | June 17. |
| 65 | Normal College* | 361 | 250 | 4 | 40 | 1,000 | 234 | 15 | 4 | 0 | ×× | × | × | 0 | × | × | × | × | × | × | b × | June, last Thurs. |
| 66 | State Normal and Training School | 62 | ..... | 2, 2, 3 | 40 | 500 | 50 | 40 | .... | 0 | ×× | × | × | 0 | × | × | × | × | × | × | × | Jan. and June. |
| 67 | State Normal and Training School | 33 | .... | 4 | 40 | 2, 347 | 62 | 62 | 10 | a0 | ×× | × | × | × | × | × | × | × | × | × | × | Jan. and June. |
| 68 | Syracuse Training School | 15 | 13 | 1 | .... | c1, 200 | c50 | ..... | .... | d0 | 0 | c × | c0 | c 0 | c × | c × | c × | c0 | c × | c × | b × | Jan. and June. |
| 69 | University Normal School | ..... | ..... | ..... | 6 | (e) | ..... | ..... | ..... | 0 | ×× | ..... | × | .... | × | × | × | .... | × | 0 | × | July. |
| 70 | Elizabeth City State Normal School | ..... | ..... | ..... | 6 | ..... | ..... | ..... | ..... | 0 | ×× | 0 | 0 | 0 | 0 | 0 | 0 | 0 | × | 0 | ..... | |
| 71 | State Colored Normal School | 0 | .... | 3 | 36 | 250 | 25 | 50 | 2 | 0 | ×× | 0 | × | .... | 0 | × | 0 | 0 | 0 | × | 0 | June 23. |
| 72 | Franklin Normal School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 73 | New Berne State Normal School | 0 | 0 | 3 | 21 | 100 | 100 | ..... | 15 | 0 | × | 0 | × | × | 0 | 0 | 0 | 0 | 0 | × | 0 | November. |
| 74 | Newton State Normal | ..... | ..... | ..... | 5 | ..... | ..... | ..... | ..... | ..... | ×× | × | × | 0 | × | × | 0 | 0 | × | 0 | ..... | |
| 75 | Wilson State Normal School | ..... | ..... | ..... | 5 | 0 | ..... | 0 | 0 | 0 | ×× | 0 | × | 0 | 0 | × | 0 | 0 | × | 0 | ..... | July, 2d Thurs. |
| 76 | Cincinnati Normal School | 53 | 30 | 1 | 42 | 100 | 0 | 10 | 3 | d0 | ×× | × | × | .... | 0 | × | × | 0 | × | × | 0 | June. |
| 77 | Cleveland City Normal School | 29 | 25 | 1 | 40 | ..... | ..... | ..... | 6 | ..... | ×× | 0 | × | .... | ..... | ..... | ..... | ..... | × | × | 0 | June. |
| 78 | Dayton Normal and Training School | 8 | 7 | 1 | 40 | 135 | 0 | 35 | 1 | ..... | ×× | 0 | × | .... | 0 | 0 | 0 | 0 | × | × | 0 | |
| 79 | Pennsylvania State Normal School, sixth district. | 41 | ..... | 2 | 42 | 725 | ..... | ..... | 3 | 42 | × | × | × | × | × | × | 0 | 0 | × | × | × | |
| 80 | Southwestern State Normal School | 28 | 27 | 2 | 42 | 100 | 20 | .... | .... | 52½ | × | × | × | × | × | × | 0 | × | × | × | × | June 29. |
| 81 | State Normal School | 28 | 28 | 2 | 42 | 4, 000 | 200 | 600 | 20 | 48 | ×× | 0 | × | × | 0 | × | × | × | × | × | × | June, last Thurs. |
| 82 | State Normal School at Indiana | 18 | 17 | 3, 5 | 42 | 500 | 50 | ..... | 4 | 50 | ×× | ..... | × | × | × | × | 0 | × | × | × | × | |
| 83 | Keystone State Normal School | 17 | 16 | 2 | 42 | ..... | ..... | ..... | ..... | 40 | ×× | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 84 | Central State Normal School | 42 | 39 | 2, 4 | 42 | 460 | 250 | 30 | 5 | 50 | × | 0 | × | × | × | × | .... | 0 | × | × | × | July 6. |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 85 | Pennsylvania State Normal School, fifth district. | 26 | 20 | 3 | 42 | 1,500 | 354 | 150 | 30 | 42 | × | ------ | × | × | × | × | × | × | × | × | × | June 22. |
| 86 | Pennsylvania State Normal School, second district. | 40 | 40 | 2 | 42 | 4,200 | ------ | 200 | ---- | 55 | × | × | × | × | × | × | × | 0 | × | × | × | |
| 87 | Philadelphia Normal School for Girls | *201 | *135 | ------ | 42 | 1,500 | ------ | ------ | ---- | 0 | × | × | × | ---- | × | × | × | × | × | × | *b* × | |
| 88 | Cumberland Valley State Normal School | 10 | 8 | 3 | 42 | 1,325 | 150 | 8 | 5 | 63 | × | × | × | × | ---- | × | × | 0 | × | × | × | July 7. |
| 89 | West Chester State Normal School | 20 | 20 | 3 | 42 | 2,500 | 50 | 30 | ---- | 65 | × | × | × | × | × | × | × | ---- | × | × | × | June, last Thurs. |
| 90 | Rhode Island State Normal School | 18 | 16 | 2, 4 | 40 | 1,000 | 100 | 100 | 3 | 0 | × | × | × | 0 | × | × | × | 0 | 0 | × | 0 | June 30. |
| 91 | State Normal College, University of Nashville. | 61 | 59 | 3, 4 | 33 | *f*10,000 | ------ | *f*100 | ---- | 0 | × | × | × | 0 | × | × | × | 0 | 0 | × | × | May, last Wed. |
| 92 | Sam Houston Normal Institute | 70 | 70 | 2 | 36 | 2,000 | 500 | 250 | 10 | 0 | × | 0 | × | × | × | × | 0 | × | × | × | × | June. |
| 93 | State Normal School of Texas for Colored Students. *g* | ---- | ---- | ------ | ---- | ------ | ------ | ------ | ---- | (*i*) | × | ------ | × | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ------ | |
| 94 | State Normal School* | 25 | 12 | 2 | 40 | ------ | ------ | ------ | ---- | 25 | × | ------ | ---- | × | × | × | ---- | ---- | ---- | × | × | June. |
| 95 | Johnson State Normal School | 20 | ----- | 3 | 40 | 570 | 20 | 12 | 4 | 24 | × | 0 | 0 | 0 | × | × | 0 | 0 | 0 | × | × | June, 4th week. |
| 96 | State Normal School | 31 | 29 | 1½, 2 | 40 | ------ | 75 | 50 | 30 | 24 | × | 0 | × | × | × | × | × | × | 0 | × | × | June 23. |
| 97 | Hampton Normal and Agricultural Institute. | 41 | 38 | 3 | 37 | 900 | 376 | 19 | 26 | 0 | 0 | 0 | × | × | × | × | ---- | ---- | × | × | 0 | May. |
| 98 | Richmond Normal School | 9 | 8 | 3 | 38 | 300 | ------ | ------ | ---- | ------ | 0 | 0 | 0 | 0 | 0 | × | 0 | 0 | × | × | *b* × | June 14. |
| 99 | Fairmont State Normal School | ---- | ----- | 3 | 40 | ------ | ------ | ------ | ---- | *i*21–33 | × | ------ | × | × | ---- | ---- | ---- | ---- | ---- | × | ------ | June. |
| 100 | Glenville State Normal School | 2 | 1 | 3 | 40 | ------ | ------ | ------ | ---- | *i*20–24 | ---- | ------ | ---- | ---- | × | × | ---- | ---- | × | × | 0 | July 8. |
| 101 | Marshall College, State Normal School | 0 | ----- | 3 | 40 | 1,200 | 0 | 0 | 1 | *i*20–32 | 0 | 0 | × | 0 | × | 0 | 0 | × | × | × | 0 | June. |
| 102 | Shepherd College | 7 | 0 | 4 | 40 | 200 | 0 | 4 | 3 | *i*25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ---- | 0 | June 20. |
| 103 | West Liberty State Normal School | 13 | 6 | 3 | 40 | 300 | ------ | ------ | ---- | *i*20–32 | ---- | 0 | ---- | ---- | 0 | ---- | 0 | 0 | ---- | × | ------ | |
| 104 | Milwaukee Normal School | 13 | 13 | 1 | 42 | ------ | ------ | ------ | 1 | 0 | × | × | × | ---- | ---- | 0 | 0 | 0 | × | × | *b* × | June, last Frid'y. |
| 105 | State Normal School | 22 | 22 | 4 | 40 | ------ | ------ | ------ | 6 | *a*0 | × | × | × | × | × | × | × | × | × | × | *j* × | June, 3d Thurs. |
| 106 | Wisconsin State Normal School | 5 | 5 | 4 | 40 | 1,028 | 225 | 128 | 4 | *a*0 | × | 0 | × | 0 | × | × | × | 0 | × | × | *j* × | June, last Thurs. |
| 107 | State Normal School | 8 | 5 | 4 | 40 | 1,000 | 108 | 105 | 8 | *a*0 | × | 0 | × | 0 | × | × | × | × | × | × | *j* × | June 16. |
| 108 | State Normal School | 30 | 25 | 2, 4 | 40 | 830 | 133 | 56 | 8 | *a*0 | × | × | × | 0 | × | × | × | 0 | × | × | *j* × | June 22. |
| 109 | Dakota Normal School | ---- | ----- | 3 | 36 | ------ | ------ | ------ | ---- | 15 | × | 0 | ---- | ---- | 0 | 0 | 0 | 0 | × | × | × | June 29. |
| 110 | Miner Normal School | 18 | 17 | 1 | 40 | 100 | ------ | ------ | 4 | ------ | × | × | × | 0 | 0 | × | 0 | 0 | × | × | × | June 9. |
| 111 | Washington Normal School* | 20 | ----- | 1 | 40 | ------ | ------ | ------ | ---- | 0 | × | × | × | ---- | ---- | × | × | ---- | × | × | × | June. |
| 112 | Normal department of University of Deseret. | 18 | ----- | 1 | 40 | (*e*) | ------ | ------ | ---- | 40 | 0 | 0 | 0 | 0 | 0 | 0 | × | 0 | 0 | × | × | June 3. |
| 113 | Normal department of University of Washington Territory.* | 3 | ----- | 2 | ---- | ------ | ------ | ------ | ---- | ------ | ---- | ------ | ---- | ---- | ---- | ---- | ---- | ---- | ---- | × | ------ | June. |

* From Report of the Commissioner of Education for 1880.
*a* To normal students.
*b* In schools of the city.
*c* From return from Syracuse High School, with which the Training School is associated.
*d* To residents.
*e* See Table IX.
*f* Estimated.
*g* These statistics are for the year 1880.
*h* One student from each senatorial district and at least three students from the State at large to be admitted free of board, lodging, and tuition.
*i* To those who are not State normal students.
*j* After one year of successful teaching and indorsement of the diploma by State superintendent.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of organization. | Principal. | Number of instructors. | Number of students. | | | | | Graduates in the last year. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Total. | Normal. | | Other. | | Whole number. | Number who have engaged in teaching. |
| | | | | | | | Male. | Female. | Male. | Female. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1 | Rust Normal Institute | Huntsville, Ala | 1870 | D. S. Brandon | 2 | 111 | 22 | 17 | 40 | 32 | 0 | ..... |
| 2 | Emerson Institute | Mobile, Ala | 1873 | Rev. Otis D. Crawford, superintendent. | 8 | 350 | 15 | 21 | 124 | 190 | 0 | ..... |
| 3 | Alabama Baptist Normal and Theological School. | Selma, Ala | 1878 | Rev. W. H. McAlpin | 6 | 126 | 37 | 26 | 32 | 31 | ..... | ..... |
| 4 | Normal department of Talladega College | Talladega, Ala | 1869 | Ira M. Buell, A. M., PH. B | 3 | 48 | 26 | 22 | ..... | ..... | 2 | 1 |
| 5 | Southland College and Normal Institute | Helena, Ark | 1864 | Henrietta S. Kitterall | 8 | 277 | 14 | 20 | 121 | 122 | 0 | ..... |
| 6 | California Kindergarten Training School | San Francisco, Cal. (64 Silver street). | 1880 | Mrs. Kate D. Smith Wiggin | ..... | 14 | ..... | 14 | ..... | ..... | 4 | 4 |
| 7 | Pacific Kindergarten Normal School* | San Francisco, Cal. (1711 Van Ness avenue). | 1876 | Miss Emma Marwedel | 7 | ..... | ..... | ..... | ..... | ..... | 8 | 8 |
| 8 | Normal School in Colorado College | Colorado Springs, Colo | ..... | E. P. Tenney, president | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 | Normal department of Atlanta University* | Atlanta, Ga | 1867 | A. W. Farnham | ..... | 224 | (224) | | ..... | ..... | ..... | ..... |
| 10 | Normal department of Clark University | Atlanta, Ga | ..... | Rev. E. O. Thayer, A.M., president | (a) | (a) | ..... | ..... | ..... | ..... | 1 | ..... |
| 11 | Rome Normal School | Rome, Ga | ..... | ..... | 2 | 124 | ..... | ..... | ..... | ..... | ..... | ..... |
| 12 | Haven Normal School* | Waynesboro', Ga | 1868 | Charles P. Wellman | 2 | 200 | 30 | 20 | 75 | 75 | ..... | ..... |
| 13 | Evangelical Lutheran Teachers' Seminary | Addison, Ill | 1864 | E. A. W. Krauss | 8 | 125 | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | Aurora Normal School *b* | Aurora, Ill | ..... | T. J. Bassett, A. M | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 15 | Northern Illinois Normal School | Dixon, Ill | 1881 | J. B. Dille | 13 | 275 | 150 | 125 | ..... | ..... | 5 | ..... |
| 16 | Normal department of Eureka College* | Eureka, Ill | ..... | H. W. Everest, A. M., president *c* | 5 | 40 | 20 | 20 | ..... | ..... | 0 | ..... |
| 17 | Northern Illinois College and Normal School *d* | Fulton, Ill | ..... | A. M. Hansen, A. M., president | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 18 | Normal College* | Grayville, Ill | 1879 | Dimond & Harper | 8 | 207 | (207) | | ..... | ..... | ..... | ..... |
| 19 | Morris Normal and Scientific School | Morris, Ill | 1878 | Cook & Stevens | 9 | 284 | 132 | 114 | 23 | 15 | 13 | 9 |
| 20 | Teachers' Training School and School of Individual Instruction. | Oregon, Ill | 1879 | E. L. Wells | 4 | 122 | 19 | 58 | 30 | 15 | ..... | ..... |
| 21 | Central Normal College | Danville, Ind | 1875 | Frank P. Adams | 16 | 847 | 647 | 200 | ..... | ..... | 107 | 50 |
| 22 | Fort Wayne College, normal department | Fort Wayne, Ind | 1877 | Rev. J. A. Kibbe | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 23 | Elkhart County Normal, Classical, and Training School.* | Goshen, Ind | 1874 | David Moury | 5 | 110 | 60 | 50 | 0 | 0 | 2 | 2 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | Normal Kindergarten Training School* | Indianapolis, Ind | 1875 | Alice Chapin | 1 | 6 | ..... | 6 | ..... | ..... | 4 | 3 |
| 25 | Central Indiana Normal School | Ladoga, Ind | 1876 | J. F. Warfel and J. F. Gatch | 10 | 600 | 348 | 252 | ..... | ..... | 19 | 14 |
| 26 | Normal department of Union Christian College | Merom, Ind | 1875 | L. J. Aldrich, A. B | 8 | 24 | 18 | 6 | ..... | ..... | ..... | ..... |
| 27 | Southern Indiana Normal College | Mitchell, Ind | 1880 | W. F. Harper, M. A | 6 | 305 | 162 | 143 | ..... | ..... | 25 | 20 |
| 28 | Southern Indiana Normal School | Paoli, Ind | 1875 | E. F. Sutherland | 7 | 309 | 80 | 74 | 70 | 85 | 2 | 2 |
| 29 | Normal department, Spiceland Academy | Spiceland, Ind | ..... | Clarkson Davis, A. M | (*d*) | 48 | 27 | 21 | ..... | ..... | ..... | ..... |
| 30 | Northern Indiana Normal School and Business Institute. | Valparaiso, Ind | 1873 | H. B. Brown and O. P. Kinsey | 23 | 2,950 | 1,300 *e* | 800 | *f*500 | *f*350 | 82 | 63 |
| 31 | Southern Iowa Normal School and Commercial Institute. | Bloomfield, Iowa | 1878 | O. H. Longwell, A. B | 10 | 481 | 260 | 221 | ..... | ..... | 25 | 18 |
| 32 | Eastern Iowa Normal School | Columbus Junction, Iowa | 1874 | Edwin R. Eldridge, president | 6 | 136 | 48 | 45 | 25 | 18 | 11 | 11 |
| 33 | Dexter Normal School | Dexter, Iowa | 1879 | John Valentine | 3 | 78 | 4 | 20 | 10 | 44 | 0 | ..... |
| 34 | Iowa City Academy, normal department* | Iowa City, Iowa | 1878 | Amos Hiatt, A. M | *g*13 | 60 | 20 | 40 | ..... | ..... | 2 | 1 |
| 35 | Normal department of Penn College* | Oskaloosa, Iowa | ..... | Benjamin Trueblood, A. M., pres't | ..... | 3 | 3 | ..... | ..... | ..... | ..... | ..... |
| 36 | Whittier College and Normal Institute | Salem, Iowa | 1867 | J. W. Coltrane, A. B., president | 5 | 156 | ..... | ..... | ..... | ..... | ..... | ..... |
| 37 | Teachers' Seminary of the German Evangelical Lutheran Synod. | Waverly, Iowa | 1878 | Rev. George Grossmann | 2 | 30 | 20 | ..... | 10 | ..... | 4 | 3 |
| 38 | Kansas Normal College and Business Institute | Fort Scott, Kans | 1879 | D. E. Sanders | 5 | 133 | (29) | | (104) | | ..... | ..... |
| 39 | Kansas Normal School and Business Institute | Paola, Kans | 1878 | John Wherrell | 6 | 1,011 | 160 | 129 | 426 | 296 | 13 | ..... |
| 40 | Kentucky Presbyterian Normal School *h* | Anchorage, Ky | 1860 | Mrs. Daniel P. Young | 13 | 111 | ..... | ..... | ..... | ..... | 6 | 3 |
| 41 | Normal department of Berea College | Berea, Ky | 1865 | Rev. B. S. Hunting, A. M | *i*7 | 148 | (64) | | (84) | | ..... | ..... |
| 42 | Glasgow Normal School | Glasgow, Ky | 1875 | A. W. Mell | 6 | 197 | 107 | 90 | ..... | ..... | 8 | 5 |
| 43 | Kentucky Female Orphan School | Midway, Ky | 1849 | Samuel P. Lucy, A. M | 5 | 80 | ..... | 76 | 2 | 2 | 14 | 14 |
| 44 | West Kentucky Normal School, Murray Institute.* | Murray, Ky | 1871 | Dean Babbitt, president | *g*7 | 40 | (40) | | ..... | ..... | ..... | ..... |
| 45 | Normal department of Straight University | New Orleans, La | 1869 | J. M. McPherron, A. M | 4 | 61 | 32 | 29 | ..... | ..... | ..... | ..... |
| 46 | Peabody Normal Seminary | New Orleans, La | 1870 | Robert M. Lusher | 5 | 90 | 0 | 70 | 0 | 20 | 10 | 5 |
| 47 | Normal department of Maine Central Institute | Pittsfield, Me | 1870 | O. H. Drake, A. B | 4 | 52 | 19 | 33 | ..... | ..... | 4 | ..... |
| 48 | Oak Grove Seminary, normal department *c* | Vassalboro', Me | ..... | Edward H. Cook, A. B | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 49 | Centenary Biblical Institute, normal department. | Baltimore, Md. (corner of Fulton and Edmondson avenues). | 1872 | Rev. J. Emory Round, M. A., president. | *g*4 | 96 | 32 | 13 | 43 | 8 | 6 | 1 |
| 50 | St. Catherine's Normal Institute* | Baltimore, Md. (cor. Harlem and Arlington aves.). | 1874 | Sister Ferdinand, superior | ..... | *g*150 | ..... | *g*150 | ..... | ..... | ..... | ..... |
| 51 | Kindergarten Normal Class | Boston, Mass. (52 Chestnut street). | 1872 | Mary J. Garland and Rebecca J. Weston. | 7 | 17 | ..... | 17 | ..... | ..... | 17 | 16 |
| 52 | Miss Brooks's Kindergarten Training Class | West Springfield, Mass | 1881 | Miss Angeline Brooks | 1 | 11 | ..... | 11 | ..... | ..... | ..... | ..... |
| 53 | Mr. and Mrs. Hailmann's Training Class for Kindergartners.* | Detroit, Mich | 1875 | W. N. Hailmann | 3 | 23 | ..... | 23 | ..... | ..... | 19 | 14 |
| 54 | Normal department of Hillsdale College | Hillsdale, Mich | 1855 | Rev. DeWitt C. Durgin, D. D | *j*15 | 30 | 18 | 12 | ..... | ..... | 2 | 2 |
| 55 | Normal department of Olivet College | Olivet, Mich | ..... | Rev. Joseph Estabrook, A. M | *i*1 | 103 | (103) | | ..... | ..... | ..... | ..... |
| 56 | Normal department of Shaw University | Holly Springs, Miss | 1869 | Rev. W. W. Hooper, A. M., pres't. | *j*5 | 74 | 53 | 21 | ..... | ..... | 0 | ..... |
| 57 | Normal department of Natchez Seminary | Natchez, Miss | 1877 | Rev. Charles Ayer | 4 | 94 | 42 | 52 | ..... | ..... | ..... | ..... |

* From Report of the Commissioner of Education for 1880.

*a* No separate report for the normal department (see Table IX).

*b* A department of Jennings Seminary (Table VI).

*c* Since succeeded by J. M. Allen, A. M.

*d* No separate report for normal department (see Table VI).

*e* Students in beginning, advanced, and review classes are here included, "the student being allowed to enter at any time * * * and continue as long as he can."

*f* Students in various departments of work are here reported.

*g* For all departments.

*h* Includes report of Bellewood Seminary, with which the Kentucky Presbyterian Normal School is association.

*i* Assisted by other college professors.

*j* These also instruct in other departments.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of organization. | Principal. | Number of instructors. | Number of students. | | | | | Graduates in the last year. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Total. | Normal. | | Other. | | Whole number. | Number who have engaged in teaching. |
| | | | | | | | Male. | Female. | Male. | Female. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 58 | Normal department of La Grange College* | La Grange, Mo | 1859 | J. F. Cook, M. A., LL. D., president | (*a*) | (*a*) | ..... | ..... | ..... | ..... | ..... | ..... |
| 59 | Santee Normal Training School | Santee Agency, Nebr | 1870 | Alfred L. Riggs, A. M | *b*11 | 143 | *c*34 | ..... | 62 | 47 | ..... | ..... |
| 60 | Normal Kindergarten Class | New York, N. Y. (169 W. 48th street.) | 1878 | Mary L. Van Wagenen | ..... | 14 | 0 | 14 | ..... | ..... | 6 | 6 |
| 61 | Normal Training School for Kindergarten Teachers. | New York, N. Y. (7 East 22d street.) | 1872 | Prof. John Kraus and Mrs. Maria Kraus-Bölte. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 62 | Graham Normal College | Graham, N. C | 1881 | Rev. D. A. Long, A. M | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 63 | Whitin Normal School | Lumberton, N. C | 1876 | David P. Allen | *d*1 | 83 | 23 | 7 | 26 | 27 | ..... | ..... |
| 64 | Shaw University | Raleigh, N. C | 1866 | Rev. H. M. Tupper, A. M., pres't | *e*9 | 211 | 120 | 91 | ..... | ..... | ..... | ..... |
| 65 | Tileston Normal School | Wilmington, N. C | 1872 | Miss Amy M. Bradley, principal | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 66 | Wilmington Normal School | Wilmington, N. C | 1865 | Miss Anna C. Chandler | 6 | 236 | ..... | ..... | ..... | ..... | ..... | ..... |
| 67 | Northwestern Ohio Normal School | Ada, Ohio | 1871 | H. S. Lehr, A. M | 26 | 1,401 | 825 | 275 | 195 | 106 | 17 | 13 |
| 68 | Ashland College Normal School | Ashland, Ohio | 1879 | Elder R. H. Miller, president | 8 | 67 | 52 | 15 | ..... | ..... | ..... | ..... |
| 69 | Ohio Central Normal and Kindergarten Training School. | Fayette, Ohio | *f*1872 | John Ogden, M. A | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 70 | Geneva Normal School | Geneva, Ohio | 1868 | James S. Otis, A. M | 7 | 111 | 25 | 27 | 32 | 27 | 18 | 7 |
| 71 | National Normal University | Lebanon, Ohio | 1855 | Alfred Holbrook, president | 25 | 1,782 | 1,309 | 443 | 20 | 10 | 79 | ..... |
| 72 | Mansfield Normal College | Mansfield, Ohio | 1878 | L. Leavengood | 6 | 375 | 200 | 175 | ..... | ..... | 2 | ..... |
| 73 | Western Reserve Normal School | Milan, Ohio | 1832 | B. B. Hall | 3 | 74 | 18 | 12 | 33 | 11 | 0 | 0 |
| 74 | Normal department of Mount Union College | Mount Union, Ohio | 1846 | O. N. Hartshorn, LL. D., president | *g*7 | 110 | (110) | | ..... | ..... | ..... | ..... |
| 75 | Ashland College and Normal School | Ashland, Oreg | 1879 | Rev. Lowell L. Rogers, A. M | 4 | 61 | 29 | 32 | (*h*) | (*h*) | 3 | 3 |
| 76 | The Brethren's Normal College | Huntingdon, Pa | 1876 | W. J. Swigart, chair'n of faculty | 11 | 309 | 203 | 106 | ..... | ..... | 7 | 4 |
| 77 | Lycoming County Normal School* | Montoursville, Pa | 1870 | John T. Reed | 2 | 103 | 12 | 3 | 48 | 40 | 0 | 0 |
| 78 | Lycoming County Normal School | Muncy, Pa | 1870 | Charles Lose | 9 | 142 | 94 | 41 | 6 | 1 | 20 | 20 |
| 79 | Centennial Kindergarten Training School for Teachers. | Philadelphia, Pa. (Filbert street, above 20th.) | 1876 | Ruth R. Burritt | 1 | 13 | ..... | 13 | ..... | ..... | 12 | 10 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 80 | Institute for Colored Youth* | Philadelphia, Pa. (Bainbridge street west of 9th). | 1852 | Fanny M. Jackson | ..... | 291 | 13 | 20 | 93 | 165 | 10 | 7 |
| 81 | Kindergarten Training Class | Philadelphia, Pa. (315 N. 35th street). | 1881 | Anna W. Barnard | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 82 | Philadelphia Training School for Kindergartners. | Philadelphia, Pa. (1333 Pine street). | 1878 | Mrs. M. L. Van Kirk | 5 | 22 | ..... | 22 | ..... | ..... | 22 | 21 |
| 83 | Pine Grove Normal Academy | Pine Grove, Pa. (Wolf Creek, P. O.). | 1858 | Isaac C. Ketler | 9 | 422 | ..... | ..... | ..... | ..... | 7 | 6 |
| 84 | Snyder County Normal Institute* | Selinsgrove, Pa | 1872 | O. H. Bakeless, B. E | 2 | 49 | 32 | 8 | 5 | 4 | ..... | ..... |
| 85 | Avery Normal Institute | Charleston, S. C | 1865 | W. L. Gordon | 10 | 459 | (160) | | (299) | | 0 | ..... |
| 86 | Normal department of Brainerd Institute | Chester, S. C | 1874 | Rev. Samuel Loomis | 3 | 40 | (40) | | ..... | ..... | ..... | ..... |
| 87 | Normal School of Claflin University | Orangeburg, S. C | 1868 | Rev. Edward Cooke, A. M., D. D | *a*4 | 128 | 54 | 22 | 35 | 17 | 2 | 2 |
| 88 | Fairfield Normal Institute | Winnsboro', S. C | 1869 | Rev. Willard Richardson | 4 | 348 | 40 | 30 | 120 | 158 | 32 | 32 |
| 89 | Humboldt Normal Institute* | Humboldt, Tenn | 1880 | John Neuhardt, A. M | 4 | 32 | 6 | ..... | 13 | 13 | 3 | 3 |
| 90 | The Warner Institute | Jonesborough, Tenn | 1875 | Yardley Warner | 6 | 105 | 9 | 7 | 52 | 37 | ..... | ..... |
| 91 | Knoxville College | Knoxville, Tenn | 1875 | Rev. J. S. McCulloch, D. D | 7 | 188 | 52 | 35 | 55 | 46 | 0 | 0 |
| 92 | Freedmen's Normal Institute | Maryville, Tenn | 1874 | William P. Hastings | 6 | 207 | 28 | 23 | 87 | 69 | 7 | ..... |
| 93 | Maryville Normal and Preparatory School | Maryville, Tenn | 1878 | Benjamin S. Coppock | 4 | 199 | 32 | 43 | 48 | 76 | 5 | 3 |
| 94 | Normal department of Maryville College | Maryville, Tenn | ..... | William A. Cate, B. S | *j*1 | 16 | 8 | 8 | ..... | ..... | ..... | ..... |
| 95 | Le Moyne Normal Institute | Memphis, Tenn | 1872 | A. J. Steele | 8 | 284 | 82 | 70 | 62 | 70 | 8 | 2 |
| 96 | Morristown Seminary | Morristown, Tenn | 1881 | Rev. J. S. Hill, A. M | 2 | 109 | ..... | ..... | ..... | ..... | ..... | ..... |
| 97 | Central Tennessee College, normal department | Nashville, Tenn | 1866 | Rev. John Braden, D. D., president; David Moury, principal. | 4 | 149 | 71 | 78 | ..... | ..... | 4 | ..... |
| 98 | Nashville Normal and Theological Institute | Nashville, Tenn | 1866 | Rev. D. W. Phillips, D. D | *e*9 | 197 | (167) | | (30) | | 26 | 18 |
| 99 | Normal department of Fisk University* | Nashville, Tenn | 1866 | Anna M. Cahill | 6 | 166 | 93 | 73 | ..... | ..... | 13 | ..... |
| 100 | Winchester Normal | Winchester, Tenn | 1878 | James W. Terrill, president | (*a*) | (*a*) | ..... | ..... | ..... | ..... | ..... | ..... |
| 101 | Tillotson Collegiate and Normal Institute | Austin, Tex | *k*1881 | Rev. W. E. Brooks, A. M | 4 | 252 | 20 | 11 | (221) | | 0 | 0 |
| 102 | American Normal School* | Kelleyville, Tex | 1878 | A. D. Wallace | 5 | 101 | 41 | 60 | 0 | 0 | 2 | 2 |
| 103 | Whitesboro' Normal* | Whitesboro', Tex | 1880 | Jas. M. Carlisle, A. M., president | 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 104 | Bennington Training School* | Bennington, Vt | ..... | Isaac W. Dunham, superintend't. | ..... | 6 | 3 | 3 | ..... | ..... | 6 | 0 |
| 105 | Bridgewater Normal School | Bridgewater, Va | 1873 | G. N. Earman | 3 | 87 | ..... | ..... | ..... | ..... | 0 | 0 |
| 106 | St. Stephen's Normal School | Petersburg, Va | 1871 | Rev. Giles Buckner Cooke | 7 | 250 | 8 | 17 | 75 | 150 | 5 | ..... |
| 107 | Storer College | Harper's Ferry, W. Va | 1867 | Rev. N. C. Brackett, A. M | 8 | 170 | 87 | 83 | (*h*) | (*h*) | 13 | 10 |
| 108 | National German-American Teachers' Seminary. | Milwaukee, Wis. (643 Broadway.) | 1878 | I. Keller | 8 | 31 | 10 | 9 | 3 | 9 | 3 | 3 |
| 109 | Catholic Normal School of the Holy Family | St. Francis, Wis | 1871 | Rev. William Neu | 6 | 70 | 35 | 0 | 35 | 0 | 10 | 10 |
| 110 | Kindergarten Normal Institute | Washington, D. C | 1875 | Mrs. Louise Pollock and Miss Susie Pollock. | 2 | 9 | ..... | 9 | ..... | ..... | 9 | 9 |
| 111 | Normal department of Howard University | Washington, D. C | 1867 | Wiley Lane, A. M | 3 | 97 | 2 | 8 | 59 | 28 | 0 | 0 |
| 112 | Normal department of Wayland Seminary | Washington, D. C | 1865 | Rev. G. M. P. King, A. M., pres't. | 5 | *l*110 | 81 | 22 | 5 | 2 | 12 | 8 |

* From Report of the Commissioner of Education for 1880.

*a* No separate report for normal department (see Table IX).

*b* These are academic; there are also 10 instructors in the industrial department.

*c* Normal and theological.

*d* Assisted by 4 pupil teachers.

*e* For all departments.

*f* Organized at Worthington in 1872; removed to Fayette in 1881.

*g* In preparatory and normal departments.

*h* See Table VI.

*i* These also instruct in other departments.

*j* Assisted by other college professors.

*k* This institute was chartered in 1876, and a primary school taught by Mrs. E. M. E. Garland appears to have been opened about that time under this name, but the institute proper was not opened to pupils until January, 1881.

*l* 39 of these are also in the theological department.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | | Number of educational journals and magazines taken. | Annual charge to each student for tuition. | Is drawing taught? | Has the school a collection of models, casts, apparatus, and examples for free hand drawing? | Is music taught? | | School possesses a chemical laboratory? | School possesses a philosophical cabinet and apparatus? | School possesses a museum of natural history? | School possesses a gymnasium? | Model school attached to the institution? | Students receive diplomas or certificates on completion of course? | Graduates teach in State common schools without further examination? | Time of anniversary. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Number of volumes. | Increase in the last school year. | Number of volumes of pedagogical works. | | | | | Vocal. | Instrumental. | | | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 1 | Rust Normal Institute | ..... | 32 | 260 | ..... | .... | 3 | *a*$4 | .... | 0 | × | .... | 0 | 0 | 0 | 0 | 0 | × | 0 | May. |
| 2 | Emerson Institute | 4 | 32 | 200 | ..... | 20 | .... | 9$\frac{50}{100}$ | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 0 | × | 0 | May 28. |
| 3 | Alabama Baptist Normal and Theological School | 3 | 32 | 400 | 100 | 6 | 5 | 8 | .... | 0 | × | × | 0 | 0 | 0 | 0 | 0 | × | × | May 27. |
| 4 | Normal department of Talladega College | 4 | 35 | (*b*) | ..... | 20 | .... | 11$\frac{1}{2}$ | .... | 0 | × | × | × | × | × | 0 | 0 | × | 0 | June 15. |
| 5 | Southland College and Normal Institute | 3, 4 | 36 | 3, 000 | 100 | 50 | 2 | 13$\frac{50}{100}$ | .... | 0 | × | × | × | × | 0 | 0 | 0 | × | 0 | April 14. |
| 6 | California Kindergarten Training School | 1 | 45 | ..... | ..... | .... | .... | 100 | × | ..... | × | ..... | ..... | ..... | ..... | ..... | × | × | ..... | May 28. |
| 7 | Pacific Kindergarten Normal School* | ..... | 40 | 100 | 20 | 100 | 3 | 125 | × | × | × | 0 | 0 | × | × | .... | ..... | × | ..... | |
| 8 | Normal School in Colorado College | ..... | 35 | ..... | ..... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 9 | Normal department of Atlanta University* | 2, 4 | .... | ..... | ..... | .... | .... | ..... | ..... | ..... | × | × | ..... | × | ..... | ..... | ..... | × | ..... | June. |
| 10 | Normal department of Clark University | 4 | 36 | ..... | ..... | .... | .... | ..... | × | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 11 | Rome Normal School | ..... | .... | ..... | ..... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 12 | Haven Normal School* | 4 | 32 | 200 | ..... | .... | 6 | 8 | 0 | 0 | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 13 | Evangelical Lutheran Teachers' Seminary | ..... | 40 | 1, 000 | 25 | .... | .... | ..... | × | ..... | × | × | × | × | × | × | × | × | ..... | |
| 14 | Aurora Normal School *c* | ..... | .... | ..... | ..... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 15 | Northern Illinois Normal School | 4 | 50 | 1, 500 | 150 | 20 | 7 | 35 | × | × | × | × | × | × | × | 0 | × | × | 0 | August 10. |
| 16 | Normal department of Eureka College* | 3 | 40 | ..... | 0 | 0 | 0 | 34 | 0 | 0 | × | × | × | × | × | 0 | 0 | × | 0 | May 27. |
| 17 | Northern Illinois College and Normal School *b* | ..... | .... | ..... | ..... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 18 | Normal College* | ..... | 44 | 560 | ..... | .... | .... | 32 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 19 | Morris Normal and Scientific School | 3 | 40 | 912 | ..... | 35 | 16 | 36–48 | × | × | × | × | × | × | × | 0 | 0 | × | 0 | June, 3d Thurs. |
| 20 | Teachers' Training School and School of Individual Instruction. | ..... | 52 | 150 | 25 | 50 | 3 | 52 | 0 | 0 | × | × | 0 | × | × | 0 | 0 | 0 | 0 | August 19. |
| 21 | Central Normal College | 1, 2, 3 | 48 | 2, 000 | 100 | 25 | 15 | 38 | × | × | × | × | × | × | .... | 0 | 0 | × | 0 | August. |
| 22 | Fort Wayne College, normal department | 3 | 40 | ..... | ..... | .. | .... | 32 | × | ..... | × | × | × | × | ..... | .... | .... | × | ..... | |
| 23 | Elkhart County Normal, Classical, and Training School.* | 5 | 12 | 0 | 0 | 0 | 4 | 10 | 0 | 0 | × | × | 0 | .... | 0 | 0 | × | × | 0 | |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | Normal Kindergarten Training School* | 1 | 36 | 40 | ..... | 32 | 1 | 100 | × | × | × | 0 | 0 | 0 | × | 0 | × | (*d*) | ..... | June 28. |
| 25 | Central Indiana Normal School | 3 | 48 | 3,000 | 100 | 50 | 21 | 35 | × | 0 | × | × | × | × | 0 | 0 | 0 | × | 0 | July 31. |
| 26 | Normal department of Union Christian College | 2 | 37 | (*e*) | ..... | .. | 2 | 15 | × | × | × | × | × | × | .... | .... | × | × | 0 | June 3–7. |
| 27 | Southern Indiana Normal College | 3 | 48 | 300 | 100 | 50 | 6 | 38 | × | 0 | × | × | × | × | 0 | 0 | 0 | × | 0 | July 29. |
| 28 | Southern Indiana Normal School | 3 | 44 | 400 | 0 | 10 | 3 | 20 | × | 0 | × | × | × | × | 0 | 0 | × | × | 0 | September 2. |
| 29 | Normal department, Spiceland Academy | ..... | 40 | ..... | ..... | ..... | ... | 34 | × | ..... | × | 0 | × | × | .... | .... | × | × | ..... | June 23. |
| 30 | Northern Indiana Normal School and Business Institute. | 4 | 50 | 3,500 | 500 | 100 | 15 | 40 | × | × | × | × | × | × | × | 0 | 0 | × | 0 | August 10. |
| 31 | Southern Iowa Normal School and Commercial Institute. | 4 | 50 | 1,000 | ..... | .... | 10 | 40 | × | × | × | × | × | × | .... | 0 | × | × | 0 | August 10. |
| 32 | Eastern Iowa Normal School | 5 | 37 | 100 | ..... | 25 | 5 | 28 | × | ..... | × | × | × | × | 0 | 0 | 0 | × | 0 | June 29. |
| 33 | Dexter Normal School | 4 | 40 | 300 | 30 | 25 | 6 | 25 | × | 0 | × | × | 0 | × | 0 | 0 | × | × | 0 | June. |
| 34 | Iowa City Academy, normal department* | 4 | 37 | 100 | ..... | .... | 6 | 27 | × | 0 | × | 0 | 0 | × | 0 | 0 | 0 | × | 0 | June 18. |
| 35 | Normal department of Penn College* | 4 | ... | ..... | ..... | .... | .... | 30 | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | ..... | |
| 36 | Whittier College and Normal Institute | ..... | 42 | (*e*) | (*e*) | .... | .... | 25 | .... | 0 | × | × | × | × | 0 | 0 | × | 0 | | |
| 37 | Teachers' Seminary of the German Evangelical Lutheran Synod. | 3 | 40 | 200 | 40 | 50 | .... | 100 | × | × | × | × | .... | .... | × | × | × | × | 0 | June. |
| 38 | Kansas Normal College and Business Institute | 3 | 44 | 700 | ..... | 20 | 10 | 32 | × | ..... | × | × | × | × | ..... | ..... | ..... | × | 0 | June 28. |
| 39 | Kansas Normal School and Business Institute | 3 | 44 | 2,620 | 120 | 80 | 15 | 28 | × | × | .... | × | × | × | × | 0 | × | × | 0 | July 1. |
| 40 | Kentucky Presbyterian Normal School*f* | 5 | 39 | ..... | ..... | .... | 4 | 40 | × | 0 | × | × | × | × | 0 | × | 0 | × | 0 | June 7. |
| 41 | Normal department of Berea College | 2 | 36 | (*e*) | (*e*) | ... | .... | 6–9 | ... | 0 | × | × | × | × | × | 0 | 0 | × | 0 | June 21. |
| 42 | Glasgow Normal School | 3½ | 46 | 1,200 | 200 | 110 | 9 | 46 | × | ..... | × | × | × | × | 0 | .... | × | × | × | June 28–30. |
| 43 | Kentucky Female Orphan School | 4 | 40 | 660 | 81 | 8 | 6 | *g*10–110 | 0 | 0 | × | × | 0 | × | 0 | .... | 0 | × | 0 | May, last Thurs. |
| 44 | West Kentucky Normal School, Murray Institute* | 3 | 40 | ..... | ..... | .... | 1 | 50 | × | ..... | × | × | × | × | 0 | .... | × | × | × | June 10. |
| 45 | Normal department of Straight University | 3 | 33 | ..... | ..... | .... | .... | 8 | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 0 | 0 | ..... | June 1. |
| 46 | Peabody Normal Seminary | 3 | 42 | 780 | 30 | 390 | 5 | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | 0 | × | × | 0 | |
| 47 | Normal department of Maine Central Institute | 2 | 40 | 300 | ..... | .... | .... | 22 | × | ..... | .... | × | × | × | 0 | 0 | 0 | × | ..... | June. |
| 48 | Oak Grove Seminary, normal department *d* | ..... | ... | ..... | ..... | .... | .... | ..... | × | ..... | × | × | × | × | ..... | ..... | ..... | ..... | ..... | |
| 49 | Centenary Biblical Institute, normal department | 4 | 42 | ..... | ..... | .... | .... | 9–13½ | × | ..... | × | 0 | ..... | ..... | ..... | ..... | ..... | × | 0 | June, 1st week. |
| 50 | St. Catherine's Normal Institute* | ..... | ... | ..... | ..... | .... | .... | ..... | × | × | × | × | × | × | × | × | × | × | ..... | |
| 51 | Kindergarten Normal Class | 1 | 32 | ..... | ..... | .... | .... | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 52 | Miss Brooks's Kindergarten Training Class | ..... | ... | ..... | ..... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 53 | Mr. and Mrs. Hailmann's Training Class for Kindergartners.* | 1 | 36 | ..... | ..... | .... | .... | 0 | × | ..... | × | 0 | ..... | ..... | ..... | ..... | × | (*h*) | ..... | |
| 54 | Normal department of Hillsdale College | 2 | 40 | (*e*) | (*e*) | .... | 12 | *i* 1½ | 0 | 0 | 0 | 0 | × | × | × | .... | 0 | × | 0 | June. |
| 55 | Normal department of Olivet College | 2, 3, 4 | 37 | (*e*) | (*e*) | .... | ... | ..... | × | ..... | × | ..... | ..... | ..... | × | ..... | ..... | × | ..... | June, 4th Thurs. |
| 56 | Normal department of Shaw University | 3 | 36 | (*e*) | (*e*) | 6 | 3 | 4½ | 0 | 0 | × | × | 0 | × | 0 | 0 | 0 | × | 0 | June 6. |
| 57 | Normal department of Natchez Seminary | 5 | 36 | ..... | ..... | .... | .... | 9 | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | × | 0 | |
| 58 | Normal department of La Grange College* | 3 | ... | ..... | ..... | .... | .... | ..... | × | ..... | × | × | × | × | ..... | ..... | ..... | × | 0 | May 11. |
| 59 | Santee Normal Training School | ..... | 44 | ..... | ..... | .... | 2 | 0 | × | 0 | × | × | 0 | × | × | 0 | .... | 0 | 0 | |
| 60 | Normal Kindergarten Class | 2 | 40 | ..... | ..... | .... | .... | ..... | × | 0 | × | ..... | ..... | ..... | ..... | ..... | ..... | × | (*j*) | June 15. |
| 61 | Normal Training School for Kindergarten Teachers | ..... | 35 | ..... | ..... | .... | .... | ..... | × | ..... | × | ..... | ..... | ..... | × | × | × | × | ..... | June 5. |
| 62 | Graham Normal College | ..... | 40 | ..... | ..... | .... | .... | 22–45 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | May, last Frid'y. |
| 63 | Whitin Normal School | 4 | 24 | 325 | 25 | 3 | 2 | 12 | ... | ..... | × | 0 | ..... | ..... | ..... | ..... | ..... | × | 0 | Sept., last week. |
| 64 | Shaw University | 3 | ... | ..... | ..... | .... | .... | ..... | × | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |

* From Report of the Commissioner of Education for 1880.
*a* Incidental fee.
*b* No separate report for normal department (Table VI).
*c* A department of Jennings Seminary (Table VI).
*d* Diplomas after one year of successful teaching.
*e* See Table IX.
*f* Includes report of Bellewood Seminary, with which the Kentucky Presbyterian Normal School is associated.
*g* For board, books, and tuition.
*h* Diplomas after two years of successful teaching.
*i* For rent of scholarship.
*j* Are authorized to conduct Kindergärten.

TABLE III.— PART 2.— *Statistics of private normal schools for* 1881, *&c.*— Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | | Number of educational journals and magazines taken. | Annual charge to each student for tuition. | Is drawing taught? | Has the school a collection of models, casts, apparatus, and examples for free hand drawing? | Is music taught? | | School possesses a chemical laboratory? | School possesses a philosophical cabinet and apparatus? | School possesses a museum of natural history? | School possesses a gymnasium? | Model school attached to the institution? | Students receive diplomas or certificates on completion of course? | Graduates teach in State common schools without further examination? | Time of anniversary. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Number of volumes. | Increase in the last school year. | Number of volumes of pedagogical works. | | | | | Vocal. | Instrumental. | | | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 65 | Tileston Normal School | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | June. |
| 66 | Wilmington Normal School | .... | 32 | .... | 18 | .... | .... | $8 | × | .... | × | × | 0 | 0 | .... | .... | .... | .... | .... | .... |
| 67 | Northwestern Ohio Normal School | 3 | 51 | 3,200 | .... | 40 | 20 | 40 | × | × | × | × | × | × | × | × | 0 | × | 0 | May, last Thurs. |
| 68 | Ashland College Normal School | 4 | 39 | .... | .... | .... | .... | 30 | × | 0 | × | × | × | × | × | × | 0 | × | 0 | June 28. |
| 69 | Ohio Central Normal and Kindergarten Training School. | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 70 | Geneva Normal School | 4 | 38 | 256 | 44 | 21 | 6 | 18–22 | × | 0 | × | × | × | × | 0 | 0 | 0 | × | 0 | June 8. |
| 71 | National Normal University | 2½ | 48 | 4,500 | 200 | 500 | 10 | 38–48 | × | .... | × | × | × | × | × | 0 | 0 | × | 0 | August 1. |
| 72 | Mansfield Normal College | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 73 | Western Reserve Normal School | 3 | 40 | .... | 0 | 0 | 0 | 30 | 0 | 0 | 0 | 0 | 0 | × | 0 | 0 | 0 | × | 0 | June. |
| 74 | Normal department of Mount Union College | 3 | 46 | .... | .... | .... | .... | 32–40 | × | × | × | × | × | × | × | .... | .... | × | .... | July 20. |
| 75 | Ashland College and Normal School | 3 | 36 | 56 | 56 | 15 | 5 | 40 | × | × | × | × | × | × | 0 | 0 | × | × | .... | May 25. |
| 76 | The Brethren's Normal College | 2, 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 77 | Lycoming County Normal School* | .... | 20 | 100 | 0 | 0 | 3 | 6–16 | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | × | a0 | (a) | .... |
| 78 | Lycoming County Normal School | 3 | 20 | 400 | 220 | 20 | 5 | 16 | × | 0 | × | × | × | × | × | 0 | × | × | 0 | December. |
| 79 | Centennial Kindergarten Training School for Teachers. | 1 | 32 | .... | .... | .... | 4 | 100 | × | .... | × | .... | .... | .... | .... | .... | × | × | .... | May. |
| 80 | Institute for Colored Youth* | 5 | 40 | 3,167 | 76 | 265 | 1 | 0 | × | 0 | 0 | 0 | × | × | .... | 0 | × | × | 0 | .... |
| 81 | Kindergarten Training Class | 8 mos. | .... | .... | .... | .... | .... | 100 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 82 | Philadelphia Training School for Kindergartners | 1 | 32 | .... | .... | .... | 4 | 100 | × | × | .... | .... | 0 | .... | .... | .... | × | × | .... | June. |
| 83 | Pine Grove Normal Academy | 4 | 39 | 550 | 100 | 20 | 10 | 24 | 0 | .... | × | × | × | × | 0 | 0 | 0 | × | 0 | June 22 |
| 84 | Snyder County Normal Institute* | .... | 21 | 600 | 50 | 14 | 8 | 21 | × | 0 | × | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .... |
| 85 | Avery Normal Institute | 5 | 40 | 250 | 42 | 4 | .... | 9 | × | 0 | × | × | 0 | × | 0 | 0 | 0 | × | 0 | Mar., last Frid'y. |
| 86 | Normal department of Brainerd Institute | .... | .... | .... | .... | .... | .... | .... | × | .... | .... | .... | .... | .... | .... | .... | × | .... | .... | .... |
| 87 | Normal School of Claflin University | 3 | 33 | .... | .... | .... | .... | 12 | × | .... | × | × | × | × | .... | .... | × | × | .... | June, 2d Wed. |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88 | Fairfield Normal Institute | | 40 | 0 | | | 4 | 5 | × | 0 | × | × | 0 | 0 | 0 | 0 | 0 | × | 0 | June. |
| 89 | Humboldt Normal Institute* | 1, 2, 3 | 40 | 350 | | 25 | 8 | 32 | × | × | × | × | × | × | 0 | 0 | × | × | 0 | June. |
| 90 | The Warner Institute | | 32 | 42 | | 10 | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 91 | Knoxville College | 3, 4 | 36 | 1,200 | 10 | | | 4½ | × | 0 | × | × | 0 | 0 | 0 | 0 | × | × | 0 | May 19. |
| 92 | Freedmen's Normal Institute | 3 | 38 | 1,250 | 0 | 12 | 3 | 6 | 0 | 0 | × | × | 0 | 0 | 0 | 0 | × | × | 0 | May 19. |
| 93 | Maryville Normal and Preparatory School* | 3 | 36 | | | 20 | 3 | 17 | × | | × | | | | | | × | × | 0 | May 20. |
| 94 | Normal department of Maryville College | | | | | | | | | | × | × | × | × | | | | | | May, last Thurs. |
| 95 | Le Moyne Normal Institute | | 32 | 1,000 | 98 | 125 | 10 | 12 | × | 0 | × | × | 0 | × | × | 0 | × | × | 0 | May 31. |
| 96 | Morristown Seminary | | | | | | | 0 | | | | | | | | | | | | |
| 97 | Central Tennessee College, normal department | 2 | 36 | (*b*) | | | 3 | 9 | 0 | 0 | × | × | × | × | × | | 0 | × | 0 | May 19. |
| 98 | Nashville Normal and Theological Institute | | | | | | | | | | | | | | | | | | | |
| 99 | Normal department of Fisk University* | 3, 5 | 40 | | | 50 | 2 | 10 | × | 0 | × | × | × | × | × | 0 | × | × | 0 | May 26. |
| 100 | Winchester Normal | | 40 | | | | | 50 | × | | × | × | | | | | × | × | | June 8. |
| 101 | Tillotson Collegiate and Normal Institute | 4 | 36 | 300 | 300 | | 3 | 18–25 | × | 0 | × | × | 0 | 0 | 0 | 0 | × | × | | June 8–10. |
| 102 | American Normal School* | 2 | 49 | 250 | 50 | 50 | 9 | 30 | × | × | × | × | × | × | × | 0 | × | × | 0 | June 24. |
| 103 | Whitesboro' Normal* | | | | | | | 20–50 | | | | | | | | | | × | | |
| 104 | Bennington Training School* | | 40 | 100 | 100 | 10 | 2 | 0 | × | 0 | × | 0 | × | × | × | 0 | × | × | × | |
| 105 | Bridgewater Normal School | | 20 | 20 | 0 | 0 | 3 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 106 | St. Stephen's Normal School | 5 | 38 | | | | | 0 | 0 | 0 | × | × | | | | | | × | | July 1. |
| 107 | Storer College | 3 | 34 | 3,100 | 200 | | 3 | 6 | × | 0 | × | × | 0 | | 0 | 0 | 0 | × | 0 | May 30. |
| 108 | National German-American Teachers' Seminary | 3 | 40 | 250 | | 50 | | 0 | × | × | × | × | 0 | × | × | × | × | × | 0 | |
| 109 | Catholic Normal School of the Holy Family | 3, 5 | 42 | | | | | *c*175 | × | 0 | × | × | 0 | 0 | 0 | × | | × | 0 | June, last week. |
| 110 | Kindergarten Normal Institute | 1, 2 | 35 | 90 | 12 | 50 | 6 | 100 | × | 0 | × | × | | | | | × | × | | May 26. |
| 111 | Normal department of Howard University | 3 | 37 | (*b*) | | | | 12 | × | 0 | × | 0 | | × | × | 0 | × | × | 0 | May 28. |
| 112 | Normal department of Wayland Seminary | 3 | | (*d*) | | | 0 | 50 | 0 | 0 | × | | 0 | 0 | 0 | 0 | 0 | 0 | | May, last Wed. |

* From Report of the Commissioner of Education for 1880.
*a* County superintendent examines and gives certificate which authorizes the holder to teach in schools of the county.
*b* See Table IX.
*c* Includes board and incidentals.
*d* See Table XI.

TABLE III.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| San Francisco Kindergarten Training Class | San Francisco, Cal | See California Kindergarten Training School. |
| Chicago High School, normal department | Chicago, Ill | Reported as suspended in 1879, but was to have been reopened in September, 1880; was not, however, opened at any time in 1881. |
| Normal and Business School | Dover, Ill | Closed. |
| Northwestern German-English Normal School | Galena, Ill | Name changed to German-English College, and institution transferred to Table VI. |
| La Grange County Normal School | La Grange, Ind | A summer normal having a six weeks' term. |
| Training School for Teachers | Davenport, Iowa | See normal department of the High School. |
| Eastern Iowa Normal School | Grandview, Iowa | Removed to Columbus Junction. |
| Normal department, Oskaloosa College | Oskaloosa, Iowa | No information received. |
| Normal department, Columbus College | Columbus, Ky | No information received. |
| Normal department, New Orleans University | New Orleans, La | No information received. |
| Peabody Normal School for Colored Students | New Orleans, La | No information received. |
| Whitworth College and Normal School | Brookhaven, Miss | Normal department not in operation during the year 1881. |
| Northwest Normal | Oregon, Mo | Only the high school department of the public schools of Oregon. |
| American Kindergarten Normal School | New York, N. Y | No information received. |
| Bennett Seminary | Greensboro', N. C | Has no normal department; see Tables VI and XI. |
| Ray's Normal Institute | Kernersville, N. C | No information received. |
| St. Augustine's Normal School | Raleigh, N. C | No information received. |
| Normal College | Gallipolis, Ohio | No information received. |
| Millersburg Normal School | Millersburg, Ohio | Closed. |
| Wilberforce University, normal department | Wilberforce, Ohio | No information received. |
| Ohio Central Normal and Kindergarten Training School. | Worthington, Ohio | Removed to Fayette. |
| Ohio Free Normal School (Antioch College) | Yellow Springs, Ohio | Suspended. |
| Oregon Normal School | Monmouth, Oreg | Suspended for the session of 1880-'81. |
| Sheakleyville Normal Academy | Sheakleyville, Pa | Closed. |
| Yorktown Normal School | Yorktown, Tex | An advanced primary school. |
| Shenandoah Valley Normal School | Strasburg, Va | No information received. |
| Concord State Normal School | Concord Church, W. Va | No information received. |

TABLE IV.—*Statistics of commercial and business colleges for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Number of male instructors. | Number of female instructors. | Number of students. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Total number of students, excluding duplicate enrolments. | In day school. | | | In evening school. | | |
| | | | | | | | | | Total. | Male. | Female. | Total. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1 | Howard College Business School | Marion, Ala | 1842 | 1842 | James T. Murfee, LL. D., pres't. | 5 | 0 | 130 | 130 | 130 | 0 | 0 | 0 | 0 |
| 2 | Los Angeles Business College | Los Angeles, Cal | ..... | 1875 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 3 | Sacramento Business College | Sacramento, Cal. (716 I st.) | ..... | 1872 | E. C. Atkinson | 4 | 2 | 147 | 120 | 101 | 19 | 27 | 27 | .... |
| 4 | Business department of St. Mary's College* | San Francisco, Cal | 1872 | 1863 | Brother Bettelin | 6 | .... | 60 | 60 | 60 | .... | ..... | ..... | ..... |
| 5 | Heald's Business College* | San Francisco, Cal | ..... | 1864 | E. P. Heald | 11 | 3 | 518 | 518 | 466 | 52 | ..... | ..... | ..... |
| 6 | Pacific Business College* | San Francisco, Cal. (320 Post street). | ..... | 1865 | W. E. Chamberlain, jr | 4 | 1 | 123 | 101 | 100 | 1 | 22 | 22 | 0 |
| 7 | Garden City Commercial College | San Jose, Cal. (Box 490) | 0 | 1861 | Hermann B. Worcester | 4 | 2 | 132 | 108 | 102 | 6 | 24 | 15 | 9 |
| 8 | Commercial department of Santa Clara College. | Santa Clara, Cal | 1855 | 1851 | Rev. John Pinasco, S. J | 3 | 0 | 89 | 89 | 89 | 0 | ..... | ..... | ..... |
| 9 | Commercial department of Pacific Methodist College.* | Santa Rosa, Cal | ..... | ..... | W. A. Long | 1 | .... | 3 | ..... | ..... | ..... | ..... | ..... | ..... |
| 10 | Hannum's Hartford Business College | Hartford, Conn | 0 | 1877 | T. W. Hannum | 3 | ... | 149 | 100 | 88 | 12 | 49 | 48 | 1 |
| 11 | Moore's Business University | Atlanta, Ga | ..... | 1858 | B. F. Moore, president | 5 | .... | 267 | 267 | 265 | 2 | ..... | ..... | ..... |
| 12 | Cuthbert Commercial College* | Cuthbert, Ga | ..... | 1879 | Prof. B. C. Adams | 2 | .... | a41 | ..... | ..... | ..... | 0 | 0 | 0 |
| 13 | Commercial department of Hedding College | Abingdon, Ill | 1875 | 1855 | J. R. King | ..... | .... | 58 | 58 | 36 | 22 | ..... | ..... | ..... |
| 14 | College of Commerce, Illinois Wesleyan University. | Bloomington, Ill | 1850 | 1880 | J. George Cross, A. M | 3 | .... | 262 | 219 | ..... | ..... | 43 | ..... | ..... |
| 15 | Evergreen City Business College* | Bloomington, Ill | ..... | 1875 | Marquam & Baker | 3 | 1 | 275 | 200 | 165 | 35 | 75 | 60 | 15 |
| 16 | Western Normal College and Commercial Institute. | Bushnell, Ill | ..... | 1881 | L. F. Moss, M. S | ..... | ... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 17 | Chicago Athenæum *b* | Chicago, Ill | 1873 | 1871 | Edward I. Galvin, sup't | 4 | 1 | 764 | 201 | ..... | ..... | 563 | ..... | ..... |
| 18 | Commercial course of St. Ignatius College | Chicago, Ill. (413 W. Twelfth street). | 1870 | 1870 | Rev. James M. Hayes | 4 | 0 | 124 | 124 | 124 | 0 | 0 | ..... | ..... |
| 19 | Metropolitan Business College* | Chicago, Ill. (149–153 State street). | ..... | ..... | ..... | 5 | 0 | 130 | ..... | ..... | ..... | ..... | ..... | ..... |
| 20 | Souder's Chicago Business College | Chicago, Ill. (278 W. Madison street). | ..... | 1872 | J. J. Souder | 6 | .... | 380 | 258 | 218 | 40 | 122 | 102 | 20 |
| 21 | Dixon Business College | Dixon, Ill | ..... | 1881 | J. B. Dille | 7 | 6 | 275 | 275 | 152 | 123 | ..... | ..... | ..... |

* From Report of the Commissioner of Education for 1880.

*a* There were also 90 students in penmanship only.

*b* Athenæum Business School is a department of this institution.

TABLE IV.—*Statistics of commercial and business colleges for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Number of male instructors. | Number of female instructors. | Number of students. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Total number of students, excluding duplicate enrolments. | In day school. | | | In evening school. | | |
| | | | | | | | | | Total. | Male. | Female. | Total. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 22 | Commercial department of Eureka College* | Eureka, Ill | ..... | ..... | H. W. Everest, A. M., president*a* | .... | .... | 33 | 33 | (33) | | ..... | ..... | ..... |
| 23 | Western Business College* | Galesburg, Ill | 1862 | 1862 | J. M. Martin & Bro | 2 | .... | 117 | 72 | 67 | 5 | 45 | 31 | 14 |
| 24 | Jacksonville Business College and English Training School. | Jacksonville, Ill | ..... | 1866 | G. W. Brown | 7 | 1 | 564 | ..... | ..... | ..... | ..... | ..... | ..... |
| 25 | Joliet Business College and English Training School. | Joliet, Ill | 1866 | 1866 | Prof. Homer Russell | 1 | 2 | 490 | 490 | 400 | 90 | 250 | 250 | 0 |
| 26 | Commercial department of McKendree College* | Lebanon, Ill | ..... | ..... | F. F. Roose | 1 | .... | 53 | 53 | (53) | | ..... | ..... | ..... |
| 27 | Commercial department of Mt. Morris College | Mt. Morris, Ill | 1879 | 1879 | M. G. Rohrbough | 1 | .... | 59 | 59 | ..... | ..... | ..... | ..... | ..... |
| 28 | Onarga Commercial College* | Onarga, Ill | 1865 | 1865 | Rev J. B. Robinson, A. M., D. D., president. | 2 | 2 | 54 | 54 | 44 | 10 | 0 | 0 | 0 |
| 29 | Parish's Business College and Telegraphic Institute. | Peoria, Ill | ..... | 1865 | A. S. Parish | 2 | 2 | 139 | 113 | 94 | 19 | 26 | 24 | 2 |
| 30 | Chaddock College of Law and Commerce | Quincy, Ill | 1877 | 1857 | C. L. Martin, B. S., dean | 5 | .... | 272 | ..... | ..... | ..... | ..... | ..... | ..... |
| 31 | Gem City Business College | Quincy, Ill | 0 | 1870 | D. L. Musselman | 4 | .... | 380 | 318 | 288 | 30 | 62 | 59 | 3 |
| 32 | Rockford Business College | Rockford, Ill | ..... | 1865 | G. A. Winans and H. A. Stoddard. | 2 | 1 | 133 | 125 | 100 | 25 | 58 | 50 | 8 |
| 33 | Springfield Business College* | Springfield, Ill | ..... | ..... | S. Bogardus | 3 | .... | 140 | 80 | 75 | 5 | 60 | 56 | 4 |
| 34 | Sterling Business and Phonographic College | Sterling, Ill | ..... | 1878 | H. A. Aument | 5 | .... | 134 | 134 | 113 | 20 | ..... | ..... | ..... |
| 35 | Evansville Commercial College | Evansville, Ind. (cor. Third and Main streets). | ..... | 1850 | G. W. Rank and E. J. Wright | 3 | .... | 350 | 285 | 246 | 39 | 65 | 65 | .... |
| 36 | Maumee Business College | Fort Wayne, Ind | 1878 | 1878 | Rev. Addis Albro, M. S | 3 | .... | 76 | 46 | 36 | 10 | 30 | 30 | .... |
| 37 | Indianapolis Bryant & Stratton Business College and Telegraph Institute. | Indianapolis, Ind. (N. Pennsylvania street). | ..... | 1858 | C. C. Koerner | 7 | 1 | 1,092 | 712 | 587 | 125 | 380 | 340 | 40 |
| 38 | Star City Business College | La Fayette, Ind | ..... | 1866 | P. W. Kennedy | 2 | 0 | 73 | 51 | 45 | 6 | 22 | 18 | 4 |
| 39 | Hall's Business College | Logansport, Ind | 0 | 1867 | E. A. Hall | 2 | 1 | 89 | 63 | 57 | 6 | 26 | 21 | 5 |
| 40 | Commercial department of the University of Notre Dame. | Notre Dame, Ind | 1844 | 1842 | Prof. L. G. Tong, director | 15 | .... | 106 | ..... | ..... | ..... | ..... | ..... | ..... |
| 41 | Terre Haute Commercial College | Terre Haute, Ind. (cor. Main and Sixth streets). | ..... | 1862 | W. C. Isbell and H. C. Miller | 4 | .... | 214 | 105 | 85 | 20 | 109 | 90 | 19 |
| 42 | Northern Indiana Commercial College *b* | Valparaiso, Ind | ..... | 1873 | H. B. Brown, president | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 43 | Commercial Institute *b* | Bloomfield, Iowa | ..... | ..... | O. A. Shotts | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 44 | Clinton Business College | Clinton, Iowa | ..... | 1870 | W. H. Pearce | 2 | .... | 120 | 81 | 74 | 7 | 39 | 37 | 2 |
| 45 | Davenport Business College | Davenport, Iowa | 0 | 1865 | D. R. Lillibridge and W. H. H. Valentine. | 13 | .... | 613 | 613 | 593 | 20 | ..... | ..... | ..... |
| 46 | Baylies' Commercial College | Dubuque, Iowa | 1859 | 1858 | C. Baylies | 5 | 2 | 348 | 246 | 210 | 36 | 220 | 190 | 30 |
| 47 | Hurd's National Business College of Upper Iowa University. | Fayette, Iowa | ..... | 1867 | H. E. Hurd | 2 | 2 | c128 | 128 | 91 | 37 | ..... | ..... | ..... |
| 48 | Iowa City Commercial College | Iowa City, Iowa | ..... | 1865 | F. R. & J. H. Williams | 5 | 0 | 130 | 90 | 80 | 10 | 40 | 40 | .... |
| 49 | Miller's Great Mercantile College *d* | Keokuk, Iowa | 1859 | 1858 | Wm. H. Miller | 5 | 2 | 375 | 320 | 307 | 13 | 55 | 55 | .... |
| 50 | Ottumwa Business College | Ottumwa, Iowa | ..... | 1871 | W. D. Strong | 2 | .... | 60 | 59 | 50 | 9 | 29 | 23 | 6 |
| 51 | Mt. Pleasant Business College | Richmond, Iowa | ..... | 1878 | A. Marquam | 1 | .... | 45 | 45 | 35 | 10 | ..... | ..... | ..... |
| 52 | Whittier College Normal and Business Institute. | Salem, Iowa | 1867 | 1870 | J. W. Coltrane, A. B., pres't | 5 | .... | 45 | ..... | ..... | ..... | ..... | ..... | ..... |
| 53 | Lawrence Business College | Lawrence, Kans | ..... | 1869 | V. F. Boor and E. L. McIlravy | 3 | 2 | 268 | 218 | 143 | 75 | 50 | 33 | 17 |
| 54 | Cruzen's Commercial College | Leavenworth, Kans. (609 Cherokee street). | ..... | ..... | J. H. Cruzen | 1 | 1 | 30 | 30 | 29 | 1 | 30 | 29 | 1 |
| 55 | Western Business College | Topeka, Kans | ..... | 1867 | M. A. Pond | 1 | .... | 134 | 134 | 108 | 26 | ..... | ..... | ..... |
| 56 | Commercial department of Kentucky Military Institute.* | Farmdale, Ky | 1847 | 1875 | Prof. Robt. H. Wildberger | 3 | .... | 26 | 26 | 26 | .... | 0 | 0 | 0 |
| 57 | Commercial College of Kentucky University | Lexington, Ky | ..... | ..... | Wilbur R. Smith, president; E. W. Smith, principal. | 5 | .... | 194 | 194 | 194 | .... | 10 | 10 | .... |
| 58 | Louisville Bryant & Stratton Business College | Louisville, Ky. (80 Main st.) | 0 | 1865 | James Ferrier and W. T. Burks | 4 | 0 | 260 | 144 | 137 | 7 | 116 | 116 | .... |
| 59 | J. W. Blackman's Commercial College | New Orleans, La. (131 Carondelet street). | ..... | 1862 | J. W. Blackman | 3 | .... | 45 | 32 | 30 | 2 | 13 | 13 | .... |
| 60 | Soulé's Commercial College and Literary Institute.* | New Orleans, La. (cor. St. Charles and Lafayette sts.). | 1861 | 1856 | George Soulé | 8 | 0 | 321 | 243 | 243 | 0 | 78 | 78 | 0 |
| 61 | Dirigo Business College and Telegraph Institute | Augusta, Me. Water street) | 1867 | 1865 | R. B. Capen | 2 | .... | 273 | 180 | 145 | 35 | 133 | 82 | 51 |
| 62 | East Maine Conference Seminary Commercial College. | Bucksport, Me | 1851 | 1852 | J. F. Knowlton | 3 | 2 | 275 | 275 | ..... | ..... | ..... | ..... | ..... |
| 63 | Rockland Commercial College | Rockland, Me | ..... | 1879 | G. A. Kilgore | 5 | 2 | 290 | 206 | 119 | 87 | 84 | 46 | 38 |
| 64 | Oak Grove Commercial College | Vassalborough, Me | 0 | 1875 | Frank A. Appleton | 2 | 1 | 60 | 60 | 46 | 14 | 0 | 0 | 0 |
| 65 | Eaton & Burnett's Business College | Baltimore, Md | ..... | 1878 | A. H. Eaton and E. Burnett | 10 | 0 | 560 | 310 | 310 | 0 | 250 | 250 | 0 |
| 66 | Sadler's Bryant & Stratton Business College | Baltimore, Md. (6 and 8 N. Charles street). | ..... | 1864 | W. H. Sadler, president | 12 | 0 | 578 | 365 | 363 | 2 | 213 | 213 | .... |
| 67 | Bryant & Stratton Commercial School | Boston, Mass. (608 Washington street). | 0 | 1860 | H. E. Hibbard | 9 | 5 | 494 | 494 | 450 | 44 | ..... | ..... | ..... |
| 68 | Comer's Commercial College | Boston, Mass. (666 Washington street). | ..... | 1840 | Charles E. Comer | 7 | 2 | 350 | ..... | ..... | ..... | ..... | ..... | ..... |
| 69 | French's Business College | Boston, Mass. (459 Washington street). | ..... | 1848 | Charles French, A. M | 3 | 1 | 147 | 132 | 109 | 23 | 15 | 12 | 3 |
| 70 | Sawyer's Commercial College | Boston, Mass. (161 Tremont street). | 0 | 1838 | George A. Sawyer | 3 | 1 | 128 | 128 | 97 | 31 | ..... | ..... | ..... |
| 71 | Holmes' Commercial College | Fall River, Mass | ..... | c1858 | F. A. Holmes | 2 | 1 | 59 | 24 | 20 | 4 | 35 | 28 | 7 |
| 72 | Chickering's Commercial College and School of Business. | Pittsfield, Mass | 0 | 1861 | Benjamin Chickering | 2 | .... | 49 | 25 | 21 | 4 | 24 | 17 | 7 |
| 73 | Hinman's Business College | Worcester, Mass | ..... | 1880 | A. H. Hinman | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 74 | Battle Creek Business College | Battle Creek, Mich | 1874 | 1879 | Charles W. Stone | 2 | .... | 72 | 40 | 39 | 1 | 32 | 19 | 13 |
| 75 | Goldsmith's Bryant & Stratton Business University. | Detroit, Mich | ..... | 1850 | J. H. Goldsmith | 6 | 0 | 342 | 214 | 185 | 29 | 128 | 123 | 5 |
| 76 | Mayhew Business College | Detroit, Mich. (156 Jefferson avenue). | ..... | 1859 | Ira Mayhew, LL. D | 5 | 3 | 170 | 140 | 108 | 32 | 85 | 60 | 25 |

* From Report of Commissioner of Education for 1880.
*a* Since succeeded by J. M. Allen, A. M.
*b* No separate report of this school. (See report of normal school with which it is associated, Table III, Part 2.
*c* 62 were students in penmanship only.
*d* Associated with this institution is Peirce's Normal Penmanship Institute.
*e* At Taunton; removed to Fall River in 1868.

TABLE IV.—*Statistics of commercial and business colleges for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Number of male instructors. | Number of female instructors. | Number of students. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Total number of students, excluding duplicate enrollments. | In day school. | | | In evening school. | | |
| | | | | | | | | | Total. | Male. | Female. | Total. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 77 | Grand Rapids Business College and Practical Training School. | Grand Rapids, Mich | 0 | 1866 | C. G. Swensberg | 2 | .... | 175 | 175 | 150 | 25 | .... | .... | .... |
| 78 | Commercial and telegraphic department of Hillsdale College. | Hillsdale, Mich | 1855 | 1866 | Alexander C. Rideout, LL. D | 2 | .... | 173 | 173 | 145 | 28 | .... | .... | .... |
| 79 | Poucher Business College and Literary Institute | Ionia, Mich | ..... | 1877 | Irvin M. Poucher | 3 | .... | 94 | 94 | 66 | 28 | .... | .... | .... |
| 80 | Jackson Business College | Jackson, Mich | ..... | 1871 | G. M. Devlin | 2 | 1 | 108 | 76 | 66 | 10 | 32 | 25 | 7 |
| 81 | Kalamazoo Business College and Telegraph Institute. | Kalamazoo, Mich | 1869 | 1869 | William F. Parsons | 2 | .... | 120 | 100 | 90 | 10 | 20 | 15 | 5 |
| 82 | Lansing Business College | Lansing, Mich | ..... | 1867 | H. P. Bartlett | 1 | 0 | 83 | 73 | 60 | 13 | 10 | 7 | 3 |
| 83 | Curtiss Business College* | Minneapolis, Minn | ..... | 1875 | C. C. Curtiss, A. M., president | *a*7 | .... | *a*300 | .... | .... | .... | .... | .... | .... |
| 84 | Darling's Business College | Rochester, Minn | 0 | 1879 | D. Darling | 2 | 1 | 179 | 127 | 120 | 7 | 52 | 43 | 9 |
| 85 | Curtiss Business College*b* | St. Paul, Minn | ..... | 1879 | C. C. Curtiss, A. M., president | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 86 | Winona Business College | Winona, Minn | 0 | 1878 | R. A. Lambert | 2 | 0 | 75 | 45 | 40 | 5 | 30 | 27 | 3 |
| 87 | St. Stanislaus Commercial College | Bay St. Louis, Miss | 1870 | 1855 | Brother Florimond | 10 | 0 | 120 | 120 | 120 | 0 | 0 | 0 | 0 |
| 88 | Cooper's Business College (Cooper Institute) | Daleville, Miss | ..... | 1872 | A. C. Cooper | 2 | .... | 30 | 30 | 30 | .... | .... | .... | .... |
| 89 | Chambers' Business College | Harperville, Miss | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 90 | Bryant's Business College | St. Joseph, Mo | ..... | 1864 | Thomas J. Bryant, A.M., LL.B., president. | 3 | .... | 156 | 156 | 147 | 9 | 0 | 0 | 0 |
| 91 | Ritner's Commercial College | St. Joseph, Mo. (cor. Fourth and Felix streets). | ..... | ..... | P. Ritner, president | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 92 | St. Joseph Commercial College | St. Joseph, Mo | 1872 | 1867 | Brother Arthemian | 10 | .... | 181 | .... | .... | .... | .... | .... | .... |
| 93 | St. Joseph Normal Business College | St. Joseph, Mo | 1880 | 1880 | T. C. Chapman | 4 | .... | 95 | 60 | 45 | 15 | 35 | 22 | 13 |
| 94 | Bryant & Stratton Business College* | St. Louis, Mo | 1861 | 1854 | W. M. Carpenter, M. D | 8 | 2 | 434 | 360 | 305 | 55 | 74 | 73 | 1 |
| 95 | Commercial department of St. Louis University* | St. Louis, Mo | 1832 | 1829 | Rev. Joseph E. Keller, S. J., president. | 7 | 0 | 151 | 151 | 151 | 0 | 0 | 0 | 0 |
| 96 | Franklin Institute | St. Louis, Mo. (s. w. corner Fourth and Market sts.). | ..... | ..... | F. C. Kossak | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 97 | Johnson's Commercial College | St. Louis, Mo. (210 and 212 N. Third street). | 1877 | 1877 | John W. Johnson, president. | 9 | 0 | 255 | 177 | 158 | 19 | 78 | 70 | 8 |
| 98 | Jones' Commercial College* | St. Louis, Mo | 1849 | 1841 | Jonathan Jones | 6 | 1 | 268 | 268 | 250 | 18 | (*c*) | (*c*) | (*c*) |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 | Mound City Commercial College | St. Louis, Mo. (210 N. Fourth street). | 1861 | 1859 | Thomas A. Rice, A. M., LL. B., president. | 7 | 0 | 305 | 195 | 195 | ..... | 110 | 110 | .... |
| 100 | Great Western Business College | Omaha, Nebr | ..... | 1873 | Prof. George R. Rathbun | 2 | .... | 120 | 90 | 80 | 10 | 63 | 60 | 3 |
| 101 | School of Practice | Fisherville, N. H. | ..... | d1879 | J. H. Larry | 4 | 1 | 60 | 60 | 40 | 20 | ..... | ..... | ..... |
| 102 | Gaskell's Bryant & Stratton Business College* | Manchester, N. H. | ..... | 1865 | William Heron, jr | 2 | .... | 80 | 45 | 30 | 15 | 35 | 18 | 17 |
| 103 | New Hampton Commercial College e | New Hampton, N. H. | ..... | 1877 | Rev. A. B. Meservey, A. M., PH. D. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 104 | Commercial College f | Portsmouth, N. H. | ..... | 1873 | Lewis E. Smith | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 105 | Elizabeth Business College | Elizabeth, N. J. (315, 323, Jefferson avenue). | 1873 | 1872 | James H. Lansley, PH. D | 3 | 2 | 120 | 80 | 65 | 15 | 40 | 38 | 2 |
| 106 | Gaskell's Jersey City Business College | Jersey City, N. J. | ..... | 1879 | Prof. G. A. Gaskell | 3 | .... | 100 | 60 | 50 | 10 | 40 | 33 | 7 |
| 107 | Coleman's Bryant & Stratton Business College g | Newark, N. J. | ..... | 1863 | ..... | 11 | 2 | 315 | 180 | 161 | 19 | 135 | 108 | 27 |
| 108 | New Jersey Business College | Newark, N. J. (764 and 766 Broad street). | ..... | 1874 | C. T. Miller and W. E. Drake | 6 | .... | 275 | 140 | 120 | 20 | 135 | 125 | 10 |
| 109 | Paterson Business College | Paterson, N. J | ..... | 1876 | Geo. W. Latimer | 1 | .... | 200 | 101 | 95 | 6 | 99 | 96 | 3 |
| 110 | Business College | Salem, N. J | 0 | 1867 | H. P. Davidson, A. M | 1 | 3 | 19 | 19 | 14 | 5 | ..... | ..... | ..... |
| 111 | Capital City Commercial College | Trenton, N. J | ..... | 1865 | Andrew J. Rider | 7 | .... | 246 | 136 | 130 | 6 | 110 | 109 | 1 |
| 112 | Folsom's Business College* | Albany, N. Y | ..... | 1857 | C. E. Carhart | 4 | 1 | 235 | 142 | 139 | 3 | 93 | 90 | 3 |
| 113 | Browne's Business College* | Brooklyn, N. Y. (304, 306 Fulton street). | ..... | 1849 | T. R. Browne | 6 | .... | 456 | 302 | 273 | 29 | 154 | 123 | 31 |
| 114 | Claghorn's Bryant & Stratton Commercial School. | Brooklyn, N. Y. (38–44, Court street). | ..... | 1861 | Charles Claghorn | 3 | 0 | 195 | 195 | 190 | 5 | 0 | 0 | 0 |
| 115 | French's Business and Telegraph College | Brooklyn, N. Y. (311 Fulton street, corner Johnson). | ..... | 1868 | Geo. W. French, LL. B | 3 | 1 | 133 | 81 | 39 | 42 | 52 | 41 | 11 |
| 116 | Wright's Business College | Brooklyn (E. D.), N. Y | 0 | 1873 | Henry C. Wright | 6 | 1 | 343 | 174 | 159 | 15 | 169 | 152 | 17 |
| 117 | Bryant's Buffalo Business College* | Buffalo, N. Y. (corner Main and Seneca streets). | ..... | 1852 | J. C. Bryant & Son | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 118 | Commercial department of St. Joseph's College* | Buffalo, N. Y | ..... | 1861 | Brother Idrastan | 4 | .... | 103 | 83 | 83 | ..... | 20 | 20 | .... |
| 119 | Allen Business College | Elmira, N. Y | ..... | 1880 | F. M. Allen | 4 | .... | 96 | 84 | 80 | 4 | 12 | 8 | 4 |
| 120 | Elmira Business University | Elmira, N. Y | 0 | 1858 | A. J. Warner | 2 | 0 | 75 | 51 | 51 | ..... | 24 | 24 | .... |
| 121 | Geneva Business College | Geneva, N. Y | ..... | 1880 | Ansel E. Mackey | 1 | .... | 30 | 22 | 20 | 2 | 8 | 6 | 2 |
| 122 | Elmwood Commercial and Select School | Glen's Falls, N. Y | ..... | ..... | James N. Whipple | (h) | (h) | (h) | (h) | (h) | (h) | ..... | ..... | ..... |
| 123 | Cady & Walworth's Business College | New York, N. Y. (36 E. Fourteenth street). | ..... | 1873 | C. E. Cady | 3 | .... | 298 | 168 | 157 | 11 | 130 | 130 | .... |
| 124 | Commercial department of the College of St. Francis Xavier.* | New York, N. Y. (49 W. Fifteenth street). | ..... | 1847 | Rev. Samuel H. Frisbee, S. J., president. | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 125 | Packard's Business College | New York, N. Y. (805 Broadway). | 0 | 1858 | S. S. Packard | 8 | 1 | 430 | 430 | 410 | 20 | ..... | ..... | ..... |
| 126 | Paine's Business College | New York, N. Y. (62 Bowery, corner Canal st.). | 0 | 1849 | Martin S. Paine | 3 | 2 | 428 | 278 | 249 | 29 | 150 | 125 | 25 |
| 127 | Paine's Up-town Business College | New York, N. Y. (1313 Broadway, cor. Thirty-fourth st.). | ..... | 1872 | Martin S. Paine | 2 | 1 | 366 | 241 | 216 | 25 | 125 | 108 | 17 |
| 128 | Eastman National Business College | Poughkeepsie, N. Y | ..... | 1859 | Ezra White | 14 | .... | 1,261 | 1,149 | 1,143 | 6 | 202 | 197 | 5 |
| 129 | Rochester Business University | Rochester, N. Y. (cor. State and Market sts.). | 0 | 1863 | L. L. Williams, president | 6 | 0 | 525 | 449 | 396 | 53 | 76 | 61 | 15 |
| 130 | Taylor & Co.'s Business College | Rochester, N. Y | ..... | 1876 | A. J. Taylor | 2 | 1 | 251 | 88 | 75 | 13 | 163 | 146 | 17 |

* From Report of the Commissioner of Education for 1880.
a Including those in the branch in St. Paul.
b Branch of the Curtiss Business College at Minneapolis
c Included in report of scholars in day school.
d Opened at Wilmot, N. H., in 1876.
e This college is associated with New Hampton Literary and Biblical Institution; for report, see Table VI.
f This college is associated with Smith's Academy; for report, see Table VI.
g The figures here given are for the year 1880.
h Reported with academic department; see Table VI.

TABLE IV.—*Statistics of commercial and business colleges for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Number of male instructors. | Number of female instructors. | Number of students. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Total number of students, excluding duplicate enrolments. | In day school. | | | In evening school. | | |
| | | | | | | | | | Total. | Male. | Female. | Total. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 131 | Bryant & Stratton Business College and Telegraphic Institute. | Syracuse, N. Y. (Grand Opera House). | 0 | 1865 | C. P. Meads | 4 | 1 | 147 | 104 | 93 | 11 | 62 | 58 | 4 |
| 132 | Troy Business College | Troy, N. Y. | 1871 | 1858 | Thos. H. Shields | 4 | .... | 205 | 125 | 120 | 5 | 80 | 78 | 2 |
| 133 | Watertown Business College | Watertown, N. Y. | ..... | 1881 | Thomas Powers | 2 | .... | 64 | 37 | 28 | 9 | 27 | 21 | 6 |
| 134 | Commercial department of Wake Forest College.* | Wake Forest, N. C. | 1835 | 1868 | L. R. Mills, A. M | 1 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 135 | Akron Business College | Akron, Ohio | ..... | 1866 | O. S. Warner, A. M | 1 | .... | 56 | 25 | 24 | 1 | 31 | 30 | 1 |
| 136 | Commercial department of Ashland College* | Ashland, Ohio | 1880 | 1879 | Frank P. Foster | 1 | .... | 19 | 19 | 19 | ..... | ..... | ..... | ..... |
| 137 | Canton Business College | Canton, Ohio | 0 | 1872 | M. W. Oberlin | 3 | .... | 87 | 20 | 14 | 6 | 67 | 62 | 5 |
| 138 | Commercial department St. Xavier College | Cincinnati, Ohio | 1842 | 1831 | J. I. Coghlan | 5 | .... | 100 | 100 | 100 | ..... | ..... | ..... | ..... |
| 139 | Hoeg's Private Commercial School *a* | Cincinnati, Ohio (77 W. Sixth street). | ..... | 1880 | W. R. Hoeg | 1 | 1 | *b*25 | ..... | ..... | ..... | ..... | ..... | ..... |
| 140 | Nelson's Business College | Cincinnati, Ohio (s. e. cor. Fourth and Vine streets). | ..... | 1856 | Richard Nelson, president | 9 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 141 | Nelson's Ladies' Business College* | Cincinnati, Ohio. | ..... | 1880 | Miss Ella Nelson | 3 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 142 | Queen City Commercial College* | Cincinnati, Ohio (n. w. cor. Fifth and Walnut streets). | ..... | 1874 | Henry A. Faber | 4 | .... | 600 | 104 | 98 | 6 | 70 | 70 | .... |
| 143 | Spencerian Business College | Cleveland, Ohio (cor. Superior and Seneca streets). | 0 | 1852 | Platt R. Spencer and E. R. Felton. | 9 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 144 | Sprague's Law and Business College *d* | Clyde, Ohio | ..... | 1878 | Wm. H. Sprague | ..... | .... | *c*174 | ..... | ..... | ..... | ..... | ..... | ..... |
| 145 | Capital City Commercial College | Columbus, Ohio | ..... | 1878 | Woodruff & Cooper | 3 | .... | 225 | 175 | 150 | 25 | 50 | 40 | 10 |
| 146 | Columbus Business College | Columbus, Ohio | ..... | 1863 | Edmund J. H. Duncan | 2 | .... | 104 | 104 | 90 | 14 | 54 | 45 | 9 |
| 147 | Miami Commercial College | Dayton, Ohio | ..... | 1860 | A. D. Wilt | 4 | .... | 220 | ..... | ..... | ..... | ..... | ..... | ..... |
| 148 | Mansfield Business Institute | Mansfield, Ohio | 0 | 1881 | W. A. Frasier | 2 | .... | 62 | 25 | 20 | 5 | 37 | 29 | 8 |
| 149 | Business department of Mt. Union College | Mt. Union, Ohio | ..... | ..... | O. N. Hartshorn, LL. D., pres't | 4 | .... | 224 | 224 | ..... | ..... | ..... | ..... | ..... |
| 150 | Oberlin Commercial Institute | Oberlin, Ohio | ..... | *e*1880 | Uriah McKee | 1 | 1 | 63 | 63 | 50 | 13 | ..... | ..... | ..... |
| 151 | Nelson's Springfield Business College | Springfield, Ohio | ..... | 1881 | R. J. Nelson | 2 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 152 | Van Sickle's Business College | Springfield, Ohio | ..... | 1871 | J. W. Van Sickle, A. M., M. D., PH. D. | 1 | .... | 38 | 12 | 7 | 5 | 26 | 25 | 1 |
| 153 | Toledo Business College | Toledo, Ohio | ..... | 1868 | G. E. Detwiler | 4 | 1 | 307 | 163 | 140 | 23 | 144 | 117 | 27 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 154 | Youngstown Business College and Institute of Penmanship. | Youngstown, Ohio | ..... | 1878 | Jas. H. Cook | 3 | 1 | 176 | 127 | 91 | 36 | 49 | 38 | 11 |
| 155 | Zanesville Business College | Zanesville, Ohio | ..... | 1866 | F. M. Choguill and H. B. Parsons. | 2 | .... | 150 | 115 | 105 | 10 | 35 | 30 | 5 |
| 156 | Portland Business College | Portland, Oreg | ..... | 1866 | A. P. Armstrong | 3 | .... | 170 | 100 | 70 | 30 | 70 | 50 | 20 |
| 157 | Allentown Business College | Allentown, Pa | ..... | 1869 | W. L. Blackman | 2 | .... | 93 | 74 | 70 | 4 | 19 | 16 | 3 |
| 158 | Commercial course in St. Vincent's College* | Beatty, Pa | 1870 | ..... | Rt. Rev. Boniface Wimmer, O. S. B., president. | .... | .... | 73 | 73 | 73 | .... | .... | .... | .... |
| 159 | Commercial department in Trach's Academy* | Easton, Pa | ..... | 1872 | R. H. Trach | (f) | (f) | (f) | .... | .... | .... | .... | .... | .... |
| 160 | Knauss' Business College* | Easton, Pa | 0 | 1873 | Walter P. Gregory | 3 | .... | 130 | 78 | 71 | 7 | 52 | 47 | 5 |
| 161 | Pennsylvania Business College | Harrisburg, Pa | 1873 | 1873 | J. N. Currey | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 162 | Wyoming Commercial College | Kingston, Pa | ..... | 1863 | Rev. L. L. Sprague, A. M | 2 | .... | 84 | 84 | 84 | .... | .... | .... | .... |
| 163 | Lancaster Commercial College | Lancaster, Pa | 0 | 1880 | Weidler & Mosser, proprietors | 4 | .... | 65 | 50 | 50 | .... | 15 | 13 | 2 |
| 164 | Bryant, Stratton and Smith Business College* | Meadville, Pa | ..... | 1865 | A. W. Smith | 4 | 1 | 95 | 95 | 75 | 20 | .... | .... | .... |
| 165 | Bryant & Stratton Business College | Philadelphia, Pa. (108 S. Tenth st.). | ..... | 1857 | J. E. Soule | 11 | .... | 600 | .... | .... | .... | .... | .... | .... |
| 166 | Crittenden Philadelphia Commercial College | Philadelphia, Pa. (1131 Chestnut st.). | 1855 | 1844 | John Groesbeck | 9 | .... | 338 | .... | .... | .... | .... | .... | .... |
| 167 | Peirce College of Business | Philadelphia, Pa. (919 Chestnut st.). | ..... | 1865 | Thomas May Peirce, M. A | 10 | .... | 657 | 394 | 346 | 48 | 263 | 249 | 14 |
| 168 | Select Commercial School | Philadelphia, Pa. (1432 Chestnut st.). | ..... | 1875 | C. E. Pond | 1 | .... | 37 | .... | .... | .... | 37 | 25 | 12 |
| 169 | Curry Institute and Union Business College | Pittsburgh, Pa | ..... | 1860 | | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 170 | Duff's Mercantile College | Pittsburgh, Pa | 1850 | 1840 | P. Duff & Sons | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 171 | Hinman's Pottsville Business College | Pottsville, Pa | ..... | 1875 | E. C. A. Becker | 1 | 0 | .... | .... | .... | .... | .... | .... | .... |
| 172 | Foeller's Commercial School | Shenandoah, Pa | ..... | 1881 | Jos. Foeller, jr | 1 | .... | 21 | .... | .... | .... | 21 | 18 | 3 |
| 173 | Clark's Commercial College | Titusville, Pa | ..... | 1881 | H. C. Clark | 3 | 1 | 124 | 78 | 72 | 6 | 46 | 41 | 5 |
| 174 | Luce's Business College | Union City, Pa | 0 | 1876 | Rev. N. R. Luce | 2 | 1 | 50 | 50 | 38 | 12 | .... | .... | .... |
| 175 | Williamsport Commercial College | Williamsport, Pa | 1865 | 1865 | F. E. Wood | 5 | .... | 293 | 145 | 130 | 15 | 148 | 140 | 8 |
| 176 | Providence Bryant & Stratton Business College. | Providence, R. I. (283 Westminster st.). | 0 | 1863 | Theodore B. Stowell | 6 | .... | 275 | 230 | 205 | 25 | 45 | 3 | 42 |
| 177 | Scholfield's Commercial College | Providence, R. I. (193 Westminster st.). | ..... | 1846 | Albert G. Scholfield | 4 | 1 | 199 | 165 | 151 | 14 | 34 | 28 | 6 |
| 178 | Behm's Chattanooga Commercial College | Chattanooga, Tenn | 0 | 1875 | Jeremiah Behm | 1 | .... | .... | .... | .... | .... | .... | .... | .... |
| 179 | Goodman's Business College | Knoxville, Tenn | ..... | 1881 | Frank Goodman | 3 | .... | (g) | .... | .... | .... | .... | .... | .... |
| 180 | Knoxville Business College and Telegraphic Institute. | Knoxville, Tenn. (box 354) | 0 | 1880 | Joseph W. Jones | 3 | 0 | 75 | 29 | 29 | 0 | 46 | 46 | 0 |
| 181 | Leddin's Business College | Memphis, Tenn | 1867 | 1865 | T. A. Leddin | 2 | .... | 169 | 169 | 164 | 5 | 62 | 62 | 0 |
| 182 | Goodman's Business College | Nashville, Tenn | ..... | 1865 | Frank Goodman | 4 | .... | h149 | h149 | h149 | .... | .... | .... | .... |
| 183 | Commercial department of Burritt College* | Spencer, Tenn | ..... | 1880 | T. W. Comer | 1 | 0 | 47 | 47 | 44 | 3 | 0 | 0 | 0 |
| 184 | Fort Worth Business College | Fort Worth, Tex | ..... | 1879 | F. P. Preuitt | 2 | 1 | 164 | 164 | 141 | 23 | 65 | 65 | .... |
| 185 | Island City Business College | Galveston, Tex | ..... | 1878 | John Joss and J. M. Benish | 3 | 1 | 132 | 132 | 114 | 18 | .... | .... | .... |
| 186 | Livingston's Galveston Business College | Galveston, Tex | 1877 | 1877 | Edward Livingston, A. M | 2 | 1 | 71 | 62 | 51 | 11 | 9 | 9 | .... |
| 187 | Scherrer's Business College | Galveston, Tex | 1881 | ..... | Eugene E. Scherrer | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 188 | Commercial School, Southwestern University | Georgetown, Tex | ..... | ..... | R. F. Young, A. M., professor in charge. | .... | .... | 52 | .... | .... | .... | .... | .... | .... |
| 189 | Commercial College of Trinity University | Tehuacana, Tex | 1870 | 1869 | William Hudson | .... | .... | 25 | 25 | 23 | 2 | .... | .... | .... |

* From Report of the Commissioner of Education for 1880.

*a* The Morse Telegraph Institute is connected with this school.

*b* Average.

*c* This number may include some duplicates.

*d* Suspended in 1881 and removed from Norwalk to Clyde; business to be resumed January, 1882.

*e* As Oberlin Commercial Institute.

*f* See report of Trach's Academy and Commercial School, Table VI.

*g* Students included in report of Goodman's Business College, Nashville, Tenn.

*h* Includes students in Goodman's Business College, Knoxville, Tenn.

TABLE IV.—*Statistics of commercial and business colleges for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Number of male instructors. | Number of female instructors. | Number of students. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Total number of students, excluding duplicate enrolments. | In day school. | | | In evening school. | | |
| | | | | | | | | | Total. | Male. | Female. | Total. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 190 | Waco Business College | Waco, Tex | ..... | 1881 | R. H. Hill | 3 | .... | 50 | 30 | 28 | 2 | 20 | 20 | .... |
| 191 | Queen City Commercial College | Burlington, Vt | ..... | 1878 | G. W. Thompson | 1 | 1 | 125 | 125 | 107 | 18 | .... | .... | .... |
| 192 | Old Dominion Business College | Richmond, Va | 1868 | 1867 | Geo. M. Nicol | 1 | .... | 44 | 23 | 23 | ..... | 21 | 21 | .... |
| 193 | National Business College | Wheeling, W. Va | ..... | 1860 | J. M. Frasher & Co | 4 | .... | 90 | 60 | 52 | 8 | 30 | 30 | .... |
| 194 | Fond du Lac Commercial College | Fond du Lac, Wis | ..... | 1866 | S. D. Mann | 1 | 1 | 130 | 102 | 60 | 42 | 28 | 20 | 8 |
| 195 | Green Bay Business College | Green Bay, Wis | ..... | 1868 | Clarence A. Murch | 2 | 2 | 125 | 105 | 83 | 22 | 90 | 81 | 9 |
| 196 | Silsbee Business College | Janesville, Wis | 1877 | 1866 | J. B. Silsbee | 4 | 1 | 108 | 63 | 62 | 1 | 45 | 45 | .... |
| 197 | La Crosse Business College | La Crosse, Wis | 0 | 1868 | J. L. Wallace | 2 | 0 | 170 | 170 | 165 | 5 | (a) | (a) | (a) |
| 198 | Northwestern Business College | Madison, Wis | 0 | 1865 | R. G. Deming & J. C. Proctor | 4 | 2 | 260 | 224 | 173 | 51 | 36 | 30 | 6 |
| 199 | Spencerian Business College | Milwaukee, Wis | 1870 | 1863 | Robert C. Spencer | 3 | 1 | 233 | 163 | 145 | 18 | 70 | 67 | 3 |
| 200 | Oshkosh Business College* | Oshkosh, Wis | ..... | 1867 | W. W. Daggett | 3 | .... | 295 | 196 | 161 | 35 | 39 | 36 | 3 |
| 201 | Pio Nono Commercial College | St. Francis Station, Wis | 0 | 1871 | Rev. Wm. Neu | 6 | 0 | 45 | 45 | 45 | ..... | ..... | ..... | ..... |
| 202 | Commercial department of University of Washington Territory.* | Seattle, Wash. Ter | ..... | ..... | C. M. Anderson | 3 | .... | 19 | 19 | 13 | 6 | ..... | ..... | ..... |

* From Report of the Commissioner of Education for 1880.

*a* Same students in day and evening schools.

TABLE IV.—*Statistics of commercial and business colleges for* 1881, *&c.*—Continued.

NOTE.—The branches taught are indicated by ×.

| | Name. | Number of students. | | | | | Average age of students. | Branches taught. | | | | | | | | | | | Volumes in library. | | Number of months in full course of study. | Number of weeks in scholastic year. | Number of months of evening school. | Annual charge to each student for tuition. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | In phonography. | In telegraphy. | In German. | In French. | In Spanish. | | Common English and correspondence. | Penmanship. | Drawing. | Book-keeping. | Higher mathematics. | Surveying. | Banking. | Commercial law. | Political economy. | Life insurance. | Phonography. | Telegraphy. | Whole number. | Increase in the last school year. | | | | |
| | 1 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 |
| 1 | Howard College Business School | 0 | 0 | 12 | 15 | 0 | 18 | × | × | .... | × | × | .... | .... | × | .... | .... | .... | .... | 1,200 | 0 | 8½ | 40 | 9 | $85 |
| 2 | Los Angeles Business College | .... | .... | .... | .... | .... | .... | × | × | 0 | × | 0 | 0 | × | × | × | 0 | 0 | × | 75 | .... | .... | 40 | .... | 50 |
| 3 | Sacramento Business College | 7 | 17 | .... | .... | .... | 18 | × | × | 0 | × | 0 | 0 | × | × | × | × | × | × | 650 | .... | 12 | 52 | 12 | *a*75 |
| 4 | Business department of St. Mary's College* | .... | .... | .... | .... | 20 | 18 | × | × | × | × | 0 | 0 | × | × | 0 | × | .... | .... | 3,000 | 150 | 40 | 43 | .... | .... |
| 5 | Heald's Business College* | 14 | 46 | 21 | 43 | 39 | 20 | × | × | × | × | × | × | × | × | × | × | × | × | .... | .... | 6–24 | 52 | 0 | 160 |
| 6 | Pacific Business College* | 0 | 12 | 0 | 3 | 2 | 20 | × | × | 0 | × | × | × | × | × | × | 0 | × | × | 50 | 0 | 8 | 52 | 12 | 140 |
| 7 | Garden City Commercial College | 14 | 21 | .... | 5 | .... | 19 | × | × | × | × | × | .... | × | × | × | .... | × | × | 75 | .... | 11½ | 46 | 6 | 115 |
| 8 | Commercial department of Santa Clara College | 12 | 1 | 5 | 15 | 5 | 18 | × | × | × | × | × | × | × | × | .... | .... | × | × | (*b*) | 50 | 40 | 44 | .... | (*b*) |
| 9 | Commercial department of Pacific Methodist College.* | .... | .... | .... | .... | .... | .... | × | × | .... | × | .... | .... | .... | × | .... | .... | .... | .... | .... | .... | .... | 40 | .... | 60 |
| 10 | Hannum's Hartford Business College | 19 | .... | .... | .... | .... | 18–20 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 47 | 7 | 100 |
| 11 | Moore's Business University | .... | .... | .... | .... | .... | 22 | .... | × | .... | .... | × | .... | .... | × | × | .... | .... | .... | .... | .... | 12 | 51 | .... | *c*40, 60 |
| 12 | Cuthbert Commercial College* | .... | .... | .... | 16 | .... | 17 | × | × | × | × | 0 | 0 | × | × | × | × | .... | .... | 75 | 75 | 10 | 38 | 0 | *d*30 |
| 13 | Commercial department of Hedding College | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 14 | College of Commerce, Illinois Wesleyan University | 88 | .... | 5 | .... | .... | .... | × | × | .... | × | .... | .... | .... | × | .... | .... | .... | .... | .... | .... | 9 | 40 | .... | 60 |
| 15 | Evergreen City Business College* | 15 | .... | 31 | .... | .... | 17 | × | × | .... | × | × | .... | × | × | × | .... | × | .... | .... | .... | 12 | 52 | 6 | 45 |
| 16 | Western Normal College and Commercial Institute. | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 17 | Chicago Athenæum *e* | 192 | 0 | 178 | 155 | 0 | 12–40 | × | × | × | × | × | 0 | × | 0 | 0 | 0 | × | 0 | 1,200 | .... | .... | *f*40 | *f*10 | *f*65 |
| 18 | Commercial course of St. Ignatius College | 0 | 0 | 50 | 20 | 0 | 15 | × | × | 0 | × | × | × | × | × | 0 | 0 | 0 | 0 | (*b*) | (*b*) | 10 | 40 | .... | 40 |
| 19 | Metropolitan Business College* | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 20 | Souder's Chicago Business College | 20 | .... | 31 | .... | .... | 19 | × | × | × | × | × | 0 | × | × | × | 0 | × | 0 | .... | .... | 12 | 52 | 8 | 32, 80 |
| 21 | Dixon Business College | 10 | 8 | 40 | 0 | 0 | 19 | × | × | × | × | × | × | × | × | .... | .... | × | × | 1,100 | 50 | 11½ | 50 | .... | 28 |
| 22 | Commercial department of Eureka College* | .... | .... | .... | .... | .... | .... | × | × | .... | × | .... | .... | × | × | × | .... | .... | .... | .... | .... | 20 | 40 | .... | .... |
| 23 | Western Business College* | .... | 3 | .... | .... | .... | 18 | × | × | × | × | × | 0 | × | × | × | × | × | × | 150 | 4 | 10 | 48 | 6 | 60 |

* From the Report of the Commissioner of Education for 1880.

*a* For commercial course.

*b* See report of classical department (Table IX).

*c* For terms of 3 and 6 months.

*d* For scholarship.

*e* Athenæum Business School is a department of this institution.

*f* For Athenæum Business School.

TABLE IV.—*Statistics of commercial and business colleges for* 1881, *&c.*—Continued.

NOTE.—The branches taught are indicated by ×.

| | Name. | Number of students. | | | | | Average age of students. | Branches taught. | | | | | | | | | | | | Volumes in library. | | Number of months in full course of study. | Number of weeks in scholastic year. | Number of months of evening school. | Annual charge to each student for tuition. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | In phonography. | In telegraphy. | In German. | In French. | In Spanish. | | Common English and correspondence. | Penmanship. | Drawing. | Book-keeping. | Higher mathematics. | Surveying. | Banking. | Commercial law. | Political economy. | Life insurance. | Phonography. | Telegraphy. | Whole number. | Increase in the last school year. | | | | |
| | 1 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 |
| 24 | Jacksonville Business College and English Training School. | 10 | 16 | .... | .... | .... | 19.8 | × | × | × | × | × | .... | × | × | × | × | × | × | 496 | ..... | 20 | 42 | 6 | $18,45,70 |
| 25 | Joliet Business College and English Training School. | .... | .... | .... | .... | .... | 15 | × | × | × | × | × | .... | 0 | × | × | × | .... | .... | 15,000 | ..... | 11 | 44 | 11 | 50 |
| 26 | Commercial department of McKendree College* | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | × | × | .... | .... | × | .... | ..... | ..... | ..... | .... | .... | 40 |
| 27 | Commercial department of Mt. Morris College | .... | .... | 10 | .... | .... | 18 | × | × | .... | × | .... | .... | × | × | × | .... | .... | .... | (*a*) | (*a*) | 9⅓ | 40 | .... | 30 |
| 28 | Onarga Commercial College* | 0 | 0 | 0 | 0 | 0 | 20 | × | × | ... | × | × | .... | × | × | .... | .... | .... | .... | ..... | ..... | 10 | 40 | .... | 35 |
| 29 | Parish's Business College and Telegraphic Institute. | 2 | 7 | .... | .... | .... | 18 | .... | × | ... | × | .... | .... | × | × | .... | .... | × | × | ..... | ..... | 12 | 50 | 4 | 60 |
| 30 | Chaddock College of Law and Commerce | 21 | 4 | .... | .... | .... | 19 | × | × | × | × | .... | .... | × | × | × | .... | × | × | ..... | ..... | 9–12 | .... | 5 | *b*36–39 |
| 31 | Gem City Business College | 20 | .... | .... | .... | .... | 19 | 0 | × | × | × | × | 0 | × | × | .... | .... | × | 0 | 100 | ..... | 10 | 50 | 5½ | 60 |
| 32 | Rockford Business College | .... | .... | .... | .... | .... | 19 | × | × | × | × | .... | .... | × | × | .... | × | .... | .... | 300 | 300 | 12 | 50 | 7 | 50 |
| 33 | Springfield Business College* | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | × | × | .... | × | × | .... | 100 | ..... | 6 | 48 | 6 | 65 |
| 34 | Sterling Business and Phonographic College | 26 | .... | .... | .... | .... | 20 | × | × | .... | × | .... | .... | × | × | × | × | .... | × | ..... | ..... | ..... | 52 | 6 | *c*60 |
| 35 | Evansville Commercial College | .... | .... | .... | .... | .... | 18 | × | × | × | × | × | 0 | × | × | × | × | 0 | 0 | ..... | ..... | 6 | 52 | 9 | *d*40 |
| 36 | Maumee Business College | .... | .... | .... | .... | .... | 20 | × | × | 0 | × | 0 | 0 | × | × | × | × | .... | × | 356 | 50 | 6 | 42 | 6 | 35 |
| 37 | Indianapolis Bryant & Stratton Business College and Telegraph Institute. | 60 | 81 | 130 | 13 | 0 | 18 | × | × | × | × | × | 0 | × | × | × | × | × | × | 0 | 0 | 18 | 52 | 12 | *d*25–70 |
| 38 | Star City Business College | 4 | 3 | 0 | 0 | 0 | 38 | .... | × | 0 | × | × | 0 | × | × | 0 | × | × | × | 0 | 0 | ..... | 46 | 7 | *c*50 |
| 39 | Hall's Business College | 15 | .... | .... | .... | .... | 19 | × | × | × | × | × | .... | × | × | × | × | .... | .... | 100 | 5 | 6 | 36 | 6 | 41½ |
| 40 | Commercial department of the University of Notre Dame. | 40 | 16 | 70 | 12 | 5 | ..... | × | × | .... | × | .... | .... | .... | × | .... | .... | × | × | (*a*) | ..... | ..... | ..... | ..... | ..... |
| 41 | Terre Haute Commercial College | .... | 26 | 2 | 0 | 0 | 21 | × | × | × | × | .... | .... | × | × | × | × | .... | × | 500 | ..... | 10 | .... | 6 | *e*40 |
| 42 | Northern Indiana Commercial College*f* | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | × | × | .... | × | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... |
| 43 | Commercial Institute*f* | .... | .... | .... | .... | .... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... |
| 44 | Clinton Business College | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | × | × | .... | × | .... | .... | ..... | ..... | 6 | 46 | 6 | *g*40 |
| 45 | Davenport Business College | 23 | .... | 75 | .... | .... | 18 | × | × | × | × | × | × | × | × | 0 | 0 | × | .... | ..... | ..... | 12 | 52 | 4 | 60 |
| 46 | Baylies' Commercial College | 4 | 6 | 4 | .... | .... | 19 | × | × | × | × | × | .... | × | × | × | × | × | × | 300 | 20 | 6 | 52 | 6 | 70 |
| 47 | Hurd's National Business College of Upper Iowa University. | .... | .... | .... | .... | .... | 18 | × | × | .... | .... | .... | .... | .... | × | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 48 | Iowa City Commercial College | .... | .... | .... | .... | .... | ..... | .... | × | .... | × | × | .... | × | × | .... | .... | .... | .... | ..... | ..... | ..... | ..... | .... | ..... |
| 49 | Miller's Great Mercantile College *h* | 10 | 78 | 8 | .... | .... | 22 | × | × | × | × | × | .... | × | × | .... | .... | × | × | ..... | ..... | 12 | 52 | 8 | *i*35 |
| 50 | Ottumwa Business College | .... | .... | .... | .... | .... | 19 | × | × | × | × | × | 0 | × | × | × | × | 0 | 0 | 44 | 44 | ..... | 40 | 5 | *i*40 |
| 51 | Mt. Pleasant Business College | .... | .... | .... | .... | .... | 20 | .... | × | .... | × | .... | .... | .... | × | .... | .... | .... | .... | ..... | ..... | 3 | .... | 9 | *j*20 |
| 52 | Whittier College Normal and Business Institute. | .... | .... | .... | .... | .... | ..... | × | × | .... | × | × | .... | .... | × | .... | .... | .... | .... | ..... | ..... | ..... | 42 | .... | 27 |
| 53 | Lawrence Business College | 4 | 10 | .... | .... | .... | 17 | × | × | .... | × | .... | .... | × | × | × | × | × | × | ..... | ..... | 7 | 52 | 6 | *d*50 |
| 54 | Cruzen's Commercial College | 2 | .... | .... | .... | .... | 19 | × | × | × | × | .... | .... | × | × | × | × | × | × | ..... | ..... | ..... | 24 | 6 | *g*30 |
| 55 | Western Business College | .... | .... | .... | .... | .... | 19 | .... | × | .... | × | .... | .... | × | × | × | × | .... | .... | ..... | ..... | 6 | 40 | 6 | *k*35 |
| 56 | Commercial department of Kentucky Military Institute.* | 0 | 0 | 0 | 0 | 0 | 19 | × | × | 0 | × | × | 0 | 0 | *l*× | × | 0 | 0 | 0 | ..... | ..... | 10 | 40 | .... | 100 |
| 57 | Commercial College of Kentucky University | 20 | .... | .... | .... | .... | 20 | .... | × | .... | × | × | .... | .... | × | .... | .... | .... | .... | ..... | ..... | 3 | 52 | 5 | 40 |
| 58 | Louisville Bryant & Stratton Business College | .... | .... | .... | .... | .... | 18 | .... | × | .... | × | × | .... | × | × | .... | .... | .... | .... | 50 | 25 | 5 | 51 | 8 | 50 |
| 59 | J. W. Blackman's Commercial College | .... | .... | .... | .... | .... | 18 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 140 | 15 | 12 | 52 | 12 | 100 |
| 60 | Soulé's Commercial College and Literary Institute.* | 2 | 0 | 7 | 19 | 0 | 14 | × | × | × | × | × | 0 | × | × | × | × | × | 0 | 1,570 | ..... | 12–48 | 52 | 12 | 100–150 |
| 61 | Dirigo Business College and Telegraph Institute | 3 | 13 | .... | 2 | .... | 18 | × | × | × | × | × | × | × | × | × | 0 | × | × | ..... | ..... | 5 | 40 | 4 | 35 |
| 62 | East Maine Conference Seminary Commercial College. | .... | .... | 22 | 26 | .... | 19 | .... | × | .... | × | × | × | × | × | × | × | × | .... | 900 | 40 | 4 | 40 | ... | 20–30 |
| 63 | Rockland Commercial College | 37 | .... | .... | .... | .... | 18 | × | × | .... | × | × | .... | × | × | × | .... | × | .... | 300 | 50 | ..... | 44 | 8 | 80 |
| 64 | Oak Grove Commercial College | .... | 0 | 14 | 10 | 0 | 18 | × | × | × | × | × | × | × | × | × | × | × | 0 | 150 | 0 | 8 | 33 | 0 | 30 |
| 65 | Eaton & Burnett's Business College | 25 | 30 | 15 | .... | .... | 18 | × | × | .... | × | .... | .... | × | × | .... | .... | × | × | 400 | ..... | ..... | ..... | 6 | ..... |
| 66 | Sadler's Bryant & Stratton Business College | 12 | 0 | 0 | 0 | 0 | 18½ | × | × | .... | × | × | .... | × | × | .... | .... | × | .... | ..... | ..... | 6–12 | 50 | 6 | *m*60 |
| 67 | Bryant & Stratton Commercial School | 0 | 0 | 0 | 0 | 0 | 17 | × | × | .... | × | .... | .... | × | × | .... | .... | .... | .... | 0 | 0 | 10 | .... | 0 | 160 |
| 68 | Comer's Commercial College | .... | .... | .... | .... | .... | ..... | × | × | × | × | × | × | × | × | × | × | 0 | 0 | ..... | ..... | ..... | 52 | 6 | ..... |
| 69 | French's Business College | 27 | 0 | 1 | 0 | 0 | 19 | × | × | .... | × | × | × | × | × | × | × | × | .... | 0 | ..... | 12 | 52 | 6 | 120 |
| 70 | Sawyer's Commercial College | 7 | 0 | 0 | 0 | 0 | 21 | × | × | .... | × | × | × | × | × | .... | × | .... | .... | ..... | ..... | ..... | 44 | .... | 120 |
| 71 | Holmes' Commercial College | .... | .... | .... | .... | .... | 16 | × | × | .... | × | .... | .... | × | .... | .... | .... | .... | .... | ..... | ..... | 11 | 47 | 10 | 48, 100 |
| 72 | Chickering's Commercial College and School of Business. | 0 | 0 | 0 | 0 | 0 | 17 | × | × | .... | × | × | .... | × | × | × | .... | .... | .... | ..... | ..... | 3–12 | 44 | 10 | 100 |
| 73 | Hinman's Business College | .... | .... | .... | .... | .... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | .... | ..... |
| 74 | Battle Creek Business College | .... | 4 | .... | .... | .... | 19 | .... | × | .... | × | .... | .... | × | × | .... | .... | .... | × | 0 | ..... | 9 | 40 | 6 | 40 |
| 75 | Goldsmith's Bryant & Stratton Business University. | 0 | 0 | 0 | 0 | 0 | 20 | × | × | 0 | × | 0 | 0 | × | × | × | × | 0 | 0 | ..... | ..... | ..... | 52 | 6 | *d*40 |
| 76 | Mayhew Business College | 14 | 27 | .... | .... | .... | 21 | × | × | .... | × | .... | .... | × | × | × | × | × | × | ..... | ..... | 10 | 44 | 6 | 85 |
| 77 | Grand Rapids Business College and Practical Training School. | .... | .... | .... | .... | .... | 23 | × | × | .... | × | .... | .... | × | × | × | × | .... | .... | ..... | ..... | ..... | ..... | .... | 50 |
| 78 | Commercial and telegraphic department of Hillsdale College. | .... | .... | .... | .... | .... | ..... | .... | × | .... | × | .... | .... | .... | × | × | .... | .... | .... | ..... | ..... | 3–6 | 40 | .... | 30–35 |
| 79 | Poucher Business College and Literary Institute | .... | .... | 3 | .... | .... | 18 | × | × | × | × | × | 0 | × | × | 0 | 0 | 0 | 0 | ..... | ..... | 8 | 40 | .... | 30 |
| 80 | Jackson Business College | .... | .... | .... | .... | .... | ..... | × | × | × | × | × | 0 | × | × | × | × | 0 | 0 | ..... | ..... | 10 | 47 | 6 | 40 |
| 81 | Kalamazoo Business College and Telegraph Institute. | .... | .... | .... | .... | .... | 20 | × | × | .... | × | .... | .... | × | × | × | .... | .... | .... | ..... | ..... | 9 | 42 | 8 | 50 |
| 82 | Lansing Business College | .... | .... | .... | .... | .... | 18 | × | × | 0 | × | × | 0 | × | × | 0 | 0 | 0 | 0 | ..... | ..... | 10–20 | 40 | 6 | 30–50 |
| 83 | Curtiss Business College* | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | .... | × | × | .... | .... | .... | ..... | ..... | 6–12 | .... | .... | *d*40 |

* From Report of the Commissioner of Education for 1880.
*a* See report of classical department (Table IX).
*b* With $10 matriculation.
*c* For life scholarship.
*d* For commercial course.
*e* Time unlimited.
*f* No separate report of this school (see report of normal school with which it is associated, Table III, Part 2).
*g* For term of six months.
*h* Associated with this institution is Peirce's Normal Penmanship Institute.
*i* For life membership.
*j* For term of three months.
*k* For scholarship.
*l* Also international law.
*m* Semiannual charge for day school; $30 for evening school.

TABLE IV.—*Statistics of commercial and business colleges for* 1881, *&c.*—Continued.

NOTE.—The branches taught are indicated by ×.

| | Name. | Number of students. | | | | | Average age of students. | Branches taught. | | | | | | | | | | | Volumes in library. | | Number of months in full course of study. | Number of weeks in scholastic year. | Number of months of evening school. | Annual charge to each student for tuition. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | In phonography. | In telegraphy. | In German. | In French. | In Spanish. | | Common English and correspondence. | Penmanship. | Drawing. | Book-keeping. | Higher mathematics. | Surveying. | Banking. | Commercial law. | Political economy. | Life insurance. | Phonography. | Telegraphy. | Whole number. | Increase in the last school year. | | | | |
| | 1 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 |
| 84 | Darling's Business College | .... | 0 | 0 | 0 | 0 | 19 | × | × | 0 | × | × | 0 | × | × | × | × | × | 0 | 275 | ..... | ..... | 48 | 5 | $70 |
| 85 | Curtiss Business College*a | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | 6–12 | ..... | ..... | b40 |
| 86 | Winona Business College | 0 | 0 | 0 | 0 | 0 | 20 | × | × | × | × | × | .... | × | × | .... | × | .... | .... | 150 | 25 | 6, 8 | .... | 6 | 30 |
| 87 | St. Stanislaus Commercial College | 0 | 0 | 8 | 40 | 0 | 14 | × | × | 0 | × | × | × | × | × | 0 | × | 0 | 0 | 1, 200 | 25 | 50 | 40 | 0 | 50 |
| 88 | Cooper's Business College (Cooper Institute) | 0 | 0 | 0 | 0 | 0 | 18 | × | × | 0 | × | × | 0 | × | × | × | × | 0 | 0 | ..... | ..... | 3½–4 | 52 | 6 | c40 |
| 89 | Chambers' Business College | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | .... | × | .... | .... | .... | .... | ..... | ..... | 3–6 | 52 | .... | b40 |
| 90 | Bryant's Business College | 0 | 0 | 17 | 0 | 0 | 18 | × | × | × | × | 0 | 0 | × | × | × | × | 0 | 0 | 1, 200 | 100 | 12 | 52 | .... | 35 |
| 91 | Ritner's Commercial College | .... | .... | .... | .... | .... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... |
| 92 | St. Joseph Commercial College | .... | .... | 50 | 3 | .... | 15 | × | × | × | × | × | 0 | × | × | × | × | 0 | 0 | 1, 500 | ..... | 10 | 44 | .... | 16–40 |
| 93 | St. Joseph Normal Business College | .... | 6 | .... | .... | .... | 19 | × | × | × | × | × | 0 | × | × | × | 0 | × | × | 150 | ..... | 6 | 48 | 6 | 75 |
| 94 | Bryant & Stratton Business College* | 13 | 68 | .... | .... | .... | 19 | × | × | .... | × | × | .... | × | × | .... | .... | × | × | ..... | ..... | 6 | 52 | 7 | d60 |
| 95 | Commercial department of St. Louis University* | 0 | 20 | 43 | 20 | 0 | 14 | × | × | × | × | × | × | .... | .... | .... | .... | .... | × | (e) | ..... | 10 | 40 | 0 | 60 |
| 96 | Franklin Institute | .... | .... | .... | .... | .... | ..... | × | × | × | × | × | .... | .... | × | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | f15 |
| 97 | Johnson's Commercial College | 16 | 0 | 12 | 0 | 3 | 18 | × | × | × | × | × | × | × | × | × | .... | × | 0 | 0 | 0 | ..... | 52 | 9 | ..... |
| 98 | Jones' Commercial College* | 0 | 0 | 0 | 0 | 0 | ..... | × | × | 0 | × | 0 | 0 | × | × | × | × | 0 | 0 | 250 | ..... | (g) | 52 | 8 | h50 |
| 99 | Mound City Commercial College | .... | .... | .... | .... | .... | 18 | × | × | × | × | × | × | × | × | × | 0 | × | × | 245 | ..... | 3–12 | 52 | 6 | 10–70 |
| 100 | Great Western Business College | 10 | .... | 6 | .... | .... | ..... | × | × | × | × | × | .... | × | × | × | .... | × | .... | ..... | ..... | 12 | 48 | 6 | 50 |
| 101 | School of Practice | 12 | 12 | .... | .... | .... | 17 | × | × | × | × | × | × | × | × | .... | .... | × | × | ..... | ..... | 10 | 40 | ..... | 40 |
| 102 | Gaskell's Bryant & Stratton Business College* | .... | .... | .... | .... | .... | 19 | × | × | .... | × | .... | .... | × | × | × | × | .... | .... | ..... | ..... | ..... | 52 | 6 | 100 |
| 103 | New Hampton Commercial College i | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | .... | × | .... | .... | .... | × | ..... | ..... | ..... | ..... | ..... | ..... |
| 104 | Commercial College j | .... | .... | .... | 4 | .... | 17 | × | × | × | × | × | × | × | .... | .... | .... | .... | .... | ..... | ..... | ..... | 40 | ..... | ..... |
| 105 | Elizabeth Business College | .... | .... | .... | .... | .... | 16. 2 | × | × | × | × | × | .... | × | × | × | × | × | .... | 675 | ..... | ..... | 40 | 7½ | 40–110 |
| 106 | Gaskell's Jersey City Business College | .... | .... | .... | .... | .... | 18 | .... | × | .... | × | .... | .... | × | × | .... | × | .... | .... | ..... | ..... | ..... | 52 | 8 | ..... |
| 107 | Coleman's Bryant & Stratton Business College k | .... | .... | 13 | 3 | .... | 17 | × | × | × | × | 0 | 0 | × | × | × | 0 | 0 | 0 | 225 | 35 | 11 | 47 | 5 | 75 |
| 108 | New Jersey Business College | .... | .... | 45 | .... | .... | 16 | × | × | × | × | 0 | 0 | × | × | × | × | × | 0 | 250 | 50 | 10–12 | 40 | 7½ | 70 |
| 109 | Paterson Business College | .... | .... | .... | .... | .... | 16 | × | × | .... | × | .... | .... | × | × | .... | × | .... | .... | ..... | ..... | 10 | .... | 8 | 75 |
| 110 | Business College | 3 | .... | 4 | .... | .... | 18 | × | × | .... | × | .... | .... | .... | × | × | .... | × | .... | 200 | ... | 30 | 40 | .... | 50 |
| 111 | Capital City Commercial College | .... | 5 | .... | .... | .... | 18 | × | × | 0 | × | 0 | 0 | × | × | × | × | 0 | × | 300 | 100 | ..... | 44 | 6 | 60 |
| 112 | Folsom's Business College* | .... | .... | .... | .... | .... | 18 | × | × | .... | × | × | .... | × | × | × | .... | .... | .... | ..... | ..... | 4–8 | 44 | 6 | l100 |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 113 | Browne's Business College* | ---- | ---- | ---- | ---- | ---- | 18 | × | × | 0 | × | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 300 | ------ | 12 | 48 | 12 | 55 |
| 114 | Claghorn's Bryant & Stratton Commercial School | 0 | 0 | 0 | 0 | 0 | 17½ | × | × | 0 | × | 0 | 0 | × | × | × | × | 0 | 0 | 210 | ------ | 18 | 40 | 0 | 120 |
| 115 | French's Business and Telegraph College | 16 | 49 | ---- | ---- | ---- | 20 | × | × | ---- | × | × | × | ---- | × | ---- | ---- | × | × | ---------- | ---------- | ---------- | 52 | 12 | 60–100 |
| 116 | Wright's Business College | 8 | 0 | 30 | 6 | 0 | 16 | × | × | × | × | × | × | × | × | × | 0 | × | 0 | 150 | 50 | 10 | 40 | 6 | 60–80 |
| 117 | Bryant's Buffalo Business College* | ---- | ---- | ---- | ---- | ---- | ---------- | 0 | × | 0 | × | × | 0 | × | × | 0 | 0 | × | 0 | ---------- | ---------- | ---------- | 52 | 6 | ---------- |
| 118 | Commercial department of St. Joseph's College* | 8 | 10 | 43 | 3 | ---- | 16 | × | × | 0 | × | × | × | × | × | 0 | × | × | × | 2, 050 | ------ | 20 | 42 | 3 | 40 |
| 119 | Allen Business College | 4 | 10 | ---- | ---- | ---- | 20 | × | × | ---- | × | ---- | ---- | × | × | ---- | ---- | × | × | 75 | 10 | 12 | ---- | 5 | 55 |
| 120 | Elmira Business University | 0 | 0 | 0 | 0 | 0 | 22 | × | × | 0 | × | × | 0 | × | × | 0 | × | 0 | 0 | 0 | 0 | 4–12 | 44 | 6 | 75 |
| 121 | Geneva Business College | ---- | ---- | ---- | ---- | ---- | 20 | × | × | × | × | × | ---- | × | × | × | × | ---- | × | ---------- | ------ | 3–6 | 40 | 6 | 60 |
| 122 | Elmwood Commercial and Select School | ---- | ---- | ---- | ---- | ---- | ---------- | × | × | × | × | × | ---- | × | × | ---------- | ---------- | ---------- | ---------- | (*m*) | ------ | ---------- | 30 | ---- | *b*30 |
| 123 | Cady & Walworth's Business College | 94 | ---- | ---- | ---- | ---- | 18½ | 0 | × | 0 | × | 0 | 0 | × | × | × | 0 | × | 0 | ---------- | ------ | 12 | 48 | 10 | *n*130 |
| 124 | Commercial department of the College of St. Francis Xavier.* | ---- | ---- | ---- | ---- | ---- | ---------- | × | × | ---- | × | ---------- | ---------- | ---------- | ---------- | ---------- | ---------- | ---------- | ---------- | ---------- | ------ | (*o*) | ---- | ---- | 60 |
| 125 | Packard's Business College | 40 | 0 | 22 | 30 | 15 | 18 | × | × | 0 | × | 0 | 0 | × | × | × | × | × | 0 | 500 | 30 | 10–15 | 44 | ---- | 180 |
| 126 | Paine's Business College | 23 | 0 | 0 | 0 | 0 | 21 | × | × | ---- | × | × | ---------- | ---------- | ---------- | ---------- | ---------- | × | ---------- | ---------- | ------ | 12 | 52 | 12 | 80–100 |
| 127 | Paine's Up-town Business College | 9 | 0 | 0 | 0 | 0 | 19 | × | × | ---- | × | ---------- | ---------- | ---------- | ---------- | ---------- | ---------- | × | ---- | 0 | ------ | ---------- | 52 | 12 | 80–100 |
| 128 | Eastman National Business College | 16 | 84 | ---- | ---- | ---- | 18 | × | × | × | × | × | 0 | × | × | × | × | × | × | ---------- | ------ | 3–4 | 52 | 5 | *c*50 |
| 129 | Rochester Business University | 0 | 0 | 0 | 0 | 0 | 19⅓ | ---- | × | 0 | × | 0 | 0 | × | × | × | × | 0 | 0 | 0 | ------ | 4–12 | 51 | 8 | 40–100 |
| 130 | Taylor & Co.'s Business College | ---- | ---- | ---- | ---- | ---- | ---------- | × | × | ---- | × | ---------- | ---------- | ---------- | × | ---------- | ---------- | ---------- | ---------- | ---------- | ------ | 3–4 | 52 | 12 | 40, 100 |
| 131 | Bryant & Stratton Business College and Telegraphic Institute. | ---- | 12 | ---- | ---- | ---- | 19 | × | × | ---- | × | ---------- | ---------- | × | × | ---- | × | ---- | × | 75 | ------ | 10 | 40 | 6 | 75 |
| 132 | Troy Business College | ---- | 5 | ---- | ---- | ---- | 17 | × | × | ---- | × | × | × | × | × | × | ---- | ---- | × | ---------- | ------ | 12 | 52 | 6 | 75 |
| 133 | Watertown Business College | ---- | ---- | ---- | ---- | ---- | 18 | × | × | ---- | × | ---- | ---- | × | × | × | ---- | ---- | ---- | 100 | 5 | 10 | 50 | 10 | 20 |
| 134 | Commercial department of Wake Forest College* | ---- | ---- | ---- | ---- | ---- | ---------- | × | × | ---- | × | ---- | ---- | × | ---------- | ---------- | ---- | ---- | × | ---------- | ------ | ---------- | 40 | ---- | 60 |
| 135 | Akron Business College | 4 | ---- | ---- | ---- | ---- | 20 | × | × | ---- | × | × | ---- | ---- | × | × | ---- | ---- | × | 0 | ------ | 6–24 | 51 | 6 | 30–60 |
| 136 | Commercial department of Ashland College* | ---- | ---- | ---- | ---- | ---- | ---------- | × | × | ---- | × | ---- | ---- | × | × | ---- | ---- | × | ---- | ---------- | ------ | 3–9 | 39 | ---- | *b*35 |
| 137 | Canton Business College | ---- | ---- | 7 | ---- | ---- | 17 | × | × | × | × | × | ---- | × | × | ---- | ---- | ---- | ---- | ---------- | ------ | 3 | 40 | 8 | *p*10–20 |
| 138 | Commercial department of St. Xavier College | ---- | ---- | 80 | ---- | ---- | 16 | × | × | ---- | × | × | ---- | × | × | ---- | ---- | ---- | ---- | ---------- | ------ | 10 | 40 | ---- | 60 |
| 139 | Hoeg's Private Commercial School *q* | ---- | 15 | ---- | ---- | ---- | ---------- | × | × | ---- | × | ---- | ---- | ---- | ---- | ---- | ---- | × | ---- | ---------- | ------ | ---------- | ---- | ---- | *p*20, 30 |
| 140 | Nelson's Business College | 26 | ---- | ---- | ---- | ---- | 19⅞ | × | × | 0 | × | 0 | 0 | × | × | × | 0 | × | 0 | 207 | ------ | ---------- | 52 | ---- | ---------- |
| 141 | Nelson's Ladies' Business College* | ---- | ---- | ---- | ---- | ---- | ---------- | × | × | ---- | × | ---- | ---- | × | × | ---- | × | ---- | ---- | ---------- | ------ | 4–9 | ---- | 7 | ---------- |
| 142 | Queen City Commercial College* | ---- | ---- | ---- | ---- | ---- | ---------- | ---- | × | 0 | × | ---- | 0 | × | × | ---- | ---- | ---- | ---- | 158 | ------ | ---------- | 52 | 6 | 50 |
| 143 | Spencerian Business College | ---- | ---- | ---- | ---- | ---- | 19 | × | × | × | × | 0 | ---- | ---- | ---- | × | × | × | 0 | ---------- | ------ | 12 | 51 | 6 | 75 |
| 144 | Sprague's Law and Business College *r* | ---- | ---- | ---- | ---- | ---- | ---------- | × | × | ---- | × | × | × | ---- | × | ---- | ---- | × | ---- | ---------- | ------ | 9–10 | 42 | 6 | ---------- |
| 145 | Capital City Commercial College | ---- | ---- | ---- | ---- | ---- | 17 | × | × | ---- | × | ---- | ---- | × | × | ---- | ---- | ---- | ---- | 200 | 100 | 11 | 47 | 6 | 50 |
| 146 | Columbus Business College | ---- | 12 | ---- | ---- | ---- | 16¾ | × | × | ---- | × | × | ---- | × | × | ---- | × | ---- | ---- | ---------- | ------ | 11 | 44 | 6 | 45 |
| 147 | Miami Commercial College | ---- | ---- | ---- | ---- | ---- | 18 | × | × | ---- | × | ---- | ---- | × | × | × | ---- | ---- | ---- | ---------- | ------ | 4–6 | 50 | 6 | 50 |
| 148 | Mansfield Business Institute | ---- | ---- | ---- | ---- | ---- | 18 | × | × | ---- | × | × | ---- | × | × | ---- | ---- | ---- | • | 3, 000 | 10 | 9 | ---- | 4 | 30 |
| 149 | Business department of Mount Union College | ---- | ---- | ---- | ---- | ---- | ---------- | × | × | ---- | × | ---- | ---- | × | ---------- | ---------- | ---------- | ---------- | ---------- | ---------- | ------ | ---------- | ---- | ---- | *b*30 |
| 150 | Oberlin Commercial Institute | ---- | ---- | ---- | ---- | ---- | 20 | × | × | ---- | × | × | ---- | × | × | ---- | ---- | ---- | ---- | ---------- | ------ | 12 | 52 | ---- | 36 |
| 151 | Nelson's Springfield Business College | ---- | ---- | ---- | ---- | ---- | ---------- | × | × | ---- | × | ---- | ---- | × | × | ---- | × | ---- | ---- | ---------- | ------ | 3–6 | ---- | 7 | ---------- |
| 152 | Van Sickle's Business College | ---- | ---- | ---- | ---- | ---- | 20 | × | › | ---- | × | ---- | ---- | × | × | ---- | ---- | ---- | ---- | 130 | 10 | 12 | 40 | 9 | 50 |
| 153 | Toledo Business College | ---- | ---- | 13 | 8 | ---- | 16 | × | × | × | × | × | 0 | × | × | 0 | 0 | 0 | ---- | ---------- | ------ | 12 | 52 | 6 | 60 |

* From report of the Commissioner of Education for 1880.

*a* Branch of Curtiss Business College at Minneapolis.

*b* For commercial course.

*c* For life scholarship.

*d* In English department; other branches, $50–$160 for six months.

*e* See report of classical department (Table IX).

*f* Charge for a term of ten weeks.

*g* Time unlimited.

*h* For scholarship.

*i* This college is associated with New Hampton Literary and Biblical Institution; for report, see Table VI.

*j* This college is associated with Smith's Academy; for report, see Table VI.

*k* The figures here given are for the year 1880.

*l* For life membership; evening students pay $38.

*m* Reported with academic department, see Table VI.

*n* In day school; $20 a quarter in evening school.

*o* Three to four years.

*p* For term of three months.

*q* The Morse Telegraph Institute is connected with this school.

*r* Suspended in 1881 and removed from Norwalk to Clyde; business to be resumed January, 1882.

TABLE IV.—*Statistics of commercial and business colleges for* 1881, *&c.*—Continued.

NOTE.—The branches taught are indicated by ×.

| | Name. | Number of students. | | | | | Average age of students. | Branches taught. | | | | | | | | | | | | Volumes in library. | | Number of months in full course of study. | Number of weeks in scholastic year. | Number of months of evening school. | Annual charge to each student for tuition. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | In phonography. | In telegraphy. | In German. | In French. | In Spanish. | | Common English and correspondence. | Penmanship. | Drawing. | Book-keeping. | Higher mathematics. | Surveying. | Banking. | Commercial law. | Political economy. | Life insurance. | Phonography. | Telegraphy. | Whole number. | Increase in the last school year. | | | | |
| | 1 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 |
| 154 | Youngstown Business College and Institute of Penmanship. | 19 | 7 | 23 | .... | .... | 20 | × | × | × | × | × | × | × | × | × | × | × | × | ..... | ..... | 12 | 50 | 12 | *a*$75 |
| 155 | Zanesville Business College | .... | .... | .... | .... | .... | 19 | × | × | × | × | × | [illegible] | × | × | .... | .... | .... | .... | ..... | ..... | ..... | 50 | 3 | *a*40 |
| 156 | Portland Business College | .... | .... | .... | .... | .... | 21 | × | × | × | × | × | 0 | × | × | × | × | 0 | 0 | 200 | 20 | ..... | 52 | 12 | *b*60 |
| 157 | Allentown Business College | 6 | .... | .... | .... | .... | 18 | × | × | × | × | × | 0 | × | × | × | × | × | × | 101 | 3 | 5–9 | 50 | 8 | 50 |
| 158 | Commercial course in St. Vincent's College* | .... | .... | .... | .... | .... | ..... | × | × | × | × | .... | × | .... | × | × | .... | × | × | ..... | ..... | 2 yrs | 42 | .... | ..... |
| 159 | Commercial department in Trach's Academy* | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | .... | × | × | .... | × | .... | ..... | ..... | ..... | 44 | 6 | 50 |
| 160 | Knauss' Business College* | .... | .... | 4 | .... | .... | 18 | × | × | 0 | × | 0 | 0 | × | × | × | × | 0 | 0 | ..... | ..... | 12 | 52 | 6 | 50 |
| 161 | Pennsylvania Business College | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | .... | × | × | .... | .... | .... | ..... | ..... | ..... | 40 | 5 | ..... |
| 162 | Wyoming Commercial College | .... | 14 | .... | .... | .... | 22 | × | × | .... | × | .... | .... | × | × | × | .... | .... | × | ..... | ..... | 4 | 44 | .... | *a*35 |
| 163 | Lancaster Commercial College | 0 | 0 | 0 | 0 | 0 | ..... | × | × | .... | × | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 25 | 0 | 10 | 42 | 7 | 70 |
| 164 | Bryant, Stratton & Smith Business College* | .... | .... | .... | .... | .... | 18 | × | × | × | × | × | × | × | × | × | .... | .... | .... | ..... | ..... | 11 | .... | 6 | ..... |
| 165 | Bryant & Stratton Business College | .... | .... | .... | .... | .... | 20 | × | × | 0 | × | 0 | 0 | × | × | × | 0 | × | 0 | 100 | ..... | 12 | 52 | 6 | 100 |
| 166 | Crittenden Philadelphia Commercial College | .... | .... | .... | .... | .... | 22 | × | × | .... | × | .... | .... | × | × | × | .... | .... | .... | 240 | ..... | ..... | 52 | 7 | 100 |
| 167 | Peirce College of Business | 0 | 0 | 0 | 0 | 0 | 18½ | × | × | 0 | × | × | × | × | × | 0 | 0 | 0 | 0 | 90 | 5 | 10 | 42 | 6½ | 100 |
| 168 | Select Commercial School | .... | .... | .... | .... | .... | 21 | × | × | .... | × | .... | .... | × | .... | .... | .... | .... | .... | ..... | ..... | 12 | 52 | 12 | 90 |
| 169 | Curry Institute and Union Business College | .... | .... | .... | .... | .... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... |
| 170 | Duff's Mercantile College | 0 | 0 | 0 | 0 | 0 | 16–40 | × | × | .... | × | .... | .... | × | × | × | .... | .... | .... | ..... | ..... | ..... | 52 | 5–6 | 50 |
| 171 | Hinman's Pottsville Business College | .... | .... | .... | .... | .... | 20 | × | × | 0 | × | × | .... | × | × | .... | .... | .... | .... | 0 | ..... | 12 | 52 | 6 | 75 |
| 172 | Foeller's Commercial School | .... | .... | .... | .... | .... | 20 | × | × | × | × | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | 8 | .... | .... | ..... |
| 173 | Clark's Commercial College | 5 | 8 | .... | .... | .... | 18 | × | × | × | × | .... | .... | × | × | × | × | × | × | ..... | ..... | 12 | 50 | 9 | 100 |
| 174 | Luce's Business College | .... | .... | .... | .... | .... | 20 | × | × | × | × | × | .... | .... | × | .... | .... | .... | .... | ..... | ..... | 12 | 52 | 12 | ..... |
| 175 | Williamsport Commercial College | .... | 7 | 20 | .... | .... | 18 | × | × | × | × | × | .... | × | × | × | × | .... | × | ..... | ..... | ..... | 44 | 8 | 30 |
| 176 | Providence Bryant & Stratton Business College | .... | .... | .... | .... | .... | ..... | × | × | 0 | × | 0 | 0 | × | × | × | 0 | × | 0 | ..... | ..... | 11 | 48 | 6 | 100 |
| 177 | Scholfield's Commercial College | .... | .... | .... | .... | .... | 19 | × | × | × | × | × | .... | × | × | × | ... | × | .... | 160 | 9 | 11 | 48 | 7 | 125 |
| 178 | Behm's Chattanooga Commercial College | 0 | 0 | 0 | 0 | 0 | ..... | × | × | .... | × | .... | .... | × | × | × | .... | .... | .... | 50 | 0 | ..... | 52 | 12 | *c*40 |
| 179 | Goodman's Business College | .... | .... | .... | .... | .... | 20 | .... | × | .... | × | .... | .... | × | × | × | × | .... | .... | ..... | ..... | 6 | 52 | 0 | *d*50 |
| 180 | Knoxville Business College and Telegraphic Institute. | 0 | 10 | 0 | 0 | 0 | 25 | × | × | 0 | × | 0 | 0 | × | × | × | × | 0 | × | 0 | 0 | 5 | 39 | 6 | 50 |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 181 | Leddin's Business College | .... | .... | .... | .... | .... | 20 | × | × | .... | × | .... | .... | × | × | × | × | .... | .... | ..... | ..... | 12 | 52 | 6 | 50 |
| 182 | Goodman's Business College | .... | .... | .... | .... | .... | 20 | .... | × | .... | × | .... | .... | × | × | × | × | .... | .... | ..... | ..... | 6 | 52 | 0 | *d*50 |
| 183 | Commercial department of Burritt College* | 0 | 0 | 0 | 0 | 0 | 18 | .... | × | × | × | .... | .... | × | × | .... | .... | 0 | 0 | ..... | ..... | 10 | 40 | 0 | 25–40 |
| 184 | Fort Worth Business College | .... | .... | .... | .... | .... | 15 | × | × | × | × | .... | .... | × | × | × | × | .... | .... | ..... | ..... | 10 | 40 | 8½ | 50 |
| 185 | Island City Business College | .... | .... | 13 | .... | .... | ..... | × | × | .... | × | × | .... | × | × | × | × | .... | .... | ..... | ..... | 12 | .... | 5 | 120 |
| 186 | Livingston's Galveston Business College | .... | .... | 12 | .... | .... | ..... | × | × | .... | × | × | .... | × | × | × | × | .... | .... | ..... | ..... | ..... | ..... | .... | *e*50 |
| 187 | Scherrer's Business College | .... | .... | .... | .... | .... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | .... | ..... |
| 188 | Commercial School, Southwestern University | .... | .... | 10 | .... | 16 | 17 | × | .... | .... | .... | × | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | .... | ..... |
| 189 | Commercial College of Trinity University | .... | .... | .... | .... | .... | 20 | × | × | × | × | .... | .... | × | × | × | .... | .... | .... | ..... | ..... | 5 | 40 | .... | 54 |
| 190 | Waco Business College | .... | .... | .... | .... | .... | 20 | × | × | × | × | × | .... | × | × | .... | .... | .... | .... | ..... | ..... | 5 | 52 | 12 | 50 |
| 191 | Queen City Commercial College | 12 | .... | .... | .... | .... | ..... | × | × | .... | × | × | .... | × | × | .... | × | × | .... | ..... | ..... | 9 | 36 | .... | ..... |
| 192 | Old Dominion Business College | .... | .... | .... | .... | .... | 18 | × | × | × | × | .... | .... | × | × | × | × | .... | .... | 542 | 6 | 6–12 | 26 | 6 | 50 |
| 193 | National Business College | .... | .... | .... | .... | .... | 17 | × | × | .... | × | .... | .... | × | × | × | × | .... | .... | ..... | ..... | ..... | .... | 12 | *f*40 |
| 194 | Fond du Lac Commercial College | 4 | 0 | 0 | 0 | 0 | 18 | × | × | .... | × | × | .... | × | × | × | × | × | .... | 200 | 25 | ..... | 42 | 6 | 40 |
| 195 | Green Bay Business College | 18 | 13 | .... | .... | .... | 18 | × | × | × | × | × | 0 | × | × | × | 0 | × | × | 85 | 15 | 4–20 | 12 | 7 | 40 |
| 196 | Silsbee Business College | 11 | .... | 5 | .... | .... | 19 | × | × | × | × | 0 | 0 | × | × | × | 0 | × | 0 | 46 | ..... | 6 | 50 | 6 | *a*50 |
| 197 | La Crosse Business College | 0 | 0 | 0 | 0 | 0 | 15 | × | × | × | × | × | 0 | × | × | 0 | 0 | 0 | 0 | ..... | 10 | 10 | 40 | 4 | *e*40 |
| 198 | Northwestern Business College | 0 | 0 | 13 | 0 | 0 | 20 | × | × | 0 | × | × | 0 | × | × | × | 0 | 0 | 0 | 0 | 0 | 6 | 40 | 6 | 45 |
| 199 | Spencerian Business College | .... | .... | .... | .... | .... | 19 | .... | × | .... | × | .... | .... | × | × | × | .... | .... | .... | ..... | ..... | 6–12 | 52 | 6 | 85 |
| 200 | Oshkosh Business College* | 0 | 0 | 0 | 0 | 0 | 20 | × | × | .... | × | × | .... | × | × | .... | .... | .... | .... | 100 | 10 | 6 | 52 | 6 | 50 |
| 201 | Pio Nono Commercial College | .... | .... | 45 | 0 | .... | 15–16 | × | × | × | × | × | 0 | × | × | × | × | 0 | 0 | ..... | ..... | 10 | 42 | .... | *g*180 |
| 202 | Commercial department of University of Washington Territory.* | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | × | .... | .... | .... | .... | .... | × | ..... | ..... | 2 yrs | .... | .... | 33, 39 |

* From Report of the Commissioner of Education for 1880.
*a* For commercial course.
*b* For scholarship.
*c* For course of lessons in book-keeping; time unlimited.
*d* For term of six months.
*e* For life scholarship.
*f* For life membership.
*g* Includes board.

TABLE IV.— *Commercial and business colleges from which no information has been received.*

| Name. | Location. | Name. | Location. |
|---|---|---|---|
| Course in commerce, State Agricultural and Mechanical College. | Auburn, Ala. | Aylworth's Commercial School | Battle Creek, Mich. |
| Commercial course in Spring Hill College | Near Mobile, Ala. | Bay City Business College | Bay City, Mich. |
| H. B. Bryant's Chicago Business College and English Training School. | Chicago, Ill. | St. John's Commercial College | St. Joseph, Minn. |
| Commercial department of Ewing College | Ewing, Ill. | St. Paul Business College and Telegraphic Institute | St. Paul, Minn. |
| Allen's Business College | Burlington, Iowa. | Bryant and Stratton Utica Business College | Utica, N. Y. |
| Bowen's Business College and Academy | Des Moines, Iowa. | Commercial department of the State Normal School | Indiana, Pa. |
| Commercial and telegraph department of Oskaloosa College | Oskaloosa, Iowa. | Greenwich Commercial College | East Greenwich, R. I. |
| Portland Business College | Portland, Me. | Commercial School in Winchester Normal | Winchester, Tenn. |
| | | Great Southern Business College | Parkersburg, W. Va. |
| | | Spencerian Business College | Washington, D. C. |

TABLE IV.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Becker's Business College | Rockford, Ill | Name changed to Rockford Business College. |
| Baylies' Mercantile College | Keokuk, Iowa | Superseded by Miller's Great Mercantile College. |
| Carter's Commercial College and School of Business | Pittsfield, Mass | Succeeded by Chickering's Commercial College and School of Business. |
| Bryant and Stratton Business College | Newark, N. J | Now Coleman's Bryant and Stratton Business College. |

TABLE V.— *Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | Kindergarten (Judson Female Institute.) | Marion, Ala | ..... | ..... | .... | .... | 4–8 | .... |
| 2 | Charity Kindergarten of the Presbyterian Church. | Oakland, Cal | ..... | Miss Oviot | .... | .... | .... | .... |
| 3 | Charity Kindergarten | San Francisco, Cal. (512 Union street). | 1881 | Miss Kittie Morse | .... | .... | 2½–5 | .... |
| 4 | Mrs. Colgate Baker's Kindergarten. | San Francisco, Cal. (1608 Van Ness avenue). | 1878 | Miss Woodbridge | 0 | 15 | 3–9 | 5 |
| 5 | Free Kindergarten | San Francisco, Cal. (1018 Folsom street). | 1880 | Mrs. C. B. Story and Miss McLane. | 1 | 44 | 3–6 | 3½ |
| 6 | Haight Street Kindergarten (University College). | San Francisco, Cal. (119 Haight street). | 1881 | Miss Ella L. Neil | 0 | 16 | 3–8 | 5 |
| 7 | Mrs. Haven's Mission Kindergarten. | San Francisco, Cal. (cor. Eighteenth and Jessie streets). | 1881 | Louise L. Havens | 3 | 65 | 2–8 | 4½ |
| 8 | Jackson Street Free Kindergarten. | San Francisco, Cal. (116 Jackson street). | 1879 | May W. Kittredge | 1 | 54 | 3–5 | 5 |
| 9 | Jackson Street Public Kindergarten.* | San Francisco, Cal. (116 Jackson street). | 1880 | Flora van Den Bergh | 1 | 40 | 5, 6 | 5 |
| 10 | Kindergarten | San Francisco, Cal. (512 Union street). | 1881 | Miss Annie Stovall | .... | .... | 5, 6 | .... |
| 11 | Kindergarten of the Little Sisters' Infant Shelter. | San Francisco, Cal. (512 Minna street). | 1879 | Miss Fannie Temple | .... | 40 | 2–6 | 4 |
| 12 | Kindergarten of Young Women's Christian Association.* | San Francisco, Cal. (29 Minna street). | 1880 | Miss Lizzie Muther | 1 | 40 | 3–6 | 4 |
| 13 | Kindergarten (Protestant Orphan Asylum). | San Francisco, Cal | ..... | ..... | .... | .... | ..... | .... |
| 14 | Model Kindergarten*. | San Francisco, Cal. (1711 Van Ness avenue). | 1880 | Emma Marwedel | 1 | 40 | 3½–9 | 4 |
| 15 | Shipley Street Free Charity Kindergarten.* | San Francisco, Cal. (146 Shipley street). | ..... | Mrs. M. Lloyd | .... | 35 | ..... | .... |

* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education.*

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| .... | .... | Block building, weaving, embroidering, singing, calisthenics, &c. | Blocks, splits, paper, &c.... | The inventive faculties are developed, accuracy and patience in work acquired, and the finer sensibilities cultivated. |
| .... | .... | | | |
| .... | .... | | | |
| 5 | 40 | Fröbel's occupations..... | Fröbel's gifts, piano, blackboard, ruled tables, plants, pictures, &c. | Develops the physical, moral, and intellectual faculties, in perfect health and beauty, and forms the groundwork of a thorough education. |
| 5 | 44 | Sewing, drawing, paper and straw chain making, mat making, form laying with sticks, beans, &c. | ..... | Makes children eager for knowledge, happy, and kind-hearted, and overcomes tendencies to evil. |
| 5 | 42 | Drawing, counting, sewing, weaving, stick laying, laying of tablets, splint work, object lessons, singing, marching, modelling, and plant culture. | Squared tables, benches, blackboards, slates, tablets, sewing materials, weaving materials, squared paper, sticks, balls, gifts, rings, straws, and perforating mats and needles. | Improves the child physically, develops all his senses, and teaches him to observe and reflect, to compare and to contrast. |
| 5 | 40 | Fröbel's gifts and occupations, object lessons, games, motion songs, dancing, calisthenics, and lessons in German and drawing. | Fröbel's gifts and materials, slates, blackboards, designs for drawing, crayon and water colors, musical charts, educational charts, &c. | Tends to form a graceful figure, cultivates the perceptive faculties, habits of attention and concentration, and induces kindness and generosity of disposition and general refinement of character. |
| 5 | 42 | Sewing, weaving, paper folding, paper cutting, drawing, chain making, stick laying, and slat laying. | First four of Fröbel's gifts, tablets, beans, sticks, slats, piano, triangle, tambourine, &c. | Marked physical and mental improvement. |
| 5 | 42 | Weaving, sewing, stick and tablet laying, paper folding, drawing, pricking, the gifts, and reading and writing. | Kindergarten benches and tables, an organ, pictures, books, slates, and blackboards. | Cultivates the perceptive faculties, tends to make the child attentive and observant, careful and obedient, awakens a desire for knowledge, and aids the physical development. |
| .... | .... | | | |
| 5 | .... | All the usual occupations..... | Fröbel's gifts; also, the materials of the American Kindergarten system. | Most excellent and satisfactory. |
| 5 | 40 | Usual Kindergarten occupations and games. | Kindergarten gifts, tables, and material for occupations. | Harmonious training of mind and body. |
| .... | .... | | | |
| 5 | 40 | Usual occupations, gardening, &c. | Usual apparatus and appliances. | Happiness, comfort, and justice create a healthy atmosphere of kindness and love, strengthening mind and body in a natural and harmonious development of good habits and an independent and responsible character, without injuring the individual powers. |
| .... | .... | | | |

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 16 | Silver Street Kindergarten. | San Francisco, Cal. (64 Silver street). | 1878 | Mrs. Kate D. Smith Wiggin. | *a*3 | 112 | 3–6 | 4 |
| 17 | Zeitska Institute Kindergarten. | San Francisco, Cal. (922 Post street). | 1877 | Mrs. F. Taubmann .... | 1 | 25 | 3–6 | 3 |
| 18 | Kindergarten ..... | San José, Cal ..... | 1881 | Edith C. Mason ..... | ... | 20 | 3–7 | 3½ |
| 19 | Kindergarten (Hartford Female Seminary). | Hartford, Conn ..... | 1880 | Alice Flynn and Carrie Morley. | .... | 40 | 3–10 | 3 |
| 20 | New Britain Kindergarten. | New Britain, Conn.... | 1880 | Annie N. Bowers ..... | .... | 16 | 3–9 | 3 |
| 21 | American Kindergarten. *b* | New Milford, Conn ... | 1875 | Miss Mamie C. Wells . | .... | 7 | 4–10 | 4 |
| 22 | Misses Alcott and Sherwood's Kindergarten. | Stamford, Conn. (13 Prospect street). | 1879 | Misses Alcott and Sherwood. | .... | 18 | 3–8 | 3½ |
| 23 | Fröbel Kindergarten. | Wilmington, Del. (300 Delaware ave.) | 1880 | Thalia L. M. Negendank. | 1 | 14 | 3–8 | 3 |
| 24 | Wilmington Fröbel Kindergaten. | Wilmington, Del. (901 Tatnall street). | 1879 | Cora H. Rust ..... | 1 | 16 | 3–8 | 3 |
| 25 | Belleville Kindergarten. | Belleville, Ill. (Jackson street). | 1874 | Miss Anna Trotz. .... | 1 | 111 | 4–7 | 4½ |
| 26 | Miss Brown's Kindergarten.* | Chicago, Ill. (corner Erie and Dearborn streets). | ..... | Miss Brown ..... | 1 | 21 | ..... | .... |
| 27 | Fröbel Kindergarten. | Chicago, Ill. (3 East Fortieth street). | 1881 | Leonore S. Goodwin .. | .... | 5 | 3–5 | 3 |
| 28 | Fröbel Kindergarten and School. | Chicago, Ill. (61 Twenty-second street). | 1878 | Mrs. A. B. Scott ..... | 2 | 35 | 3–10 | 3–4½ |
| 29 | Fröbel School and Kindergarten.* | Chicago, Ill. (corner Bishop Court and Madison street). | ..... | Miss Sara Eddy..... | .... | 47 | ..... | .... |
| 30 | German Kindergarten | Chicago, Ill. (122 South Morgan street). | 1873 | Miss Mathilde Burmester. | 1 | 30 | 3–8 | 4 |
| 31 | Kindergarten ..... | Chicago, Ill. (2535 Prairie avenue). | 1875 | Mrs. Alice H. Putnam. | 2 | 40 | 3–7 | 3 |
| 32 | Kindergarten* ..... | Chicago, Ill. (1818 Indiana avenue). | 1879 | Miss Sherah R. Spike. | .... | 13 | 3–7 | 3 |

* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5 | 42 | Sewing, weaving, pricking, drawing, paper folding, and paper cutting. | 1st, 2d, 3d, 4th, and 5th gifts, with tablets, sticks, and needles for weaving, pricking, and sewing. | Brings every muscle into action, trains to habits of observation, and gives ideas of various useful occupations. |
| 5 | 44 | All Fröbel's gifts; reading and writing in German, French, and English to the more advanced pupils. | The gifts, objects for object lessons, charts, pictures, measures, weights, and garden implements. | Develops the child's faculties, inducing habits of order and obedience, of thinking and reasoning, and cultivates his social nature. |
| 5 | 35 | The usual Kindergarten occupations. | ..... | Slow but steady progress. |
| 5 | 40 | ..... | Approved and modern apparatus. | |
| 5 | 30 | Drawing, writing, weaving, perforating, parquetry, sewing, cutting and pasting, paper folding, modelling, &c. | Full supply of usual material. | Trains the muscles of the body, educates the senses, awakens keen perception and original thought, and cultivates the religious nature of the child. |
| 5 | 40 | Exercises, in form, color, perforating, drawing, designing, printing, embroidery, calisthenics, modelling, and weaving. | Blocks, colored papers, weaving mats, cards for perforating, perforators, zephyr, needles, dumbbells, and modelling knives. | Develops each individual child, physically and mentally, in the most natural and healthy manner. |
| 5 | 36 | Usual Kindergarten gifts and occupations, games, marching, and calisthenics. | Chairs, tables, blackboard, piano, &c. | |
| 5 | 36 | Sewing, pricking, folding, cutting, drawing, weaving, clay work, peas work, stick laying, ring laying, tablet pictures, and block building. | Squared tables, &c..... | Imparts grace and ease, cultivates habits of observation, stimulates the reasoning faculties and carefully nurtures all good impulses. |
| 5 | 40 | Modelling, weaving, sewing, pricking, paper folding and cutting, paper pasting, peas work, drawing, painting, &c. | Tables, chairs, piano, blocks, triangles, rings, balls, slates, pencils, strings, pictures, &c. | Marked physical and mental development, and superior preparation for advanced study. |
| 5 | 44 | Fröbel's occupations and gifts. | Fröbel's gifts..... | Excellent physical development and superior preparation for public school. |
| .... | .... | | | |
| 5 | 14 | Weaving, drawing, paper folding, sewing, modelling, perforating, gifts, singing, and games. | Balls, gifts, beads, peas, and colored paper. | Develops the child physically, and tends to make him healthy and happy. |
| 5 | 40 | Exercises with thirteen gifts, perforating, sewing, weaving, drawing, paper folding, interlacing slats and paper, card-board work, coloring, peas work, modelling, songs and games. | All the appliances necessary to conduct a Kindergarten according to Fröbel's method. | Very satisfactory. |
| .... | .... | | | |
| 5 | 46 | Eighteen of Fröbel's gifts .... | Blackboards, pictures, and charts. | Satisfactory. |
| 5 | 40 | Drawing, weaving, paper folding, and the usual occupations of Fröbel's system. | Chairs, squared tables, cubes, squares, and triangles. | Strengthens the muscles, cultivates the senses, trains the hand to be the servant of the brain, and inculcates habits of concentration and conciseness of expression. |
| 5 | 40 | Sewing, weaving, stick and ring laying, drawing, folding, block building, &c. | Squared tables, chairs, blackboards, globes, &c. | Imparts grace of motion, develops the perceptive faculties, creates a love of the beautiful, and systematically trains mind and hand. |

*a* Twelve normal students also assisting.
*b* Discontinued during a portion of the year 1881, but (August, 1881) soon to be reopened.

TABLE V.— *Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 33 | Kindergarten (Heimstreet's Classical Institute). | Chicago, Ill. (420 Wabash avenue). | ..... | ..... | .... | .... | ..... | .... |
| 34 | Kindergarten (Miss Mary J. Holmes' School). | Chicago, Ill. (482 Hurlbut street). | 1879 | Miss Foster ..... | 2 | 22 | 4–7 | 4 |
| 35 | Kirkland Kindergarten. | Chicago, Ill. (275 Huron street). | 1881 | Marie Louise Henry and H. A. Brown. | .... | 28 | 3–7 | 3 |
| 36 | Memorial Kindergarten. | Chicago, Ill. (147 Milton avenue). | 1879 | Mary Jones ..... | 2 | 90 | 3–7 | 3 |
| 37 | Park Institute Kindergarten.* | Chicago, Ill. (103 Ashland avenue). | 1873 | Mrs. A. E. Bates..... | 3 | 64 | 4–8 | 3–4½ |
| 38 | Parish Kindergarten* | Danville, Ill ..... | 1880 | Rev. W. F. Taylor (rector). | .... | .... | ..... | .... |
| 39 | Forrestville Public Kindergarten. | Hyde Park, Ill. (Forty-fifth street and St. Lawrence avenue). | 1877 | Emily G. Hayward... | .... | 40 | 3–7 | 4½ |
| 40 | Kindergarten department of Illinois Female College. | Jacksonville, Ill ..... | 1881 | Miss C. J. Marshall ... | .... | 15 | ..... | .... |
| 41 | La Grange Kindergarten. | La Grange, Ill ..... | 1878 | Mary F. Fox..... | .... | 28 | 3–9 | 4 |
| 42 | Kindergarten in Cook County Normal and Training School. | Normalville, Ill..... | 1881 | Matilda H. Ross ..... | 2 | 22 | 4–6 | 3 |
| 43 | Kindergarten (Pettengill Seminary). | Peoria, Ill ..... | ..... | Jeannette C. Frost .... | .... | .... | ..... | .... |
| 44 | Indianapolis Kindergarten.* | Indianapolis, Ind. (456 N. Meridian street). | 1875 | Alice Chapin ..... | 4 | 35 | 3–10 | 3–5 |
| 45 | North End Kindergarten.* | Indianapolis, Ind. (s. e. corner Illinois and Eighth street). | 1880 | Mary L. Aughinbaugh | 1 | 20 | 3–8 | 3 |
| 46 | Mrs. Wynn's Kindergarten. | Indianapolis, Ind. (32 Cherry street). | 1880 | Mrs. Cynthia C. Wynn .... | .... | 20 | 3–6 | 4 |
| 47 | Marion Kindergarten* | Marion, Ind. (Fifth street). | 1879 | M. J. Dwinnell..... | .... | 18 | 3–8 | 3, 4 |
| 48 | Cedar Rapids Kindergarten.* | Cedar Rapids, Iowa (60 Iowa avenue). | 1877 | Mrs. C. F. Madeira and daughters. | 4 | 58 | 3½–10 | 3 |
| 49 | Des Moines Kindergarten. | Des Moines, Iowa (Ninth street). | 1876 | Mrs. L. B. Collins..... | 2 | 30 | 4–7 | 3 |
| 50 | Kindergarten School. | Dubuque, Iowa ..... | ..... | Mrs. M. Smith ..... | 1 | 20 | ..... | .... |
| 51 | Kindergarten School. | Manchester, Iowa .... | ..... | Mrs. E. J. Congar .... | .... | 60 | ..... | .... |
| 52 | Lawrence Kindergarten. | Lawrence, Kans ..... | 1874 | Miss Georgina Coathupe. | 0 | 20 | 3–9 | 3 |

*From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| ... | .... | Fröbel's occupations..... | Apparatus and appliances of the Fröbel Kindergarten. | |
| 5 | 40 | | | |
| 5 | 40 | Weaving, sewing, drawing, peas work, paper folding, paper cutting, parquetry, pricking, painting, and modelling. | Fröbel's gifts (1st, 2d, 3d, 4th, 5th, and 6th), rings, sticks, tablets, beads, stones, shells, and minerals. | Natural mental development, excellent basis for advanced study, and specially helpful to weak and nervous natures. |
| 5 | 42 | Usual Fröbel occupations..... | Material ordinarily used in the Kindergarten. | Excellent. |
| 5 | 40 | Usual occupations ..... | Fully equipped ..... | Most gratifying. |
| ... | .... | | | |
| 5 | 40 | All of Fröbel's occupations... | The usual Kindergarten materials and appliances with piano and other convenient articles. | Imparts power of concentration, and affords excellent preparation for advanced study. |
| .... | .... | | | |
| 5 | 40 | All the Kindergarten gifts with the exception of the 6th, 16th, and 17th. | ..... | Strengthens the body, forms correct habits of thinking, and employs the awakening mind. |
| 5 | 40 | Fröbel's occupations..... | The best obtainable ..... | Cultivates the will, directs the affections, and helps to lay the foundation of the general character. |
| .... | .... | | | |
| 5 | 40 | Those given by Fröbel, music, marching, care of plants, &c. | The gifts and material for the occupations, with wholesome well ventilated rooms and pleasant playground. | Imparts strength and grace, teaches self control, trains the powers of perception and conception, and is an excellent groundwork for all subsequent mental culture. |
| 5 | 40 | Building with cubes, picture laying with squares and triangles, stick laying, drawing, pricking, sewing, weaving, paper cutting and folding, modelling, &c. | Balls, cubes, tablets, and other necessary material. | Develops the physique, gives manual skill, freedom and grace in motion, leads to habits of thought, brings out the inventive faculties, and gives ease in the use of language. |
| 5 | 40 | Fröbel's occupations..... | Fröbel's materials ..... | Excellent development of body and intellect. |
| 5 | 40 | Sewing, weaving, working in clay, paper cutting and folding, drawing, stick laying, block building, with books for older pupils. | 1st, 3d, 4th, 5th, 8th, and 9th gifts, with tables, chairs, and cabinet. | Strengthens the body, awakens the mental faculties, particularly those of perception, and constantly stimulates a desire for information. |
| 5 | 40 | All of Fröbel's gifts and occupations, reading, &c., to the more advanced pupils, movement games, songs, and gymnastics. | All of Fröbel's gifts, piano, plants, birds, cabinet, and all other necessary apparatus for teaching advanced children. | Beneficial in the development of the physical and mental natures and a superior culture morally and socially. |
| 5 | 36 | Sewing, folding, weaving, paper cutting, interlacing slats, drawing, modelling, and peas work. | Gifts, 1st, 2d, 3d, 4th, 5th, 6th, 7th, 8th, and 9th. | Harmonious development of the hand, head, and heart. |
| .... | .... | | | |
| 5 | 50 | Sewing, paper folding, weaving, blocks, tablets, singing, numbers, reading, writing, and drawing. | Squared tables, blackboards, most of Fröbel's gifts, piano, chairs, and forms. | Renders the child stronger and brighter, less selfish and more self reliant, polite and kind to his associates. |

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. Number of. | Pupils. Between the ages of— | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 53 | Kindergarten (College of the Sisters of Bethany). | Topeka, Kans..... | 1880 | Mrs. Ruth Giffin..... | 1 | 36 | (a) | 3½ |
| 54 | Private School and Kindergarten. | Topeka, Kans. (347 Jackson street). | 1880 | Hattie M. Senour ..... | 1 | 20 | 4–8 | 3 |
| 55 | Kindergarten Institute. | New Orleans, La. (67 Coliseum street, corner St. Mary). | 1881 | Mrs. John E. Seaman. | 4 | 63 | 4–11 | 3 |
| 56 | Bates Street Kindergarten. | Lewiston, Me. (34 Nichols street). | 1875 | Miss Mary H. Irish... | 0 | 80 | 4–8 | 5 |
| 57 | Kindergarten, Miss Sargent's School. | Portland, Me. (148 Spring street). | 1874 | Miss Mary L. Clark... | 0 | 24 | 3–7 | 3 |
| 58 | Kindergarten ..... | Baltimore, Md. (139 W. Biddle street). | 1880 | Nannie Montgomery Johns. | .... | 11 | 3–7 | 3 |
| 59 | The New Education Kindergarten. | Baltimore, Md. (343 Linden avenue). | 1877 | Kate S. French, J. F. F. Randolph, and L. F. Bryson. | 3 | 40 | 3–8 | 4 |
| 60 | Miss Williams' Kindergarten. | Baltimore, Md. (n. e. corner Park and Eager streets). | 1874 | E. Otis Williams..... | 1 | 18 | 3–6 | 3 |
| 61 | Mrs. Brown's Kindergarten.* | Boston, Mass. (Hotel Cluny, Boylston street). | 1879 | Mrs. A. K. Brown..... | 0 | 12 | 3–6 | 3 |
| 62 | Chauncy Hall Kindergarten. | Boston, Mass. (259 Boylston street). | 1874 | Lucy Wheelock ..... | 1 | 14 | 3–7 | 3–4 |
| 63 | Kindergarten ..... | Boston, Mass. (28 Mt. Vernon street). | 1870 | Nina Moore ..... | .... | 7 | 3–6 | 3 |
| 64 | Kindergarten department of Trinity House. | Boston, Mass. (Trinity Church). | 1881 | ..... | .... | .... | ..... | .... |

* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5 | 36 | Building with blocks, counting with sticks, form laying with tablets, perforating, embroidering, drawing, singing, marching, recitation, writing, and reading. | Gifts used in American Kindergarten and Emily Huntington's kitchen garden apparatus and appliances. | Imparts grace of movement inculcates habits of order, method, and prompt obedience, and leads the child to think, to act, to observe, and compare for himself. |
| 5 | 35 | Stick laying, peas work, sewing, folding, cutting, weaving, drawing, games, songs, writing, and lessons in reading and numbers. | | |
| 5 | 40 | Weaving, drawing, modelling, sewing, folding, cutting, stick laying, peas work, games, songs, instrumental music, and other occupations common to a first class Kindergarten. | Squared tables, chairs, table ware, piano, drums, triangles, tambourines, Prang's pictures for object teaching, and material for teaching the occupations. | It fully realizes the idea of Fröbel that physical and mental work can be made as attractive and exhilarating as play. |
| 5 | 37½ | Weaving, sewing, perforating, block building, drawing, penmanship, numbers, reading, singing, games, general lessons on color, human body, &c. | 3d, 4th, and 5th gifts, staffs, slats, materials for weaving, paper folding, sewing and perforating, books, slates, numeral frame, blackboards, tables, &c. | Develops the physical powers, trains to habits of attention and order, cultivates taste, perception, and use of language, and gives ideas of form, size, and color. |
| 6 | 38 | Fröbel's gifts and occupations. | | |
| 5 | 33 | Weaving, sewing, pricking, building, laying of rings and sticks, drawing, modelling, paper folding, singing, &c. | Fröbel's gifts and materials for the occupations, squared blackboard, colored chalks, piano, and arrangement for the growth of flowers. | Its beneficial effect in the physical development of the child is evident to the most superficial observer, and its agency in the development of the mind is even more marked, awakening as it does the creative faculties, giving clearness of thought, correctness of perception, and laying the foundations for after training. |
| 5 | 38 | Gifts 1st, 2d, 3d, 4th, 5th, 6th, 7th, sticks, rings, drawing, perforating, sewing, weaving, paper folding, interlacing slats, connected slats, twining paper, cutting and pasting paper, peas work, modelling, movement songs and games. | All of Fröbel's gifts and materials for the occupations, piano, Kindergarten furniture of the best kind, beautiful sunshiny rooms, and much that cultivates a love for the good, the true, the beautiful. | Superior preparation for the public school. |
| 5 | 36 | Fröbel's occupations and gifts. | Fröbel's gifts, &c ..... | Increases activity and ability in the child for systematic work and thought, and cultivates his powers of observation. |
| 5 | 40 | Building, weaving, working with tablets, the use of colors in various ways, designing and drawing with papers, rings, and sticks, pricking, embroidering, and modelling in clay. | All apparatus and appliances necessary for the mentioned occupations. | The child's body is developed by the games played, morals are taught, and the mental training lays the foundation for a systematic, scientific education, which will help him to become an expert and artistic workman in any occupation in which he may be engaged. |
| 5 | 36 | Drawing, sewing, weaving, folding, paper cutting, modelling, building, stick laying, &c. | Building blocks, balls, and materials for the occupations. | Beneficial to the health, mind, and character of the child. |
| 5 | 28 | Fröbel's occupations..... | Fröbel's gifts and materials for occupations. | Healthful. |
| .... | .... | | | |

a Under 10.

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 65 | Kindergarten (North End Industrial Home). | Boston, Mass. (39 N. Bennet street). | ..... | Miss Etta Macy and Miss C. W. Davis. | .... | 50 | 3–5 | 3 |
| 66 | Kindergarten (Perkins Institution and Massachusetts School for the Blind). | Boston, Mass ..... | ..... | Miss Della Bennett... | 1 | .... | ..... | .... |
| 67 | Parmenter Street Kindergarten, No. 1.* | Boston, Mass. (Cushman School). | 1878 | Mrs. Sarah S. Ropes .. | 1 | 60 | 2–5 | 3 |
| 68 | Private Kindergarten* | Boston, Mass. (52 Chestnut street). | 1872 | Miss Mary J. Garland and Miss Rebecca J. Weston. | 1 | 18 | 3–5 | 3 |
| 69 | Roxbury Kindergarten. | Boston, Mass. (Grove Hall). | 1877 | Miss C. R. Sandford... | .... | 10 | 3–8 | 4 |
| 70 | Brookline Free Kindergarten, No. 1. | Brookline, Mass. (Prospect street, Old Town Hall). | 1877 | Harriet B. Stodder.... | 1 | 50 | 3–7 | 3 |
| 71 | Brookline Private Kindergarten. | Brookline, Mass. (Harvard street). | 1881 | Annie B. Winchester . | 0 | 16 | 3–7 | 3 |
| 72 | Kimball Farm Kindergarten. | Brookline, Mass. (corner Walter avenue and Tremont street). | 1879 | Mrs. Laura N. Wiggin | 1 | 45 | 3½–5 | 3 |
| 73 | Free Kindergarten... | Cambridge, Mass. (36 North avenue). | ..... | Nellie M. Colby..... | 1 | 50 | 3–5 | 3 |
| 74 | Sparks Street Kindergarten.*a* | Cambridge, Mass. (17 Lowell street). | 1877 | Miss M. Florence Taft | 0 | 30 | 2½–6 | 3 |
| 75 | Cambridgeport Kindergarten, No. 2.* | Cambridgeport, Mass. (corner Windsor and School streets). | 1879 | Mrs. Caroline C. Voorhees. | 1 | 55 | 3–5 | 3 |
| 76 | Moore Street Kindergarten, No. 1.* | Cambridgeport, Mass. (76 Moore street). | 1879 | Miss Caroline E. Carr. | 1 | 55 | 3–5 | 3 |
| 77 | Kindergarten ..... | Chelsea, Mass. (16 Everett avenue). | 1879 | Louise De Bacon ..... | 1 | 17 | 3–9 | 3 |
| 78 | Florence Kindergarten. | Florence, Mass. (Pine street). | 1876 | Miss Carrie T. Haven. | 5 | 82 | 3–7 | 3 |
| 79 | Gloucester Kindergarten. | Gloucester, Mass. (Mason street). | 1878 | Adelia B. Shepherd... | .... | 16 | 3–7 | 3 |

* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education* — Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| .... | .... | | | |
| .... | .... | Those occupations which tend to awaken and exercise the powers of observation, comparison, combination, invention, memory, reflection, and action. | All means and appliances necessary to the carrying out of this method of instruction. | Most beneficent; no training of primary classes of blind children can attain a high degree of efficiency without its assistance. |
| 5 | 40 | Usual Kindergarten occupations. | All necessary material..... | It strengthens physically and makes the child observant and intelligent. |
| 5 | 36 | Fröbel's gifts in their proper sequence and the regular occupations, giving point, line, surface, and solid. | All necessary apparatus and appliances as given in Bradley's catalogue of Kindergarten materials. | The effect on the physical, mental, and moral nature is good. |
| 5 | 36 | Regular Kindergarten occupations, with elementary instruction for the more advanced. | | |
| 5 | 40 | Pricking, sewing, weaving, drawing, modelling, block building, object lessons, number lessons, paper folding, marching, singing, games, &c. | Squared tables, small chairs, boxes of wooden cubes, sticks, steel rings, slates, and drawing books, patchwork, cardboard, &c. | Promotes bodily and mental growth, teaches the child self control, and develops in him an ability to think and act for himself. |
| 5 | 37 | Weaving, sewing, drawing, modelling, bead stringing, paper folding, designing, pasting papers and straw, block building, calisthenics, and games. | Squared tables, chairs, squared slates, geometrical forms, rings, sticks, blackboard, materials for designing, paper folding, weaving, sewing, and drawing, straws, and beads. | Trains the different members of the body, quickens the perceptive faculties, strengthens the memory, and teaches the child patience, perseverance, and self government. |
| 5 | 41 | Weaving, sewing, modelling, block building, singing, straw and bead work. | Blocks, squared tables, and usual materials used in Kindergärten for the occupations. | Kindergarten children are better fitted for higher school work than those otherwise taught. |
| 5 | 42 | Lessons in color and numbers. | ..... | Teaches the child to think quickly and lays a good foundation for future school work. |
| 5 | 43 | Sewing, pricking, weaving, drawing, cutting, folding, building, staff laying, modelling, &c. | All Fröbel's gifts, plants, Kindergarten tables, chairs, blackboards, drawing books, clay, mats, &c. | Develops habits of observation and attention and quickens the perceptive faculties. |
| 5 | 40 | Sewing, weaving, drawing, stick laying, ring laying, painting, singing, paper folding, pricking, object lessons, modelling in clay, &c. | Kindergarten tables and chairs, squared blackboard, 1st, 2d, 3d, and 4th gifts, weaving mats, sewing cards, planes, colored paper, counters, &c. | Improves the physical condition, makes the child bright, happy, and intelligent and thoughtful and considerate for others. |
| 5 | 40 | Sewing, weaving, pricking, paper folding, drawing, painting, paper cutting, block building, parquetry, modelling, stick and ring laying. | Chairs, tables, squared blackboards, all materials for the occupations, wooden beads, 1st, 2d, 3d, 4th, 7th, 8th, and 9th gifts, sponges, towels, handkerchiefs, &c. | Develops healthy, happy natures, increases the vitality, makes the mind receptive, the hand skilful, and greatly facilitates the ease with which the child advances in school work. |
| 5 | 40 | The usual Kindergarten occupations, with reading, writing, arithmetic, and spelling for children over five and a half years of age. | Usual materials..... | Develops the child's physical nature and renders the mental faculties active and receptive. |
| 5 | 40 | The usual Kindergarten occupations. | Usual Kindergarten apparatus. | Satisfactory in its effect upon the physical and mental natures, and especially beneficial in its development of the moral being. |
| 5 | 38 | Regular Kindergarten occupations. | All necessary apparatus for the work. | |

*a* This return is for the year ending June, 1881, since which time Miss M. Florence Taft has removed to Newport, R. I.

TABLE V.— *Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 80 | Mrs. Shaw's Charity Kindergarten.* | North Cambridge, Mass. (Reed street). | 1879 | Mrs. S. L. Cook and Miss L. O. Fessenden. | .... | 60 | 3–5 | 3 |
| 81 | Charity Kindergarten (Brockway Mission School). | Detroit, Mich..... | 1881 | ..... | .... | .... | ..... | .... |
| 82 | Miss Jennings' Kindergarten. | Detroit, Mich. (9 Washington avenue. | 1880 | Miss Florence E. Jennings. | 1 | 22 | 3–7 | 3 |
| 83 | Kindergarten ..... | Detroit, Mich. (338 Jefferson avenue). | 1879 | Mrs. Eudora Hailmann. | .... | 16 | 3–4½ | 3 |
| 84 | Kindergarten ..... | Detroit, Mich. (83 Second street). | 1880 | Maria C. Elder..... | 0 | 12 | 3–6 | 3 |
| 85 | Kindergarten of the German-American Seminary. | Detroit, Mich. (251 Lafayette street). | 1869 | Miss Augusta E. Hinze | 1 | 45 | 3–6 | 3 |
| 86 | Private Kindergarten.* | Detroit, Mich. (681 Cass avenue). | 1880 | Mrs. M. I. Leach ..... | 0 | 15 | 3–6 | 3 |
| 87 | Second Ward Kindergarten. | Ionia, Mich. (Box 417). | 1880 | Miss Lida Brooks..... | .... | 40 | 5–8 | 5 |
| 88 | Charity Kindergarten.*a* | Minneapolis, Minn.... | 1880 | Mrs. E. R. Holbrook... | 1 | 20 | 3–7 | 3 |
| 89 | Fröbel Kindergarten. | Minneapolis, Minn. (53 South 8th street). | 1879 | Elizabeth C. Stephenson. | 4 | 40 | 3–8 | 3½ |
| 90 | Kindergarten*..... | Minneapolis, Minn. (227 South 6th st.). | 1875 | Annie L. Couchman... | 1 | 18 | 4–8 | 4 |
| 91 | St. Paul Kindergarten | St. Paul, Minn. (36 Iglehart street). | 1868 | Mrs. M. W. Brown .... | 6 | 60 | 3–9 | 4 |
| 92 | Kindergarten department of State Normal School. | Winona, Minn ..... | 1880 | Mrs. S. C. Eccleston... | 1 | 35 | 3–6 | 3 |
| 93 | Ames A. M. Kindergarten. | St. Louis, Mo. (Hebert, between 13th and 14th streets). | ..... | Maria A. Kearney .... | 4 | *b*183 | 5–7 | .... |
| 94 | Ames P. M. Kindergarten. | St. Louis, Mo. (Hebert, between 13th and 14th streets). | ..... | Georgie Green ..... | 4 | *b*179 | 5–7 | .... |
| 95 | Bates A. M. Kindergarten. | St. Louis, Mo. (corner Bates and Collins streets). | 1876 | Mollie A. Clark ..... | 3 | 82 | 4–6½ | 3 |
| 96 | Bates P. M. Kindergarten. | St. Louis, Mo. (corner Bates and Collins streets). | 1876 | Dora Langford..... | 3 | *b*132 | ..... | 2½ |

* From Report of the Commissioner of Education for 1880.
*a* Discontinued June, 1881; to be reopened February, 1882. Figures above given are for 1880.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5 | 36 | Usual occupations, with instruction in sewing. | Usual apparatus and appliances. | |
| 5 | 35 | Sewing, weaving, moulding, drawing, stick and tablet laying, paper folding, paper cutting, peas work, ring laying, building forms of life and beauty with 3d and 4th gifts. | Squared tables, chairs, 1st, 2d, 3d, 4th gifts, tablets, sticks, rings, clay, pictures, birds and other animals, an aquarium, plants, materials for weaving, interlacing, sewing, perforating, and drawing, plates, goblets, lunch cloths, &c. | Healthy and harmonious development of the physical, mental, and moral faculties. |
| 5 | 40 | Usual occupations | Usual apparatus and appliances. | |
| 5 | 40 | Weaving, sewing, perforating, book-mark work, folding, modelling, peas work, drawing, stick and ring laying, cutting and pasting, and exercises with the 1st, 2d, 3d, and 4th gifts. | Tables, chairs, pictures, &c | Tends to develop equally in all directions. |
| 5 | 44 | The usual occupations | Usual apparatus. | |
| 5 | 40 | Building, weaving, sewing, perforating, drawing, stick, ring, and tablet laying, paper folding, mounting and interlacing, modelling, &c. | The usual appliances | Assists very materially in both physical and mental development. |
| 5 | 40 | Sewing, weaving, drawing, pasting, perforating, and interlacing. | Squared tables, gifts, including sticks, rings, &c. | Develops the physical powers, especially training the eye and hand. |
| 5 | 40 | All given by Fröbel | All necessary for the occupations. | Good. |
| 5 | 40 | Perforating, sewing, weaving, paper folding, interlacing, pasting, modelling, peas work, &c. | Fröbel's gifts, viz, balls, blocks, tablets, sticks, and rings. | Natural and harmonious development of mind and body, and superior preparation for future abstract study. |
| 5 | 40 | Those embraced in Fröbel's system. | Those given by Fröbel | Favorable in every way. |
| 5 | 40 | Fröbel's gifts, songs, plays, marching, gymnastics, and object lessons. | Tables, chairs, Fröbel's 20 gifts, piano, small museum, and bright sunshiny room. | Superior development of the physical, mental, and moral natures. |
| 5 | 36 | Fröbel's gifts and occupations. | All the apparatus and appliances needed in a thoroughly furnished Kindergarten, with access to a large museum. | Produces most happy results, especially upon children of nervous temperament. |
| 5 | 40 | Fröbel's occupations and exercises with the gifts. | All necessary for the Fröbel Kindergarten. | Cultivates the senses, awakens the child's curiosity, arouses a desire for knowledge, and stimulates to free creative activity. |
| 5 | 40 | Fröbel's occupations and exercises with the gifts. | All necessary for the Fröbel Kindergarten. | Cultivates the senses, awakens the child's curiosity, arouses a desire for knowledge, and stimulates to free creative activity. |
| 5 | 40 | Sewing, cutting, weaving, folding, drawing, peas work, modelling, stick laying, building, exercises on 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts. | Those introduced by Fröbel in his system of Kindergartening. | Harmonious development of the physical and mental natures. |
| 5 | 40 | Those given by Fröbel | Those introduced by Fröbel in his system of Kindergartening. | Harmonious development of the physical and mental natures. |

*b* Enrolment for 1879–'80, including pupils receiving Kindergarten instruction only and those receiving primary and Kindergarten instruction.

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 97 | Carroll A. M. Kindergarten. | St. Louis, Mo. (cor. Carroll & Buell sts.). | 1875 | Anna G. Stewart | 1 | a135 | 5–7 | 3 |
| 98 | Carroll P. M. Kindergarten. | St. Louis, Mo. (cor. Carroll & Buell sts ). | 1875 | Helen M. Douglass | 2 | a158 | 5–7 | 2½ |
| 99 | Charless A. M. Kindergarten. | St. Louis, Mo. (Shenandoah avenue, near Gravois road). | ..... | Bettie Werden | 1 | a75 | 5–7 | .... |
| 100 | Charless P. M. Kindergarten. | St. Louis, Mo. (Shenandoah avenue, near Gravois road). | ..... | Agnes Ketchum | 2 | a80 | 5–7 | .... |
| 101 | Clay A. M. Kindergarten.* | St. Louis, Mo. (cor. Bellefontaine and Farrar streets). | 1876 | Irene F. Wilson | 5 | 132 | 6 | 3 |
| 102 | Clay P. M. Kindergarten. | St. Louis, Mo. (cor. Bellefontaine and Farrar streets). | 1876 | Iola M. Gwathmey | 3 | a141 | 5–7 | .... |
| 103 | Clinton A. M. Kindergarten. | St. Louis, Mo. (Grattan st., bet. Hickory and Park avenue). | 1877 | Nellie Fisher | 4 | 80 | 5–7 | 3¼ |
| 104 | Clinton P. M. Kindergarten. | St. Louis, Mo. (Grattan st., bet. Hickory and Park avenue). | ..... | Nellie M. Halliday | 3 | 75 | 5–7 | 2½ |
| 105 | Compton A. M. Kindergarten. | St. Louis, Mo. (Henrietta street). | ..... | Ida Jorgenson | 1 | a46 | 5–7 | .... |
| 106 | Divoll A. M. Kindergarten. | St. Louis, Mo. (Dayton street). | 1874 | Susie M. Simmons | 5 | 120 | 5–7 | 3 |
| 107 | Divoll P. M. Kindergarten. | St. Louis, Mo. (1008 Clay avenue). | 1875 | Miss Kate Sayers | 3 | 70 | 5–8 | 2 |
| 108 | Eliot A. M. Kindergarten. | St. Louis, Mo | ..... | Clara Hubbard | 2 | a158 | 5–7 | 3 |
| 109 | Eliot P. M. Kindergarten. | St. Louis, Mo | ..... | Clara Hubbard | 2 | a150 | 5–7 | 2½ |
| 110 | Everett A. M. Kindergarten. | St. Louis, Mo. (1410 N. Eighth street). | 1874 | Kate H. Wilson | 2 | a100 | 5–7 | 3 |
| 111 | Everett P. M. Kindergarten. | St. Louis, Mo. (1410 N. Eighth street). | 1874 | Ida Richeson | 2 | a90 | 5–7 | 2½ |
| 112 | Franklin A. M. Kindergarten. | St. Louis, Mo. (cor. 18th st. & Lucas avenue). | 1875 | Annie E. Harbaugh | 3 | a131 | 5–7 | 3 |
| 113 | Franklin P. M. Kindergarten. | St. Louis, Mo. (cor. 18th st. & Lucas avenue). | 1875 | Mattie Johnson | 2 | a124 | 5–7 | 2½ |
| 114 | Hamilton A. M. Kindergarten. | St. Louis, Mo. (25th and Dixon streets). | 1876 | Lucretia Naugle | 3 | a111 | 5–7 | 3 |
| 115 | Hamilton P. M. Kindergarten. | St. Louis, Mo. (25th and Dixon streets). | 1876 | Ida R. Bates | 2 | 90 | 4–7 | 3¼ |
| 116 | Humboldt A. M. Kindergarten. | St. Louis, Mo. (cor. Jackson and Frudeau streets). | ..... | Mary E. Thorn | 2 | a132 | 5–7 | 3 |
| 117 | Humboldt P. M. Kindergarten. | St. Louis, Mo. (cor. Jackson and Frudeau streets). | ..... | Mattie Brotherton | 2 | a81 | 5–7 | 2½ |
| 118 | Irving A. M. Kindergarten. | St. Louis, Mo | ..... | L. T. Newcomb | 3 | a159 | 5–7 | .... |
| 119 | Irving P. M. Kindergarten. | St. Louis, Mo | ..... | L. T. Newcomb | 3 | a122 | 5–7 | .... |

*From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5 | 40 | Those recommended and used by Fröbel. | Those given by Fröbel | Most excellent. |
| 5 | 40 | Those recommended and used by Fröbel. | Those given by Fröbel | Most excellent. |
| 5 | 40 | Fröbel's occupations and exercises with the gifts. | Those given by Fröbel | Excellent in its effect on the more prominent habits and practices required of the pupil when he enters the primary school. |
| 5 | 40 | Fröbel's occupations and exercises with the gifts. | Those given by Fröbel | Excellent in its effect on the more prominent habits and practices required of the pupil when he enters the primary school. |
| 5 | 40 | Fröbel's occupations | Those given by Fröbel | Excellent in every way, strengthening and highly developing. |
| 5 | 40 | Fröbel's occupations | Those given by Fröbel | Excellent in every way, strengthening and highly developing. |
| 5 | 40 | Fröbel's occupations | Those used by Fröbel | Admirable. |
| 5 | 40 | Fröbel's occupations | Those used by Fröbel | Very remarkable and beneficial. |
| 5 | 40 | Fröbel's occupations | Those used by Fröbel | |
| 5 | 40 | Sewing, folding, drawing, painting, modelling, singing, lessons in simple geometry and numbers. | | |
| 5 | 40 | Work which, through songs and play, develops the threefold nature of the child. | A large variety of gifts and materials for occupations, tables, chairs, blackboards, &c. | Very good. |
| 5 | 40 | Exercises with gifts and other Kindergarten occupations. | All necessary Kindergarten material and furniture. | |
| 5 | 40 | Exercises with gifts and other Kindergarten occupations. | All necessary Kindergarten material and furniture. | |
| 5 | 40 | Gift exercises and usual occupations. | Fröbel's materials | Good. |
| 5 | 40 | Fröbel's system | Fröbel's materials | Good. |
| 5 | 40 | Usual Kindergarten occupations. | All necessary for the occupations. | Admirable. |
| 5 | 40 | Modelling, peas work, perforating, weaving, sewing, drawing, and gift lessons. | Those necessary for the occupations. | It trains to habits of attention, of self control, of action in concert, and of considerateness toward others. |
| 5 | 40 | | | |
| 5 | 40 | Folding, weaving, embroidering, drawing, cutting, and modelling. | | Strengthens the physical, mental, and moral natures. |
| 5 | 40 | Fröbel's gift occupations, drawing, folding, modelling, &c. | Kindergarten furniture, tablets, building blocks, clay, &c. | Awakens thought, and trains the eye and the mind to be servants of the will. |
| 5 | 40 | Fröbel's gift occupations, drawing, folding, modelling, &c. | Kindergarten furniture, tablets, building blocks, clay, &c. | Awakens thought, and trains the eye and the mind to be servants of the will. |
| 5 | 40 | Fröbel's occupations and gift exercises. | Usual apparatus and appliances of Fröbel's system. | Educates the threefold nature of the child. |
| 5 | 40 | Fröbel's occupations and gift exercises. | Usual apparatus and appliances of Fröbel's system. | Educates the threefold nature of the child. |

*a* Enrolment for 1879–'80, including pupils receiving Kindergarten instruction only and those receiving primary and Kindergarten instruction.

TABLE V.— *Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 120 | Jackson A. M. Kindergarten. | St. Louis, Mo | ..... | Mary J. Kincaid | 2 | *a*162 | 5–7 | .... |
| 121 | Jackson P. M. Kindergarten. | St. Louis, Mo | ..... | Nellie Ferguson | 2 | *a*176 | 5–7 | .... |
| 122 | Jefferson A. M. Kindergarten. | St. Louis, Mo. (Ninth and Nash streets). | 1877 | Julia Nievergelder | 3 | 110 | 5–7 | 4 |
| 123 | Jefferson P. M. Kindergarten. | St. Louis, Mo. (Ninth and Nash streets). | 1877 | Julia Nievergelder | 3 | 110 | 5–7 | 3½ |
| 124 | Lafayette A. M. Kindergarten. | St. Louis, Mo | ..... | Lina G. Shirley | 2 | *a*136 | 5–7 | .... |
| 125 | Lafayette P. M. Kindergarten. | St. Louis, Mo | ..... | Lina G. Shirley | 2 | *a*121 | 5–7 | .... |
| 126 | Lincoln A. M. Kindergarten. | St. Louis, Mo | ..... | Carrie M. Hart | 3 | *a*167 | 5–7 | .... |
| 127 | Lincoln P. M. Kindergarten. | St. Louis, Mo | ..... | Nellie Flynn | 3 | *a*115 | 5–7 | .... |
| 128 | Madison A. M. Kindergarten. | St. Louis, Mo | 1876 | Ida Gilkeson | 2 | *a*92 | 5–7 | .... |
| 129 | Madison P. M. Kindergarten. | St. Louis, Mo | 1876 | Fannie Colcord | 2 | *a*86 | 5–7 | .... |
| 130 | Maramec A. M. Kindergarten. | St. Louis, Mo | ..... | Eva Hess | .... | *a*87 | 5–7 | .... |
| 131 | Mullanphy A. M. Kindergarten. | St. Louis, Mo | ..... | Lillie Park | 1 | *a*62 | ..... | .... |
| 132 | Mullanphy P. M. Kindergarten. | St. Louis, Mo | ..... | Marion Brindle | 1 | *a*56 | ..... | .... |
| 133 | O'Fallon A. M. Kindergarten. | St. Louis, Mo. (16th st. near O'Fallon). | 1875 | Mary H. Waterman | 3 | 60 | 5–7 | 3 |
| 134 | O'Fallon P. M. Kindergarten | St. Louis, Mo. (16th st. near O'Fallon). | 1876 | Mary H. Waterman | 4 | 90 | 5–7 | 2½ |
| 135 | Peabody A. M. Kindergarten. | St. Louis, Mo. (cor. Carroll and 2d Carondelet avenue). | 1876 | Maggie Gorman | 2 | *a*303 | 5–7 | 3 |
| 136 | Peabody P. M. Kindergarten.* | St. Louis, Mo. (cor. Carroll and 2d Carondelet avenue). | 1876 | Mary D. Runyan | 5 | 86 | 5–7½ | 2 |
| 137 | Penrose A. M. Kindergarten. | St. Louis, Mo | ..... | Mary L. Shirley | 1 | *a*99 | 5–7 | .... |
| 138 | Penrose P. M. Kindergarten. | St. Louis, Mo | ..... | Mary L. Shirley | 4 | *a*105 | 5–7 | .... |
| 139 | Pope A. M. Kindergarten. | St. Louis, Mo. (corner Laclede and Ewing avenues). | 1877 | Lizzie Hart | 2 | *a*100 | 5–7 | 3 |
| 140 | Pope P. M. Kindergarten. | St. Louis, Mo. (corner Laclede and Ewing avenues). | 1877 | Blanche Hart | 3 | *a*37 | 5–7 | 2½ |

*From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5 | 40 | Fröbel's occupations and gift exercises. | Usual apparatus and appliances of Fröbel's system. | The games tend to cultivate the sympathy of the child, the object lessons awaken an interest in material nature and in the products of intellect, and the occupations stimulate to free creative activity. |
| 5 | 40 | Fröbel's occupations and gift exercises. | Usual apparatus and appliances of Fröbel's system. | The games tend to cultivate the sympathy of the child, the object lessons awaken an interest in material nature and in the products of intellect, and the occupations stimulate to free creative activity. |
| 5 | 40 | Pricking, sewing, drawing, intertwining, folding, cutting, peas work, card board modelling, and clay modelling. | 1st and 2d gifts, four boxes of divided cubes, tablets, slats, sticks, and rings. | Makes the child graceful, polite, skilful, self-dependent, thoughtful, constructive, and eager for knowledge. |
| 5 | 40 | Pricking, sewing, drawing, intertwining, folding, cutting, peas work, card board modelling, and clay modelling. | 1st and 2d gifts, four boxes of divided cubes, tablets, slats, sticks, and rings. | Makes the child graceful, polite, skilful, self-dependent, thoughtful, constructive, and eager for knowledge. |
| 5 | 40 | Fröbel's occupations and gift exercises. | Usual apparatus and appliances of Fröbel's system. | Superior preparation for the next grade of primary work. |
| 5 | 40 | Fröbel's occupations and gift exercises. | Usual apparatus and appliances of Fröbel's system. | Superior preparation for the next grade of primary work. |
| 5 | 40 | Fröbel's occupations and gift exercises. | Usual apparatus and appliances of Fröbel's system. | Harmonious development. |
| 5 | 40 | Fröbel's occupations and gift exercises. | Usual apparatus and appliances of Fröbel's system. | Harmonious development. |
| 5 | 40 | Fröbel's occupations and gift exercises. | Usual apparatus and appliances of Fröbel's system. | Excellent preparation for later school work. |
| 5 | 40 | Fröbel's occupations and gift exercises. | Usual apparatus and appliances of Fröbel's system. | Cultivates the senses and tends to strengthen and develop the physique. |
| 5 | 40 | Fröbel's occupations and gift exercises. | Usual apparatus and appliances of Fröbel's system. | Develops physically, mentally, and morally. |
| 5 | 40 | Fröbel's occupations and gift exercises. | Usual apparatus and appliances of Fröbel's system. | Growth in every direction. |
| 5 | 40 | Fröbel's occupations and gift exercises. | Usual apparatus and appliances of Fröbel's system. | Superior preparation for more advanced grades. |
| 5 | 40 | Those used by Fröbel..... | Gifts, material for the occupations, and appropriate furniture. | Very beneficial. |
| 5 | 40 | Fröbel's occupations..... | Material for occupations, gifts, and furniture. | Harmonious development of all the powers. |
| 5 | 40 | Those recommended by Fröbel | Those used by Fröbel..... | Excellent in every way, strengthening and highly developing. |
| 5 | 40 | Those belonging to Fröbel's system, folding, weaving, &c. | Those used by Fröbel..... | It calls into play and strengthens every muscle of the child's body and faculty of his mind. |
| 5 | 40 | Fröbel's ..... | Those given by Fröbel. | |
| 5 | 40 | Fröbel's ..... | Those given by Fröbel. | |
| 5 | 40 | Fröbel's occupations..... | Balls, cubes, angles, squares, sticks, &c. | Imparts vigor to mind and body. |
| 5 | 40 | Fröbel's occupations ..... | Ball, cubes, angles, squares, sticks, &c. | Imparts vigor to mind and body. |

*a* Enrolment for 1879–'80, including pupils receiving Kindergarten instruction only and those receiving primary and Kindergarten instruction.

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. Number of. | Pupils. Between the ages of— | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 141 | Rock Spring A. M. Kindergarten. | St. Louis, Mo. (Manchester Road). | 1876 | Mabel A. Wilson .... | 1 | 40 | 5–7 | 3 |
| 142 | Rock Spring P. M. Kindergarten. | St. Louis, Mo. (Manchester Road.) | ..... | ..... | 2 | a81 | 5–7 | .... |
| 143 | Shepard A. M. Kindergarten. | St. Louis, Mo ..... | ..... | Lucretia W. Treat.... | 2 | a102 | ..... | .... |
| 144 | Shepard P. M. Kindergarten. | St. Louis, Mo ..... | ..... | Lucretia W. Treat.... | 2 | .... | ..... | .... |
| 145 | Stoddard A. M. Kindergarten. | St. Louis, Mo ..... | ..... | Mamie C. McCulloch . | 4 | a235 | 5–7 | .... |
| 146 | Stoddard P. M. Kindergarten. | St. Louis, Mo ..... | ..... | Anna T. Merritt..... | 4 | a118 | 5–7 | .... |
| 147 | Webster A. M. Kindergarten. | St. Louis, Mo. (corner Eleventh and Jefferson streets). | 1875 | Nora H. Dorn ..... | 5 | a274 | 5–7 | 3 |
| 148 | Webster P. M. Kindergarten. | St. Louis, Mo. (1905 Washington street, Carr Place). | 1875 | Nora H. Dorn ..... | 4 | a158 | 5–7 | 2½ |
| 149 | Blow A. M. Kindergarten. | South St. Louis, Mo. (corner Fifth and Pine streets). | 1877 | Sarah J. Sharpe ..... | 2 | a75 | 5–7 | .... |
| 150 | Blow P. M. Kindergarten. | South St. Louis, Mo. (corner Fifth and Pine streets). | 1878 | Cornelia L. Maury.... | 2 | 45 | 5–7½ | 2¼ |
| 151 | Carondelet A. M. Kindergarten. | South St. Louis, Mo. (corner Third and Hurck streets). | 1875 | Mary F. Choisel ..... | 2 | a184 | 5–7 | 3 |
| 152 | Carondelet P. M. Kindergarten. | South St. Louis, Mo. (corner Third and Hurck streets). | ..... | Sarah S. Martin ..... | 3 | a194 | 5–7 | 2½ |
| 153 | Kindergarten department, Carson City public schools. | Carson City, Nev..... | 1880 | Miss E. C. Babcock ... | 1 | 50 | 5–7 | 5 |

*a* Enrolment for 1879–'80, including pupils receiving Kindergarten instruction

*inquiries by the United States Bureau of Education* — Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5 | 40 | Sewing, paper folding, paper cutting, drawing, weaving, intertwining, interlacing, slats, modelling, peas work, songs, games, gift exercises, and lunch taking. | Fröbel's first seven gifts, sticks, rings, materials for modelling, perforating, sewing, scrap books, and portfolios for work, and table cloths, plates, &c., for lunch. | Trains the muscles, imparting strength and grace to the body, dexterity to the fingers, elasticity to the step, ability to the eye to detect resemblances and differences, and renders the child thoughtful, observing, attentive, industrious, sympathetic, and self reliant. |
| 5 | 40 | Fröbel's | Those given by Fröbel | Trains the muscles, imparting strength and grace to the body, dexterity to the fingers, elasticity to the step, ability to the eye to detect resemblances and differences, and renders the child thoughtful, observing, attentive, industrious, sympathetic, and self reliant. |
| 5 | 40 | Fröbel's | Those given by Fröbel. | |
| 5 | 40 | Fröbel's | Those given by Fröbel. | |
| 5 | 40 | Fröbel's. | | |
| 5 | 40 | Fröbel's | Those given by Fröbel. | |
| 5 | 40 | Pricking, sewing, drawing, weaving, interlacing, folding, cutting, peas work, modelling, &c. | Paper, zephyr worsted, card board, needles, sticks, peas, clay, &c. | The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself. |
| 5 | 40 | Sewing, pricking, drawing, object lessons, games, &c. | Squared tables, chairs, plates, rings, blackboards, &c. | The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself. |
| 5 | 40 | Pricking, sewing, weaving, folding, cutting, peas work, clay modelling, singing, games, &c. | Small tables and chairs, plates and cups, fine specimens of peas work, modelling, &c. | Tends to produce an erect carriage, graceful movements, and muscular strength, develops habits of observation and attention, and quickens the perceptive faculties. |
| 5 | 40 | Sewing, weaving, interlacing slats, cutting, pricking, folding, drawing, peas work, modelling, singing, games, language lessons, and exercises with blocks and tablets. | Chairs, squared tables, squared blackboards, slates, various block gifts, materials for pricking, sewing, and weaving, and mugs, plates, table cloths, &c., for lunch. | Imparts grace and dexterity of movement, trains the hand to be the instrument of the mind, develops acute observation and ready calculation, teaches ease of expression, and inculcates a love of the good, the beautiful, and the true. |
| 5 | 40 | Gift exercises and usual occupations. | Those given by Fröbel | Instructs in manners and polite habits, as well as habits of regularity, obedience, and self control; and cultivates the imaginative and inventive powers. |
| 5 | 40 | Gift exercises and usual occupations. | Those given by Fröbel | Instructs in manners and polite habits, as well as habits of regularity, obedience, and self control; and cultivates the imaginative and inventive powers. |
| 5 | 40 | Frobel's occupations and exercises with the gifts, singing, and games. | Those used in the Fröbel system, charts and piano. | Very beneficial. |

only and those re ceiving primary and Kindergarten instruction.

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 154 | Private Kindergarten | Nashua, N. H. (Church street). | 1874 | M. Emma Emerson ... | 0 | 15 | 3–7 | 3 |
| 155 | Kindergarten of Wykeham Institute.* | Bergen Point, N. J.... | ..... | Mrs. W. Townsend Ford, principal. | .... | .... | ..... | .... |
| 156 | Kindergarten department of public school | Carlstadt, N. J..... | 1875 | Miss A. Lawrenz .... | .... | 60 | 5–6 | 4–5 |
| 157 | Kindergarten of German, English, and French Academy. | Hoboken, N. J. (272 Bloomfield street). | 1872 | Frederick H. W. Schlesier. | 2 | 16 | 3–7 | 5 |
| 158 | Kindergarten of Hoboken Academy. | Hoboken, N. J. (Fifth street, corner of Willow). | 1861 | Miss L. Luther ..... | 2 | 40 | 4–7 | 5 |
| 159 | Miss M. S. Schmidt's Kindergarten. | Hoboken, N. J. (352 Bloomfield street). | 1876 | Mathilde Schmidt, principal. | .... | .... | 5–7 | 4–5 |
| 160 | Fröbelsher Kindergarten. | Jersey City, N. J. (28 and 30 Sherman avenue). | 1877 | Rud. C. Tschentscher. | 1 | 25 | 4–6 | 5 |
| 161 | Miss Campbell's Kindergarten. | Morristown, N. J. (De Hart street). | 1875 | Miss E. F. R. Campbell. | 2 | 25 | 4–7 | 4 |
| 162 | Beacon Street School Kindergarten.* | Newark, N. J. (10 Beacon street). | 1872 | Miss Annie Lawrenz.. | 2 | 90 | 4–7 | 5 |
| 163 | German-American Kindergarten. | Newark, N. J. (19 Green street). | 1871 | Hermann von der Heide, director. | 3 | 90 | 3½–7 | 4½–5 |
| 164 | Kindergarten of the First German Presbyterian School.* | Newark, N. J. (College Place.) | 1878 | Elma C. Korb..... | 2 | 70 | 3–7 | 5 |
| 165 | Kindergarten of the Twelfth Ward German-English School.* | Newark, N. J. (46 Niagara street). | 1874 | Miss Mary C. Beyer.. | 0 | 50 | 3–7 | 4 |
| 166 | American Kindergarten. | Paterson, N. J. (167 Van Houten street). | 1876 | Miss S. M. Storey .... | 2 | 35 | 4–15 | 5 |
| 167 | Fröbel's Kindergarten.* | Albany, N. Y. (Elk street). | 1878 | Mary C. Peabody..... | .... | 8 | 4–7 | 3 |

*From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5 | 38 | Sewing, perforating, stick laying, modelling, drawing, weaving, paper folding, exercises with blocks, tablets, and balls, singing, games, and story telling. | All necessary material and apparatus. | |
| .... | .... | Object lessons, calisthenics, and needle work. | | |
| 5 | 44 | Fröbel's occupations, conversation and singing in English and German, gymnastics, and lessons in reading, writing, and arithmetic. | Fröbel's gifts, blackboard, squared table and slates, piano, and pictures for object lessons. | Very beneficial. |
| 5 | 44 | Fröbel's occupations..... | After Fröbel's and Köhler's systems. | Beneficial to mind and body. |
| 5 | 44 | Fröbel's occupations..... | Fröbel's appliances and apparatus. | Very beneficial. |
| 5 | 42 | Fröbel's occupations..... | Fröbel's apparatus and appliances. | |
| 5 | 44 | Gymnastic exercises, marching, singing, object lessons, memorial exercises, weaving, paper folding, perforating, paper cutting, modelling, peas work, &c. | First seven of Fröbel's gifts, slates, pencils, charts, dumb bells, and wands. | Superior to other systems in developing the child mentally and physically. |
| 5 | 40 | Building, stick laying, weaving, embroidering, modelling, cutting and mounting, paper folding, drawing, printing, writing, &c. | All of Fröbel's gifts..... | Excellent. |
| 5 | 49 | Singing, counting, marching, gymnastic exercises, work with blocks and bristol board, &c. | Low tables and benches, piano, colored silks and worsted, bristol board, and boxes of blocks. | Most excellent, developing the young intellect, and making happy, healthy children. |
| 5 | 46 | Weaving, sewing, interlacing, drawing, writing, stick and ring laying, folding, modelling, peas work, paper intertwining, block building, cutting, playing, singing, object lessons, &c. | Squared tables, blackboard, 1st and 2d gifts, building blocks, sticks, rings, clay, materials for weaving, paper folding, sewing, &c., and pictures for object teaching. | Engenders correct habits of thought, induces manual skill, and has a tendency to make the child graceful, polite, self dependent, and eager for knowledge. |
| 5 | 47 | Singing, writing, drawing, ball playing, use of cylinder, cube, and triangle, building, stick and ring laying, weaving, folding, interlacing, embroidering, straw and paper work, &c. | All material necessary for the occupations. | It strengthens the muscles and makes the child observant and thoughtful. |
| 5 | 50 | Object lessons, movement plays, block building, tablet, staff, and ring laying, drawing, perforating, intertwining, paper folding, embroidering, peas work, and modelling. | All Fröbel's gifts and materials. | Arouses and strengthens the intellectual faculties and makes the child gentle, obedient, and thoughtful. |
| 5 | 40 | Printing, drawing, weaving, perforating, embroidering, paper cutting, paper folding, ring and stick laying, designing, embossing, modelling, writing, calisthenics, pasting, &c. | Drawing cards, blocks, weaving materials, needles, paper, rings, sticks, clay, dumb bells, books, collections of leaves, shells, and stones. | |
| 5 | 36 | Building, drawing, sewing, stick and ring laying, weaving, &c. | ..... | Excellent. |

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 168 | Kindergarten (Albany Female Academy). | Albany, N. Y. (Pearl street). | 1880 | Miss Martha H. Vane. | 1 | 25 | 6–8 | 4 |
| 169 | Binghamton Kindergarten. | Binghamton, N. Y. (5 Myrtle avenue). | 1880 | ..... | .... | ... | 4–8 | 4½ |
| 170 | American Kindergarten.* | Brooklyn, N. Y. (Washington avenue). | 1877 | Annie W. Allen ..... | 1 | 20 | 3–8 | 3½ |
| 171 | Brooklyn Fröbel Kindergarten. | Brooklyn, N. Y. (210 Clinton street). | 1877 | Misses Mary and Elizabeth P. Sharpe. | 2 | 29 | 3–9 | 3 |
| 172 | Fröbel Kindergarten on the Hill.* | Brooklyn, N. Y. (46 Greene avenue). | 1879 | Anna I. Reeves ..... | 3 | 18 | 3–8 | 3½ |
| 173 | Halsey American Kindergarten.* | Brooklyn, N. Y. (180 Halsey street). | 1878 | Emily A. Tanner..... | 1 | 12 | 3–10 | 4 |
| 174 | Kindergarten ..... | Brooklyn, N. Y. (360 State street). | 1874 | Miss Emily Christiansen. | 1 | 16 | 3–7 | 3 |
| 175 | Kindergarten* ..... | Brooklyn, E. D., N. Y. (591 Lafayette ave.). | 1879 | Miss Minnie Loeb .... | .... | 16 | 3–7 | 3 |
| 176 | Kindergarten of the Brooklyn Children's Aid Society. | Brooklyn, N. Y. (61 Poplar st. and 139 Van Brunt street). | 1875 | Misses M. H. Robinson and Ella Fitch. | 3 | 325 | 3–12 | 5½ |
| 177 | Lafayette Kindergarten. | Brooklyn, N. Y. (390 Waverly avenue). | 1877 | Lena Schroeder..... | 1 | 20 | 3–10 | 3–3½ |
| 178 | Mrs. R. Goodwin's Kindergarten.* | Brooklyn, N. Y. (154 Montague street). | 1876 | Miss Nicoline Henningsen. | 2 | 25 | 4–8 | 4 |
| 179 | Mrs. Hoffman's Kindergarten. *a* | Buffalo, N. Y. (623 Delaware avenue). | 1876 | Mrs. Amanda M. Hoffman. | 2 | 24 | 4–7 | 3 |
| 180 | Jardin des Enfants... | Buffalo, N. Y. (284 Delaware avenue). | 1877 | Katharine Chester.... | 1 | 30 | 3–7 | 3 |

* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5 | 38 | The usual Kindergarten occupations for the first year for children under six years of age. Between six and eight years, instruction from books is combined with Kindergarten occupations. | Tables, pictures, blocks, straws, and other material used in Kindergärten, piano, books, and blackboard. | Excellent; after the first year, the combination of pure Kindergarten occupations with instruction from books seems to meet the demand of the patrons. |
| 5 | 40 | Exercises with gifts, weaving, perforating, embroidering, drawing, designing, modelling, paper folding, classification in the animal and vegetable kingdoms, &c. | Tables, chairs, blocks, weaving material, modelling tools, ruled slates, blackboards, globes, cabinet, &c. | Strengthens the physical and mental powers of the child, especially awakening his perceptive faculties, and developing the power of memory, preserves his individuality, and creates in him a love of the beautiful and good. |
| 5 | 40 | Designing with blocks, weaving, stick laying, modelling, marching, plays, &c. | ..... | |
| 5 | 32 | Fröbel's occupations and gifts | ..... | Beneficial. |
| 5 | 38 | Fröbel's gifts, games, gymnastics, and Kindergarten occupations which promote the physical, mental, and moral development of the child. | Fröbel's 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts, squared tables, low chairs, piano, slates, blackboard, cards, paper, books for drawing, &c. | Causes a natural growth of the muscles, develops the mental faculties in their natural order, and is eminently adapted to the wants of nervous and backward children. |
| 5 | 40 | Study of nature from specimens collected by the children, exercises with balls, weaving, cutting, pasting, perforating, embroidering, block building, modelling, drawing, &c. | Natural history specimens, pictures, color and form charts, balls, blocks, rings, modelling tools, squared tables, and blackboard, &c. | Renders the child quick of perception, strengthens his memory, awakens a love for the study of nature and science, teaches politeness and gentleness, promotes health and physical development. |
| 5 | 40 | Singing, weaving, drawing, object lessons, learning of the alphabet in English and German. | Fröbel's usual appliances and apparatus and charts for reading English and German. | Satisfactory in every respect. |
| 5 | 37 | Such as will produce harmonious development. | ..... | Superior to any other system as a preparation for more advanced studies. |
| 5 | 40 | Stick, laying, drawing, perforating, exercises with blocks, and usual Kindergarten work, with reading and writing. | Usual apparatus..... | Marked in quickening the powers of perception and observation. |
| 5 | 36 | Weaving, pricking, modelling, and the other occupations of Fröbel's system. | Blocks, rings, sticks, tablets, &c. | Quickens the intellect of the child and develops his moral nature, leading him to think of the happiness and welfare of others. |
| 5 | 38 | Fröbel's occupations..... | Every gift of Fröbel ..... | Promotes physical health and strength, develops the several organs of sense, educates the moral nature, performing the great work of harmoniously developing body, mind, and soul. |
| 5 | 40 | Singing, marching, games, sewing, weaving, paper folding, paper cutting and pasting, modelling, peas work, drawing, building with solids, exercises with tablets, &c. | All the gifts and materials for occupations belonging to Fröbel's system, with large collection of natural objects, tables, blackboards, pictures, plants, bows and arrows, &c. | Trains the physical powers of the child, especially the hand, imparting strength, grace, and beauty of movement, cultivates the powers of observation and description, and develops a love of naturo and of art. |
| 5 | 36 | Fröbel's occupations... ..... | Usual Kindergarten appliances. | |

*a* These statistics are from a return for 1880.

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 181 | Kindergarten of the Poppenhusen Institute.* | College Point, N. Y ... | 1869 | Minnie Brehm..... | 1 | 120 | 3–6 | 5 |
| 182 | Harlem Kindergarten. | Harlem (New York) N.Y.(207 E.117th st.). | 1877 | Mathilde Becker and Olga Jacobi. | 1 | 60 | 4–9 | 4 |
| 183 | Free Kindergarten of All Souls Church. | New York, N. Y. (139 W. 49th street). | 1878 | Mary L. Van Wagenen | 6 | 80 | 3–8 | 4 |
| 184 | Free Kindergarten of the United Relief Works of the Society for Ethical Culture. | New York, N. Y. (1521 Broadway). | 1878 | Fanny E. Schwedler.. | 2 | 100 | 3–6 | 6 |
| 185 | Kindergarten ..... | New York, N. Y. (220 Clinton street). | 1879 | Mrs. S. E. Carpenter .. | 1 | 16 | 3–8 | 3 |
| 186 | Kindergarten and Primary School. | New York, N. Y. (165 West 53d street). | 1874 | Miss Jennie Bolwell.. | 1 | 35 | 3–10 | 4 |
| 187 | Kindergarten of Mrs. Frochlich's School.* | New York, N. Y. (28 East 50th street). | 1874 | Bellina Froehlich.... | 1 | 32 | 4–7 | 4 |
| 188 | Kindergärten of the Academy of the Holy Cross. | New York, N. Y. (343 West 42d street). | 1879 | Sister M. Helena..... | 3 | 25 | 4–8 | 3 |
| 189 | Kindergärten of the Children's Aid Society. | New York, N. Y. (19 East 4th street). | 1879 | Mrs. Briant and Miss L. Schlegel. | 5 | 150 | 5–7 | 4 |
| 190 | Kindergarten of the Foundling Asylum.* | New York, N.Y. (East 68th street and Third avenue.) | 1875 | Sister M. Irene ..... | .... | 100 | 2½–6 | 4½ |
| 191 | Kindergarten of the training department of Normal College.*a* | New York, N.Y. (Lexington avenue, between 68th and 69th streets). | 1877 | Helena L. Davis..... | 0 | 32 | 4–5 | 4 |
| 192 | Model Kindergarten and Training Class for Young Ladies. | New York, N. Y. (586 Seventh avenue, between 41st and 42d streets). | 1880 | E. von Briesen..... | 1 | 30 | 3–7 | 5 |
| 193 | Normal Training School for Kindergarteners, Model Kindergarten, Elementary Classes and School Garden. | New York, N. Y. (7 East 22d street). | 1872 | Prof. John Kraus and Mrs. Maria Kraus-Bölte. | 5 | 75 | 3–10 | 3½–4 |

* From Report of the Commissioner of Education for 1880.

*Inquiries by the United States Bureau of Education* — Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5½ | 46 | Fröbel's occupations and gifts | All usual Kindergarten material. | Very beneficial. |
| 5 | 48 | Fröbel's occupations..... | Fröbel's gifts ..... | Beneficial in every respect. |
| 5 | 44 | Drawing, building, and all the occupations pertaining to the system. | All the appliances necessary for carrying on a true Kindergarten. | Very favorable. |
| 5 | 40 | Kindergarten occupations, lessons with the gifts, games, and walks. | Fröbel's Kindergarten gifts and materials for the occupations, Prang's chromos for object teaching, stuffed birds, piano, and wooden bricks. | Excellent in its effect on the health and satisfactory as a humanizing method of training. |
| 5 | 40 | Weaving, perforating, sewing, drawing, painting, paper cutting, folding, and intertwining, slat work, peas work, modelling, gymnastics, and lessons on the various gifts. | The various gifts, blackboard, and slates. | Promotes good health, and the mental development is very satisfactory. |
| 5 | 40 | Ball games, block building, drawing, stick laying, weaving, paper folding, cutting, and pasting, painting, peas work, modelling, and lessons with tablets. | Balls, blocks, slates, sticks, mats, slats, peas, rings, clay, seeds, paints, crayons, scissors, and paste. | Teaches the child to recognize and to respect the rights of others, to be courteous and kind to his elders, makes him thoughtful about the most common objects, thus increasing his own powers of happiness and usefulness to others. |
| 5 | 39 | Lessons and occupations of the Fröbel system. | Fröbel's gifts, gymnastic apparatus, piano, plants, &c. | Children trained in the Kindergarten advance more rapidly and show more power of observation and concentration than older children otherwise trained. |
| 5 | 40 | Pricking, weaving, sewing, modelling, stick and ring laying, and the other occupations of Fröbel's system. | All the gifts and materials for the occupations, tables, chairs, birds, flowers, &c. | Superior to any other system for educating young children, making them healthy and happy, anxious to do well, and eager in the acquisition of knowledge. |
| 5 | 40 | All the usual occupations, weaving, sewing, &c., with object lessons and lessons in reading. | Squared tables and chairs, blocks, material for folding, weaving, &c. | Marked improvement; it trains the hand and eye and leads the child to observe and think for himself. |
| 5 | 52 | Paper folding and weaving, peas and wire work, drawing, perforating, embroidering, modelling in clay and wax, movement plays, gymnastics, and dancing. | Six worsted balls, sphere, cubes, and cylinder, wire, peas, cork, paper, slats, clay, and wax. | Develops physically and mentally, and renders the child graceful and polite. |
| 5 | 40 | Perforating, weaving, sewing, paper folding, cutting, and pasting, modelling, drawing, &c. | Gifts required to carry on the Kindergarten according to Fröbel's method, and materials for the occupations. | |
| 5 | 42 | Fröbel's occupations, gymnastics, games, songs, stories, and object lessons. | Fröbel's gifts, appliances for calisthenics, &c. | Healthy, harmonious development; it teaches combination of knowing with doing. |
| 5 | 38 | Fröbel's occupations, gymnastic games, garden work, songs, stories, care of seeds, plants, and domestic animals, &c. | Fröbel's gifts, and material for the occupations, plants, a museum, cabinet, &c. | Harmonious development of all the powers; it teaches combination of knowing with doing, this idea being carried through all grades. |

*a* These statistics are from a return for 1880.

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 194 | Nyack Kindergarten. | Nyack-on-Hudson, N. Y. (corner 2d avenue and Gedney street). | 1878 | Miss Sarah C. Robinson. | 1 | 12 | 3–12 | 4 |
| 195 | Cook's Collegiate Institute Kindergarten. | Poughkeepsie, N. Y. (324 Mill street). | 1879 | Marion A. Wilson .... | 1 | 15 | 3–7 | 3 |
| 196 | Fröbel Kindergarten. | Rochester, N. Y. (No. 3 Clinton Place). | 1880 | Misses Margaretha Otten and Lisa Marx. | .... | 25 | 3–7 | 3 |
| 197 | Kindergarten der Rochester Realschule. | Rochester, N.Y. (7 and 9 Mortimer street). | 1873 | Hermann Pfaefflin.... | 1 | 20 | 4–7 | 5 |
| 198 | Kindergarten, Western New York Institution for Deaf-Mutes. | Rochester, N. Y..(263 North St. Paul street). | 1878 | Mary H. Westervelt.. | 3 | 50 | 6–12 | 6 |
| 199 | Rochester Kindergarten. | Rochester, N. Y. (61 East avenue). | 1878 | Miss Meta C. Brown.. | 1 | 30 | 3–10 | 3½ |
| 200 | Cottage Kindergarten, Primary and Intermediate Classes.* | Syracuse, N. Y. (74 James street). | 1876 | Mrs. M. C. Still ..... | 2 | 44 | 3–10 | 3, 4 |
| 201 | Kindergarten of the Home for Destitute Children of Seamen. | West New Brighton (Staten Island), N.Y. | 1874 | C. M. Thompson ..... | .... | 20 | 3–7 | 3 |
| 202 | Nursery and Child's Hospital Kindergarten. | West New Brighton (Staten Island), N.Y. | 1877 | Mrs. M. A. Du Bois .. | 1 | 30 | 4–18 | 5 |
| 203 | West New Brighton Charity Kindergarten.* | West New Brighton (Staten Island), N.Y. | 1880 | Miss Mary Boyle.... | .... | 20 | 3–7 | 4 |
| 204 | Kindergarten (Charlotte Female Institute). | Charlotte. N. C. ..... | 1879 | Mrs. N. Eaton Irwin.. | .... | 9 | (*a*) | 1 |
| 205 | Kindergarten (Peace Institute).* | Raleigh, N. C ..... | ..... | Mrs. Mary Foster, principal. | 1 | .... | ..... | .... |
| 206 | St. Mary's Kindergarten.* | Raleigh, N. C. (Hillsboro' street). | 1879 | Kate McKimmon..... | 2 | 16 | 5–10 | 5 |
| 207 | Tileston Kindergarten. | Wilmington, N. C..... | ..... | ..... | .... | .... | ..... | .... |
| 208 | Cincinnati Free Kindergarten. | Cincinnati, Ohio (Front and Broadway streets). | 1880 | Sallie A. Shawk ..... | 14 | 200 | 3½–6 | 2, 3 |
| 209 | Cincinnati Free Kindergarten. | Cincinnati, Ohio (Twelfth and Elm streets). | 1881 | | | | | |

* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5 | 38 | Weaving, modelling, pasting, perforating, outlining, drawing, cutting, classifying, designing in paper and crayons, &c. | Reading charts, and charts to teach form and color, and to illustrate the three natural kingdoms, Kindergarten tables and chairs, books, papers, boxes of forms, &c. | Natural and harmonious development of the physical and mental powers. |
| 5 | 38 | Fröbel's occupations..... | Room built expressly for the purpose, squared tables, Kindergarten chairs, piano, diagrams of animals, colors, &c. | Develops the child in all directions, tending to make strong minds in strong bodies. |
| 5 | 40 | Perforating, drawing, painting, sewing, paper intertwining, free weaving, mat weaving, mounting, paper folding, peas work, modelling, and pasteboard work. | Balls, 2d, 3d, 4th, 5th, 6th, and 7th gifts, tablets, connected and disconnected slats, sticks, &c. | Acknowledged by parents and physicians to be of great value, as it strengthens the muscles, tends to counteract nervousness, trains the sense of sight and of hearing, concentrates thought, and develops the power of speech. |
| 5 | 46 | Fröbel's occupations..... | Fröbel's gifts, gardening tools, toys, &c. | Physical, mental, and moral development. |
| 6½ | 40 | The ordinary Kindergarten occupations and object lessons in botany, natural history, and mineralogy. | The usual Kindergarten materials, pictures, slates, globes, maps, pencils, thread, scissors, &c. | Awakens interest in surrounding objects and a desire for knowledge, which is unusual in deaf-mute children, thus proving it a superior method to the old, in which they resisted instruction. |
| 5 | 40 | All Fröbel's occupations .... | All the apparatus and appliances usually found in a genuine Fröbel Kindergarten. | Healthy, natural, and harmonious development of the threefold nature of the child. |
| 5 | 40 | 1st to 11th gifts inclusive, perforating, sewing, mat plaiting, drawing, paper interlacing, folding and cutting, peas work, and modelling. | Kindergarten material, tables, chairs, blackboards, &c. | Strengthens the body, imparts grace of motion, gives command of language, quickens powers of perception and comparison, and carefully nurtures the moral nature. |
| 5 | 48 | Usual occupations ..... | All material necessary for the occupations. | Beneficial in every respect. |
| 5 | 45 | Weaving, pricking, stick and ring laying, and calisthenics. | ..... | Very satisfactory. |
| 5 | 44 | Fröbel's occupations, gymnastics, games, songs, stories, garden work, &c. | Fröbel's gifts, plants, animals, &c. | |
| 5 | 36 | Paper folding, tissue paper work, sewing, tracing, weaving, &c. | Tables, chairs, blocks, &c .. | Teaches method and neatness, and develops thought and originality. |
| ---- | ---- | Usual occupations, with study of reading, spelling, arithmetic, &c., according to Kindergarten methods. | Desks, chairs, charts, &c. | |
| 5 | 40 | Exercises in color and form, collection of specimens of various kinds, reading, writing, arithmetic, singing, calisthenics, &c. | All American Kindergarten material, charts, &c. | Very good. |
| ---- | ---- | | | |
| 5 | 40 | Pricking, sewing, drawing, folding, cutting, weaving, peas work, and exercises with blocks, sticks, triangles, squares, &c. | Those recommended by Fröbel. | Most excellent. |

*a* Under 10 years.

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 210 | Kindergarten ..... | Cincinnati, Ohio (166 West Seventh street). | ..... | Miss Burnet ..... | .... | .... | ..... | .... |
| 211 | Kindergarten of the Cincinnati Orphan Asylum. | Cincinnati, Ohio (Summit avenue, Mount Auburn). | 1879 | Miss Louise Davis ... | 1 | 35 | 3–7 | 3 |
| 212 | Seventh Street Kindergarten.* | Cincinnati, Ohio (112 West Seventh street). | 1876 | Helene Goodman ..... | 3 | 32 | 3–8 | 3 |
| 213 | Kindergarten in Jewish Orphan Asylum. *a* | Cleveland, Ohio (Woodland avenue). | 1880 | Miss Mary A. Spencer. | .... | 20 | 5–7 | 5, 6 |
| 214 | Kindergarten in Miss Mittleberger's School. | Cleveland, Ohio (429 Prospect street). | 1877 | Jane W. Hutchinson.. | 0 | 14 | 3–8 | 3, 3½ |
| 215 | Miss A. M. Janney's Kindergarten. | Columbus, Ohio (464 East Broad street). | 1877 | Anne M. Janney..... | 1 | 28 | 3–7 | 3 |
| 216 | Kindergarten (Institution for the Blind).* | Columbus, Ohio ..... | 1878 | Miss Mary S. Redick.. | 1 | 48 | 6–10 | 2 |
| 217 | Kindergarten of Ohio Central Normal School. | Fayette, Ohio..... | *b*1876 | Mrs. Anna B. Ogden.. | .... | .... | ..... | .... |
| 218 | Kindergarten in the Ursuline Convent. | Toledo, Ohio (corner Cherry and Erie streets). | 1879 | Sister St. Caecilia..... | 1 | 41 | 3–10 | 1½–4 |
| 219 | Orange Place Kindergarten.* | Toledo, Ohio (corner Orange and Huron streets). | 1879 | Lily G. Lang..... | 2 | 30 | 3–8 | 4 |
| 220 | Erie Academy Kindergarten. | Erie (Ninth street), Pa. | 1878 | ..... | .... | 12 | ..... | .... |
| 221 | Fröbel Kindergarten*. | Germantown, Pa. (5262 Main street). | 1878 | Naomi R. Walker..... | .... | 20 | 3–10 | 4 |
| 222 | Fröbel Kindergarten of the Germantown Infant School.* | Germantown, Pa. (Haines street, near Main). | 1879 | Alice M. Barrett..... | 0 | 20 | 3–6 | 2 |

* From Report of the Commissioner of Education for 1880.
*a* Closed in the fall of 1881.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5 | 44 | All of Fröbel's occupations... | Tables, chairs, piano, all of Fröbel's gifts, drums, &c. | Very encouraging. |
| 5 | 38 | The usual gifts and occupations of Fröbel. | The necessary material for occupations and gift lessons, plants, piano, blackboard, pictures, small chairs, and low tables. | Harmonious development of the physical, mental, and moral natures. |
| 5 | 46 | Pricking, sewing, paper folding, paper cutting, weaving, drawing, and modelling. | All of Fröbel's gifts, slates, pencils, and books for preserving the work. | Habits of order, neatness, diligence, perseverance, patience, and kindness are formed, and the child becomes more thoughtful, quiet, and gentle. |
| 5 | 40 | Lessons with Fröbel's third and fourth gifts, weaving, sewing, stick and ring laying, modelling, paper folding, singing, object lessons, &c. | Chairs, squared tables, blocks, rings, balls, a cabinet, pictures, flowers, &c. | Very beneficial to physical development, being highly recommended by physicians; also induces thought and general mental growth. |
| 5 | 36 | Weaving, pricking, sewing, folding, pasting, drawing, peas work, and modelling. | Soft balls, ball, cube, and cylinder, cubical blocks, and other gifts, squared tables, and chairs. | The physical training is of great value, all the muscles of the body being brought into action, and the mental powers are gradually awakened, without injury to the young mind. |
| 5 | 40 | Games, use of geometrical forms, clay modelling, &c. | Spheres, cubes, and other solid forms, clay, tools for modelling, &c. | Trains the hand, gives ease in movements of the body, makes the child quick to think, and on the alert for impressions; and imparts to him a knowledge of many common things which he could not otherwise gain. |
| 5 | 44 | Object lessons, embracing the three kingdoms of nature, lessons in color and form, physical exercise, and mechanical work illustrating knowledge acquired. | Charts, geometrical forms, clay materials for mixing color, drawing and weaving, dictation books and cards. | |
| 5 | 40 | Pricking, sewing, weaving, folding, cutting, pasting, stick laying, modelling, and the first four gifts. | Chairs, tables, and all necessary apparatus. | Strengthens the body, awakens the powers of the mind, cultivating especially habits of observation and attention, and promoting harmonious development of the senses. |
| 5 | 40 | Weaving, sewing, stick, tablet and ring laying, modelling, drawing, paper folding, first four gifts, conversational lessons, gardening, peas work, perforating, singing, physical exercises, games, &c. | All of Fröbel's Kindergarten material, squared tables, low chairs, blackboard, piano, stuffed birds, minerals, pictures, plants, musical triangle, aquarium, color chart, &c. | Most beneficial in every way, strengthening and developing without forcing. |
| 3 | 44 | Study of natural history and botany without books, lessons in form and color, drawing, weaving, sewing, block building, counting, staff laying, modelling, games, marching, and singing. | Tables, chairs, clay, balls, cubes, oblongs, squares, triangles, staves, slates, pencils, weaving mats, needles, cards, paper, and rings. | Children become strong and active, orderly and observing; they learn to love useful work, to be kind to one another, and to strive to do that which is right. |

*b* At Worthington; removed to Fayette in 1881.

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 223 | Fröbel's Kindergarten (Lutheran Orphans' Home). | Germantown, Pa. (5580 Main street). | 1879 | Miss Laura Hoagland | .... | 20 | 3–8 | 3 |
| 224 | Germantown Kindergarten. | Germantown, Pa. (corner Mill and Main streets). | 1874 | Miss Marianna Gay .. | 2 | 20 | 3–5 | 3 |
| 225 | Intermediate School and American Kindergarten.* | Germantown (Philadelphia), Pa. (Chelten avenue, near Green street). | 1876 | Ada M. Smith ..... | 3 | 50 | 3–12 | 4 |
| 226 | Kindergarten of Lancaster County Home for Friendless Children.* | Lancaster, Pa ..... | 1880 | Miss Orril R. Cole .... | 0 | 50 | 3–8 | 3 |
| 227 | Kindergarten of Hazzard's Academy.* | Monongahela, Pa .... | ..... | ..... | ... | 14 | ..... | .... |
| 228 | Miss Bennett's School and Kindergarten. | Philadelphia, Pa. (25 South 19th street). | 1874 | Anna Bennett ..... | 2 | 32 | 8–16<br>3– 8 | 4<br>2½, 3 |
| 229 | Charity Kindergarten | Philadelphia, Pa. (New street public school building). | 1880 | Ella Long and Emma Gibson. | .... | 35 | 3–6 | 3 |
| 230 | Charity Kindergarten (Lombard Street Day Nursery). | Philadelphia, Pa. (430 Lombard street). | 1878 | Miss L. Church..... | 1 | 18 | 3–6 | 3 |
| 231 | Elizabeth Y. Webb's Kindergarten.* | Philadelphia, Pa. (1115 Callowhill street). | 1878 | Elizabeth Y. Webb ... | 0 | 7 | 3–7 | 3 |
| 232 | Free Kindergarten ... | Philadelphia, Pa. (Filbert street, above Twentieth). | 1880 | Ruth R. Burritt..... | 1 | 22 | 3–6 | 3 |
| 233 | Friends' Kindergarten* | Philadelphia, Pa. (15th and Race streets). | 1877 | Susan T. Comly..... | 2 | 25 | 3–7 | 3 |
| 234 | Kindergarten, St. Mary Street Home and Day Nursery. | Philadelphia, Pa. (723 St. Mary street). | 1881 | Mrs. Susan Lesley .... | 1 | 30 | 3–7 | 3 |

* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5 | 42 | Perforating, staff and ring laying, folding, embroidering, weaving, modelling, and building. | Balls, cubes, cylinders, oblongs, square and triangular tablets, rings, staffs, and materials for weaving, perforating, embroidering, paper folding, and modelling. | Imparts health, strength, and grace of body, skill of manipulation, inculcates habits of order and system, quickens perception and accuracy of observation, strengthens the judgment, and develops originality. |
| 5 | 40 | Singing, plays, weaving, sewing, drawing, pricking, peas work, string lessons, bead stringing, paper folding, paper cutting, painting, modelling, and form building. | All of Fröbel's gifts, cabinets, illustrations from the animal, vegetable, and mineral kingdoms, plants, piano, a musical triangle and bells, squared blackboard and tables, pictures, &c. | Command of powers of body and mind; strength, agility, and grace of body; accuracy in the use of senses; taste and power in design; clearness, conciseness, and readiness in the use of language and in analytic and synthetic discrimination. |
| 5 | 40 | Weaving, stick laying, pricking, paper folding, clay modelling, reading, writing, natural history, calisthenic exercises, &c. | Miss E. M. Coe's Kindergarten material, Prang's natural history series, piano, dumb-bells, wands, cabinet of specimens, object lesson cards, &c. | Improves the physical condition, quickens the mental faculties, and inculcates a love of nature. |
| 5 | 40 | Fröbel's gifts and occupations. | Material for the occupations, seats, squared tables, and blackboard. | |
| 5 | 36<br>26 | Drawing, sewing, weaving, pricking, building, modelling, paper folding, ring and stick laying, peas work, paper cutting, interlacing, and all other occupations given by Fröbel. | Everything used in a Fröbel Kindergarten. | Very beneficial. |
| 6 | 52 | Weaving, sewing, drawing, paper folding, pricking, and modelling. | Fröbel's gifts, consisting of blocks, sticks, slats, rings, balls, &c. | Strengthens the body, develops manual skill, exercises the senses, and employs the awakening mind. |
| 6 | 52 | Sewing, weaving, drawing, paper folding, and modelling in clay. | Kindergarten chairs and tables and Fröbel's gifts. | Very beneficial. |
| 5 | 37 | Weaving, sewing, drawing, paper folding, clay modelling, pricking, ring laying, physical exercises, singing, &c. | Squared tables, small chairs, blackboard, Fröbel's gifts, pictures, birds, &c. | Development of happy, hearty children, sound both in body and mind. They are educated to think, to know, and to act. |
| 5 | 40 | All of Fröbel's elementary gifts and occupations. | Those necessary for the best comfort and development of the child, including tables, chairs, blackboards, &c. | It produces healthy, happy children, quickens the perceptions, attunes the hearts and minds to harmony with nature, and forms a superior preparation for school, showing the advantages of Fröbel's system over all others. |
| 5 | 40 | All the occupations of Fröbel's system, movement plays, &c. | Fröbel's gift and occupation materials, plants, tables, chairs, blackboards, &c. | Harmonious development of the child's threefold nature. |
| 5 | 52 | Sewing, weaving, and clay moulding. | 1st gift, six colored balls; 2d gift, sphere, cube, and cylinder; 3d, 4th, 5th, and 6th gifts, large cubes, divided differently; 7th, tablets; 8th and 9th, slats; 10th, sticks; and, 11th, rings. | Harmonious development. |

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 235 | Miss Lehman's Fröbel Kindergarten. | Philadelphia, Pa. (530 North 19th street). | 1879 | Emma T. Lehman .... | .... | 12 | 2½–8 | 3 |
| 236 | Schleigh Kindergarten | Philadelphia, Pa. (18th st. and Girard ave.). | 1877 | Miss Fannie M. Schleigh | 5 | 50 | 3–8 | 4 |
| 237 | Mrs. Van Kirk's Kindergarten. | Philadelphia, Pa. (1333 Pine street). | 1874 | Mrs. M. L. Van Kirk.. | 7 | 38 | 3–6 | 3–3½ |
| 238 | West Chestnut Street Kindergarten. | Philadelphia, Pa. (1707 Chestnut street). | 1878 | M. B. Cochran, principal of seminary. | 2 | 38 | 3½–7 | 4 |
| 239 | Pittsburgh Kindergarten. | Pittsburgh, Pa. (36 Sixth street). | 1875 | Misses M. M. Wilson and C. B. Morehouse. | 2 | 60 | 3–10 | 3 |
| 240 | Sewickley Academy Kindergarten. | Sewickley, Pa ..... | 1878 | John Way, jr., superintendent; Miss C. B. Pierson, conductor. | 1 | 23 | 3–8 | 3 |
| 241 | Locust Street American Kindergarten. | West Philadelphia, Pa. (4037 Locust street). | 1880 | Miss Lucy S. Wurts .. | 2 | 17 | 3–10 | 3½ |
| 242 | Mrs. L. M. B. Mitchell's School and Kindergarten. | West Philadelphia, Pa. (315 N. 35th street). | 1877 | Anna W. Barnard..... | 1 | 16 | 3–7 | 3 |
| 243 | West Philadelphia Kindergarten. | West Philadelphia, Pa. (202 S. 41st street). | 1876 | Miss Mary J. Rider... | 1 | 35 | 3–12 | 3–5 |
| 244 | Wilkes-Barre Kindergarten.* | Wilkes-Barre, Pa..... | 1880 | Miss Gretta Bevier ... | .... | 10 | 3–7 | 3½ |
| 245 | Miss Taft's Kindergarten. | Newport, R. I..... | 1881 | Miss M. Florence Taft | 0 | 13 | 2½–6 | 3 |
| 246 | Alden Kindergarten.. | Providence, R. I (Angell street). | 1878 | Caroline M. N. Alden . | 4 | 55 | 3–7 | 3, 4½ |
| 247 | American Kindergarten. | Lynchburgh, Va., (Church street). | 1876 | Miss Jannet Cleland.. | 1 | 15 | 4–9 | 4 |

* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5 | 35 | Drawing, weaving, modelling, needlework, paper folding, pricking, paper cutting, building with divided cubes, games and exercises tending to develop the threefold nature of the child. | Blocks, balls, and squared tables. | Natural and harmonious development of the physical, mental, and moral natures, tending to produce wiser and better men and women. |
| 5 | 40 | Singing, playing, sewing, weaving, paper folding, building with blocks, modelling, &c. | Balls, cubes, oblongs, tablets, rings, gonographs, staffs, charts, blackboard, and dumb-bells. | Full development of all the faculties and cultivation of the moral and social nature. |
| 5 | 34 | Fröbel's occupations, games and plays, music by color, notation, and rhythmic exercises. | Kindergarten tables and chairs, Fröbel's materials, piano, cabinet, microscope, blackboards, plants, pictures, &c. | Develops naturally the physical and mental powers, without unduly stimulating them. |
| 5 | 34 | Weaving, modelling, drawing, printing, writing, spelling, and reading. | | |
| 5 | 35 | All Fröbel's occupations and gifts, gymnastics, games, &c. | Blocks, tablets, jointed sticks, paper, clay, piano, &c. | Harmonious development of the physical, intellectual, and moral powers. |
| 5 | 38 | Usual Kindergarten occupations, with lessons in reading, writing, numbers, and natural history for the advanced classes. | Fröbel's gifts, fountain, plants, &c. | Very good. Superior preparation for future study. |
| 5 | 36 | Weaving, perforating, embossing, singing, stick and ring laying, designing, paper folding, modelling, drawing, collecting specimens and classifying, calisthenics, games, lessons in color and form, the Bible, reading, spelling, writing, &c. | Kindergarten tables and chairs, piano, blackboard, color and form charts, rings, sticks, boxes of forms, materials for weaving, designing, chain making, perforating, sewing, and drawing, wands, globe, slates, and books. | Strengthens physically, cultivates the memory, develops thought, and forms habits of study and attention. |
| 5 | 40 | All of Fröbel's occupations, songs, games, physical exercises, &c. | Fröbel's gifts, squared tables and blackboard, chairs, piano, &c. | Excellent in every respect, especially in cultivating the moral nature. |
| 5 | 40 | Nearly all the gifts and occupations of Fröbel. | Tables, chairs, blackboard, balls, cubes, oblongs, bricks, materials for weaving, pricking, sewing, and paper folding, tablets, slates, and drawing books. | |
| 5 | 40 | Fröbel's occupations, gymnastic games, stories, songs, &c. | Fröbel's gifts, plants, &c. | |
| 5 | 36 | All of Fröbel's gifts and occupations. | Tables, chairs, blackboards, slates, flowers, and all the Kindergarten gifts. | Excellent. |
| 5 | 40 | Sewing, weaving, peas work, 3d, 4th, 5th, and 6th gifts, paper folding, modelling, drawing, singing, games, gardening, lessons in botany, zoölogy, &c., and for advanced class, wood carving, lace making, gymnastics, and lessons in reading, writing, geography, arithmetic, French, and German. | Fröbel's apparatus and appliances, maps, globes, charts, blackboards, pictures, aquarium, books, gardens, and collections of plants, minerals, stones, shells, animals, &c. | Develops the physical nature of the child, awakens all the faculties of the mind, and makes him ready and eager for work. |
| 5 | 38 | Weaving, modelling, perforating, embroidering, drawing, peas work, lessons in form, also in reading, spelling, arithmetic, and poetry. | Geometrical forms, materials for weaving, globe, animals, and many pictures. | Develops in all directions, especially increasing the powers of observation and thought, and imparting a love for study. |

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 248 | Kindergarten (Leache-Wood Seminary).* | Norfolk, Va..... | ..... | Misses Leache and Wood, principals. | .... | .... | 3–8 | 3 |
| 249 | Portsmouth Kindergarten. | Portsmouth, Va. (North street). | 1876 | Miss V. S. Staples and Mrs. S. C. Manning. | .... | 18 | 4–9 | 5 |
| 250 | American Kindergarten. | Richmond, Va. (208 South Third street). | 1877 | Virginia R. Snyder ... | 1 | 15 | 4 | 4 |
| 251 | Kindergarten* ..... | Kenosha, Wis..... | ..... | ..... | 1 | 40 | ..... | .... |
| 252 | Kindergarten des Frauenvereins. | La Crosse, Wis. (Fifth street). | 1877 | Miss Hermine Weissenborn. | 0 | 25 | 4–7 | 5 |
| 253 | Madison Kindergarten. | Madison, Wis. (Mifflin street). | 1880 | Miss Emma Jeschka.. | .... | 25 | 3–7 | 5 |
| 254 | Kindergarten der Nordwest Seite. | Milwaukee, Wis. (Seventh street, between Walnut and Sherman). | 1874 | Miss Carrie Heyd..... | 2 | 40 | 3–6 | 5 |
| 255 | Kindergarten of the German and English Academy. | Milwaukee, Wis. (643 Broadway). | 1874 | Miss Emma Jeschka.. | 1 | 40 | 3–7 | 4 |
| 256 | Milwaukee English Kindergarten. | Milwaukee, Wis. (493 Jefferson street). | 1874 | Mrs. Chas. H. Clarke.. | 1 | 26 | 4–8 | 4 |
| 257 | Milwaukee Kindergarten.* | Milwaukee, Wis. (Tenth street). | ..... | Miss L. Pinckney..... | .... | 19 | 3–7 | 3 |
| 258 | Milwaukee Normal School Kindergarten. | Milwaukee, Wis. (cor. Seventh and Prairie streets). | 1880 | Mary J. McCullough.. | 2 | 60 | 4–6 | 3 |
| 259 | South Side Kindergarten. | Milwaukee, Wis. (Greenbush street). | 1870 | Sophia Holzhaeuser .. | 2 | 80 | 3–5 | 5 |
| 260 | Kindergarten department, State Normal School. | Oshkosh, Wis..... | 1880 | Nellie E. Talmage .... | 4 | 42 | 4–7 | 3 |
| 261 | Sheboygan Kindergarten. | Sheboygan, Wis. (cor. Seventh street and New York avenue). | 1874 | Miss Annie Zaegel.... | .... | 20 | 3–7 | 5 |

*From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education* — Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| .... | .... | The usual occupations, with singing and calisthenic exercises. | All necessary articles for Kindergarten instruction. | Culture of the physical, mental, and moral natures. |
| 5 | 42 | Devotional exercises, singing, motion songs, calisthenics, object lessons, gardening, marching, playing, writing, drawing, and short lessons from books. | Blackboards, cards, letters, blocks, sticks, balls, pictures, maps, charts, numeral frames, museum, gymnasium, ropes, swings, large box of sand, and a garden with tools for each child. | Promotes physical health, imparts dexterity to the hand, cultivates thought and the reasoning faculties, makes the child kind, unselfish, and truthful, and develops a love for God and humanity. |
| 5 | 36 | Weaving, designing, and pasting, designing and painting, drawing, perforating, stick and ring laying, lessons with blocks, modelling, peas work, and embroidering. | Cabinet of curiosities, and specimens from the three kingdoms of nature. | Strengthens the body and the mind. The method is wonderful in its results, producing deep and lasting impressions without overstimulating the young mind. |
| 6 | 44 | All occupations of Fröbel's system, with instruction in German. | Fröbel's materials ..... | Results most favorable on both mind and body. |
| 6 | 52 | Weaving, block building, drawing, paper folding, singing, marching, gymnastics, and exercises in declamation. | ..... | Physical development. |
| 5 | 50 | The usual occupations with the different gifts, calisthenics, declaiming, and singing. | Colored balls, geometrical solids, tablets, sticks, slates, materials for perforating and embroidering, split wood, straw, clay, primers, blackboards, &c. | Imparts health and grace to the body, cultivates the reasoning and observing faculties, develops a sense of beauty in form, color, and sound, and trains the child to habits of order, punctuality, obedience, kindness, and self-control. |
| 6 | 42 | Fröbel's occupations ..... | The usual apparatus and appliances. | Satisfactory in every respect. |
| 5 | 40 | The usual occupations..... | Usual appliances. | |
| 5 | 38 | All taught in the Fröbel system. | All the gifts, blackboard, piano, and rubber balls. | |
| 5 | 40 | Work with gifts and occupations, games, singing, and lunch. | Fröbel's gifts and material for the occupations, table cloths, dishes, towels, tables, chairs, drums, triangle, and piano. | Excellent. Its superiority to other methods is very manifest. |
| 5 | 48 | Drawing, weaving, sewing, perforating, paper folding, cutting, and mounting, tablet, slat, and stick laying, block building, gymnastics, singing, marching, and plays accompanied with music. | Balls, blocks, slates, peas, wax, clay, charts, blackboard, plants, pictures, gymnastic apparatus, and piano. | Develops a love for order, freedom, and justice, and creates a desire for books and school. |
| 5 | 40 | Modelling and board work, peas work, paper folding, intertwining, cutting and pasting, weaving, sewing, and pricking. | 1st gift, worsted balls; 2d, ball, cube, and cylinder; 3d, 4th, 5th, and 6th, divided cubes; 7th, square and triangular tablets; 8th, connected slats; 9th, interlacing slats. 10th, sticks, squared blackboard, and slates. | Most visible improvement in the moral nature. It tends to counteract peevishness and restlessness and to make the child polite and kind. |
| 5 | 50 | The occupations belonging to Fröbel's system. | Balls, sphere, cube, and cylinder, building blocks, tablets, slats, sticks, rings, and materials for pricking, embroidering, drawing, weaving, interlacing, peas work, and paper folding. | Improves the health and develops the mind, especially the memory. |

TABLE V.—*Statistics of Kindergärten for* 1881; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of. | Between the ages of — | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 262 | Watertown Kindergarten. | Watertown, Wis..... | 1877 | Miss Ella Koenig ..... | 0 | 40 | 3–7 | 6 |
| 263 | Kindergarten ..... | Globe, Ariz ..... | 1881 | Miss Stella A. Morehouse. | .... | 16 | 3–10 | 3 |
| 264 | Georgetown Kindergarten. | Georgetown, D. C. (cor. West and Valley streets). | 1878 | Miss Mary Emma King | 0 | 12 | 4–10 | 4 |
| 265 | Kindergarten Industrial Home School. | Georgetown, D. C..... | 1880 | Mary E. Hatch ..... | .... | 30 | 3–8 | 4 |
| 266 | Bethany Free Kindergarten.* | Washington, D.C. (cor. Ohio avenue and Thirteenth streets). | 1880 | Emma L. Graves..... | 1 | 50 | 2–6 | 3½ |
| 267 | Capitol Hill Institute and Kindergarten. | Washington, D. C. (22 Third street southeast). | 1877 | Miss Cornelia F. Boyden. | 3 | 64 | {3–10} {9–17} | 3–4 |
| 268 | Frŏbel Institute and Kindergarten.* | Washington, D. C. (1127 Thirteenth street northwest). | 1875 | Misses Susie Pollock and Catherine Noerr. | 2 | 40 | 3½–10 | 3½ |
| 269 | Iowa Circle Graded School and Kindergarten. | Washington, D.C. (936 P street northwest). | 1879 | Dora N. Brown, principal; Kate S. White, Kindergartener. | 0 | 34 | 4–12 | 6, 3 |
| 270 | Kindergarten ..... | Washington, D. C. (1135 Seventeenth street northwest). | 1881 | Miss Olga Hesselbach. | .. | 23 | 4–8 | 4 |
| 271 | Kindergarten* ..... | Washington, D. C. (807 H street northeast). | 1879 | Mrs. S. A. Cavis..... | 1 | 20 | 4–12 | 4 |
| 272 | Metropolitan Seminary and Kindergarten.* | Washington, D. C. (800 Eighteenth street northwest). | 1876 | Bessie C. Graves..... | (*a*) | (*a*) | ..... | 3½ |
| 273 | National Kindergarten and Primary School. | Washington, D. C. (929 Eighth street northwest). | 1874 | Mrs. Louise Pollock... | 2 | 30 | 3–10 | 3, 5 |

* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupations of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| 5 | 40 | Singing, twisting, braiding, &c. | ..... | Very satisfactory. |
| 5 | 40 | Sewing, pricking, weaving, pasting, modelling, folding, cutting, and gardening. | All the gifts, papers, and books belonging to the system. | It makes the child graceful, easy, and polite in his manners, quickens the intellect, especially developing the powers of observation and expression, and its moral effect is incalculable. |
| 5 | 40 | Fröbel's occupations and lessons, with the gifts. physical exercises, games, singing, object lessons, and drawing. | Fröbel's gifts and materials and usual Kindergarten furniture and apparatus. | Promotes physical and mental development in a pleasant and effective manner, and forms a thorough preparation for primary classes. |
| 5 | 40 | Block building, stick laying, weaving, sewing, peas work, perforating, drawing, &c. | The different gifts and a blackboard. | Good. |
| 5 | 40 | Weaving, perforating, peas work, 3d and 4th gifts, tablet and ring laying, paper folding, sewing, &c. | ..... | Wonderful; changing in a short time those who have never known rule or guidance to orderly children. |
| 5 | 40 | The 20 Fröbel gifts and occupations. | Usual gifts and appliances of a true Kindergarten, airy rooms, play ground, piano for older pupils, dumb bells, maps, charts, blackboards, globes, &c. | Improves the physical condition, awakens and expands the mental faculties, teaches the child to be systematic, thoughtful of others, self-dependent, and polite, and lays a valuable foundation for later school work. |
| 5 | 40 | Usual Kindergarten occupations. | Everything necessary for thorough training in the system. | Decidedly advantageous. |
| 5 | 40 | Weaving, paper folding, sewing, paper cutting and twisting, perforating, drawing, modelling, and peas work. | 3d, 4th, 5th, and 6th gifts, tablets, slats, sticks, rings, materials for weaving and perforating, squared tables, slates, and blackboards. | Very beneficial to both body and mind. |
| 5 | 40 | | | |
| 5 | 38 | Object lessons, plays, games, songs, and elementary instruction. | Fröbel's gifts ..... | Develops the muscular system, improves the health, quickens the perception, and arouses the mind to activity. |
| ..... | 40 | All Kindergarten gifts and occupations. | Material for the different gifts and occupations, squared tables, blackboard, slates, dumb-bells, wands, globes, maps, pictures, &c. | It appeals at once to the mental and moral faculties of the child, making him familiar with the forms of usefulness and beauty around him, and cultivating in him a desire to investigate and create the same. |
| 5 | 40 | All the Fröbel occupations except pricking and pasting. | Squared tables, slates, and blackboards, all the gifts, including balls, blocks, tablets, staffs, sticks, rings, and materials for the occupations. | Improved physical and nervous condition, habits of attention, observation and thoughtfulness, of sociability, kindness, and cheerfulness; it is also a superior preparation for subsequent mathematical training. |

*a* Reported in Table VI.

TABLE V.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Kindergarten in the Institution for the Deaf and Dumb. | Berkeley, Cal | Suspended. |
| Kindergarten | Jacksonville, Fla | Not found. |
| Kindergarten (Anna E. Mills) | Macon, Ga | Not found. |
| Kindergarten | Chicago, Ill. (s. e. cor. Wabash avenue and Harmon court). | Not found. |
| Kindergarten | Chicago, Ill. (1605 Prairie avenue). | Not found; removed. |
| Kindergarten (Mrs. Busch) | Chicago, Ill. (1114 Milwaukee avenue). | Closed. |
| Franklin Kindergarten | Franklin, Ind | Closed. |
| Kindergarten (Miss Eleanor E. Jones) | Lewiston, Me | Not a Kindergarten proper. |
| Patterson Park Kindergarten | Baltimore, Md | Name changed to the New Education Kindergarten. |
| Mount Vernon Institute Kindergarten | Baltimore, Md | Closed. |
| Kindergarten of Newbury Street School | Boston, Mass | Closed. |
| Kindergarten School of the North End Mission. | Boston, Mass | Closed. |
| Dunster Street Kindergarten | Cambridge, Mass | Closed. |
| Kindergarten (Miss Serena B. Frye) | Cambridge, Mass. (Police Station, near University Press Works). | Removed; not found. |
| Private Kindergarten (Miss Dora B. Moody) | Gloucester, Mass | Succeeded by Gloucester Kindergarten (Miss Adelia B. Shepherd). |
| Kindergarten department of Eaton Family School. | Middleborough, Mass | Closed. |
| The Misses Bacon's Kindergarten | Grand Rapids, Mich | Closed. |
| Ionia Kindergarten | Ionia, Mich | See Second Ward Kindergarten; a small private Kindergarten called Ionia Kindergarten is opened during the summer months by the conductor of the Second Ward Kindergarten. |
| Kindergarten of Norwood Hall | St. Paul, Minn | Not in existence. |
| Kindergarten of Elizabeth Aull Female Seminary. | Lexington, Mo | Suspended. |
| Christ Church Kindergarten | Beatrice, Nebr | Closed. |
| Columbian Kindergarten | Brooklyn, N. Y. (209 Clinton avenue). | Removed; not found. |
| Lafayette Avenue Kindergarten | Brooklyn, N. Y | School removed and name changed to Lafayette Kindergarten. |
| Free Kindergarten of the Anthon Memorial Church. | New York, N. Y | See Free Kindergarten of All Souls Church; identical. |
| Kindergarten | New York, N. Y. (East Mt. Vernon). | Closed. |
| Kindergarten of the New York Orphan Asylum. | New York, N. Y | Closed with the opening of the kitchen garden in the spring of 1881. |
| Rochester Kindergarten (Misses Otten and Marx). | Rochester, N. Y | See Fröbel Kindergarten. |
| Kindergarten of Miss Cruttenden's Seminary | Rochester, N. Y. | Closed. |
| Rome Kindergarten | Rome, N. Y | Closed. |
| Kindergarten of the Ossining Institute | Sing Sing, N. Y | Closed. |
| Kindergarten department of Miss Nourse's School. | Cincinnati, Ohio | Succeeded by Miss Burnet's Kinder arten. |
| Miss Whitmore's Kindergarten | Cleveland, Ohio | Closed. |
| Kindergarten (Miss M. H. Ross) | Columbus, Ohio | See Normalville, Ill. |
| Kindergarten of Trinity School | Toledo, Ohio | Closed. |
| Kindergarten of Ohio Central Normal School. | Worthington, Ohio | Removed to Fayette. |
| Kindergarten (Pennsylvania Training School). | Media, Pa | Post office is now Elwyn. |
| "Hope" Kindergarten | New Castle, Pa | Not found. |
| Kindergarten (R. Emma Trego) | Philadelphia, Pa | Closed. |
| St. Agnes Kindergarten | Philadelphia, Pa | Not found. |
| Mrs. Dr. Max Doerffling's Kindergarten | Milwaukee, Wis | Closed. |

*Kindergärten from which no information has been received.*

| Name and location. | Name and location. |
|---|---|
| Kindergarten (Miss D. A. Curtis), Sacramento, Cal. | Kindergarten, New York, N. Y. (56 W. 55th street). |
| Kindergarten, Bridgeport, Conn. (287 Myrtle ave.). | Kindergarten in St. Stephen's Church Home, New York, N. Y. |
| Charity Kindergarten, Chicago, Ill. (cor. Chicago avenue and La Salle street). | Kindergarten of Mrs. Frederic Jonson's School, New York, N. Y. |
| Kindergarten, Chicago, Ill. (375 N. La Salle st.). | Kindergarten of Moeller Institute, New York, N. Y. |
| Kindergarten, Chicago, Ill. (27 Aldine Square). | Kindergarten of the Academy of Mt. St. Vincent on the Hudson, New York, N. Y. |
| Kindergarten, Chicago, Ill. (62 Langley avenue). | Kindergarten of the German-American School of the Nineteenth Ward, New York, N. Y. |
| Miss Nellie C. Alexander's Kindergarten, Chicago, Ill. | Mrs. Smuller's Kindergarten, New York, N. Y. |
| Meridian Hall Kindergarten, Indianapolis, Ind. | Fröbel Kindergarten, Syracuse, N. Y. |
| Kindergarten, Boone, Iowa. | Kindergarten, Pittsboro', N. C. |
| Miss E. D. Powell's Kindergarten, Louisville, Ky. | Kindergarten, Warrenton, N. C. |
| Kindergarten of Louisville Female Seminary, Louisville, Ky. | The Avondale Kindergarten, Avondale, Ohio. |
| Miss Mary Barton's Kindergarten, Louisville, Ky. | The Mt. Auburn Kindergarten, Cincinnati, Ohio. |
| Kindergarten of Locquet-Leroy Institute, New Orleans, La. | Brook's Kindergarten, Cleveland, Ohio. |
| Normal Kindergarten, Baltimore, Md. | East Cleveland Kindergarten, Cleveland, Ohio. |
| Kindergarten, Boston. Mass. (West Chester Park). | Kindergarten (Cleveland Academy), Cleveland, Ohio. |
| Kindergarten of the Boston Orphan Asylum, Boston, Mass. | Kindergarten (Home for the Friendless), Columbus, Ohio |
| Parmenter Street Kindergarten, No. 2, Boston, Mass. | Kindergarten (Pennsylvania Training School), Elwyn, Pa. |
| South End Kindergarten, Boston, Mass. | Kindergarten, Germantown, Pa. (29 Wister street). |
| Free Kindergarten, Cambridge, Mass. (Concord avenue). | Charity Kindergarten, Philadelphia, Pa. (Twenty second and Locust streets). |
| Kindergarten (Miss Hutchinson), Cambridge, Mass. | Kindergarten, Philadelphia, Pa. (122 S. 34th street). |
| Kindergarten, Canton, Mass. | Kindergarten, Philadelphia, Pa. (1802 Wallace st.). |
| Kindergarten, Jamaica Plain, Mass. | Kindergarten, Philadelphia, Pa. (1718 Rittenhouse street). |
| Fröbel Kindergarten, North Cambridge, Mass. | Sharon Hill Kindergarten, Sharon Hill, Pa. |
| Kindergarten, St. Charles, Mo. | West Chester Fröbel Kindergarten, West Chester, Pa. |
| Kindergarten of Martha Institute, Hoboken, N. J. | Kindergarten (Charleston Orphan House), Charleston, S. C. |
| Kindergarten of the Academy of the Sacred Heart, Hoboken, N. J. | Williamston Female College Kindergarten, Williamston, S. C. |
| Kindergarten of St. Aloysius Academy, Jersey City, N. J. | Kindergarten (Young Ladies' School), Memphis, Tenn. |
| Miss Alston's Kindergarten, Newark, N. J. | Kindergarten (Nashville Academy), Nashville, Tenn. |
| St. Peter's Kindergarten, Newark, N J. | Washington Collegiate Institute Kindergarten, Washington, D. C. |
| Kindergarten of Lockwood's New Academy, Brooklyn, N. Y. | |
| Miss Cora E. Mattice's Kindergarten, Buffalo N. Y. | |
| Kindergarten of Glen's Falls Academy, Glen's Falls, N. Y. | |
| Miss Jaudon's Kindergarten, New York, N. Y. | |

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 1 | Andrews Institute | Andrews Institute, Ala | 1876 | 1874 | Wm. Houston, A. M. | M. E | 3 | 3 | 60 | 57 | 3 | .... | 23 | .... | 40 | .... | .... | .... |
| 2 | Trinity Normal School | Athens, Ala. (box 90) | 0 | 1865 | Miss Mary F. Wells | Non-sect | 0 | 2 | 216 | 90 | 126 | .... | .. | .... | .... | .... | .... | .... |
| 3 | Wilcox Female Institute | Camden, Ala | 1849 | 1849 | Mrs. Mary A. Boyd | O. S. Pres | 1 | 5 | 68 | 18 | 50 | 68 | 12 | 4 | .... | .... | .... | .... |
| 4 | Carrollton Male and Female Academy.* | Carrollton, Ala | 1856 | 1856 | H. S. Whitfield | Non-sect | 1 | 1 | 48 | 21 | 27 | 48 | 14 | 5 | 6 | 0 | 7 | .... |
| 5 | Male High School | Dadeville, Ala | .... | 1881 | J. Oscar Pinckard | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 6 | Gaylesville High School | Gaylesville, Ala | 1876 | 1871 | Rev. S. L. Russell, A. M. | C. Presb | 2 | 3 | 106 | 54 | 52 | 85 | 21 | .... | .... | .... | 2 | .... |
| 7 | Greene Springs School | Greene Springs, Ala | 0 | 1847 | H. Tutwiler, LL. D | Non-sect | 1 | 2 | 21 | 17 | 4 | .... | .. | .... | .... | .... | .... | .... |
| 8 | Hamner Hall | Montgomery, Ala | 1860 | 1861 | Rev. George M. Everhart, D. D. | P. E. | 2 | 4 | 63 | .... | 63 | 63 | 3 | 32 | .. | .... | .... | .... |
| 9 | William and Emma Austin College. | Stevenson, Ala | 1877 | 1878 | Alex. F. Dix, president | Non-sect | 3 | 2 | 101 | 50 | 51 | 101 | 30 | 0 | 0 | 0 | 0 | .... |
| 10 | Talladega College | Talladega, Ala | 1869 | 1869 | Rev. Henry S. De Forest, D. D. | Cong | 2 | 5 | 142 | .... | .... | .... | .... | .... | 11 | .... | 0 | 0 |
| 11 | Talladega Male High School | Talladega, Ala | 0 | 1880 | W. M. Bethea | .... | 2 | .... | 55 | 55 | .... | 30 | 20 | .... | .... | .... | .... | .... |
| 12 | Mountain Spring High School | Trinity, Ala | .... | 1874 | George L. Sampson | P. E. | 3 | .... | 32 | 20 | .... | 12 | 10 | 8 | 15 | 5 | 3 | 2 |
| 13 | Park High School | Tuskegee, Ala | .... | 1859 | James F. Park, A. M., PH. D. | Non-sect | 3 | 0 | 107 | 107 | 0 | 63 | 40 | 4 | 15 | ... | 6 | .... |
| 14 | Arkadelphia Baptist High School* | Arkadelphia, Ark | 1876 | 1875 | Wm. A. Forbes, A. M | Baptist | 2 | 1 | 90 | 40 | 50 | 60 | 30 | .... | .... | .... | .... | .... |
| 15 | Austin Institute | Austin, Ark | 1880 | 1873 | Rev. J. S. Willbanks | Non-sect | 2 | 1 | 120 | 58 | 62 | 110 | 10 | 0 | .... | .... | 0 | 0 |
| 16 | Independent High School | El Dorado, Ark | .... | 1881 | Rev. J. G. Smyth, A. M | Non-sect | 2 | .. | 50 | 20 | 30 | 45 | 5 | .... | 2 | .... | .... | .... |
| 17 | Evening Shade College | Evening Shade, Ark | 1873 | 1874 | Nath. T. Moore | Non-sect | 2 | 1 | 132 | 84 | 48 | 132 | 12 | 0 | 100 | 10 | 0 | .... |
| 18 | Lee High School | La Grange, Ark | 0 | 1879 | G. C. Woodson, A. B | .... | 1 | 1 | 45 | 25 | 20 | 45 | 0 | 0 | .... | 6 | 0 | 0 |
| 19 | Walden Seminary* | Little Rock, Ark | .... | .... | .... | M. E | 2 | .... | 60 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 20 | Searcy Female Institute* | Searcy, Ark | .... | .... | J. F. Rives, sr., president | Meth | 1 | 1 | 42 | .... | 42 | 4 | .... | .... | .... | .... | .... | .... |
| 21 | Centennial Institute | Warren, Ark | 1875 | 1875 | Rev. W. E. Paxton, A. M | Baptist | 2 | 1 | 81 | 38 | 43 | 81 | 2 | 2 | 1 | 0 | 0 | 0 |
| 22 | St. Catherine's Convent | Benicia, Cal | .... | 1850 | Sister Louisa O'Neill | R. C | 0 | 9 | 120 | .... | 120 | 120 | .... | 20 | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 23 | St. Mary's Hall | Benicia, Cal. | | 1870 | Rev. L. D. Mansfield, A. M., rector | P. E. | 2 | 9 | 63 | 3 | 60 | 60 | 7 | 42 | 0 | 0 | 0 | 0 |
| 24 | Litton Springs College | Geyser Springs, Cal | 1863 | 1870 | John Gamble | Presb | 7 | 1 | 65 | 65 | .... | 60 | 20 | 10 | 6 | .... | 2 | .... |
| 25 | Convent of Mary Immaculate | Gilroy, Cal. | 0 | 1871 | Mother Superior | R. C. | .... | 3 | 80 | 30 | 50 | .... | .... | .... | 0 | 0 | 20 | .... |
| 26 | Gilroy Seminary | Gilroy, Cal. | 0 | 1868 | Sarah M. Severance | Non-sect | 0 | 2 | 39 | 15 | 24 | 39 | .... | .... | 0 | 0 | 0 | 0 |
| 27 | College of Notre Dame | Marysville, Cal | 1869 | 1856 | Sister Aloysius | R. C. | .... | 7 | 125 | 25 | 100 | .... | .... | .... | .... | .... | .... | .... |
| 28 | Napa Collegiate Institute | Napa City, Cal. | 1870 | 1870 | A. E. Lasher, A. M. | M. E | 5 | 4 | 158 | 100 | 58 | 90 | 46 | 20 | 10 | 20 | 4 | 3 |
| 29 | Convent of Our Lady of the Sacred Heart. | Oakland, Cal | | 1868 | Mother J. Baptist, superior provincial. | R. C. | .... | 22 | 115 | .... | 115 | 115 | .... | 85 | .... | .... | .... | .... |
| 30 | Golden Gate Academy | Oakland, Cal. | | 1871 | Rev. Henry E. Jewett, M. A. | Cong | 5 | 3 | 50 | 50 | .... | 40 | 10 | .... | 10 | 5 | 4 | .... |
| 31 | St. Joseph's Academy | Oakland, Cal. | | | | R. C. | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 32 | Snell Seminary for Young Ladies | Oakland, Cal. (568 12th st.) | | 1878 | Richard B. Snell and Mary E. Snell. | Cong | 2 | 9 | 140 | .... | 140 | 130 | 10 | 28 | .... | .... | .... | .... |
| 33 | Placerville Academy | Placerville, Cal | | 1861 | G. P. Tindall | Non-sect | 3 | 5 | 90 | 50 | 40 | 74 | 12 | 4 | 5 | 3 | 0 | 0 |
| 34 | Goethe's German School *b* | Sacramento, Cal. (n. e. cor. I and 11th streets). | | | H. J. Goethe | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 35 | Howe's High School and Normal Institute.* | Sacramento, Cal. (6th st., between J and K sts.). | | 1873 | Edward Payson Howe | Non-sect | 1 | .... | 194 | 95 | 99 | 184 | 10 | .... | 2 | 1 | 2 | 1 |
| 36 | Sacramento Select School | Sacramento, Cal. (L street, near 6th). | | 1871 | Mrs. A. C. Curtis | M. E | .... | 1 | 359 | 250 | 109 | 359 | 13 | 340 | 8 | 30 | 16 | 11 |
| 37 | Sacramento Seminary | Sacramento, Cal | | 1863 | Mrs. Hermon Perry | Non-sect | .... | 9 | 80 | .... | 80 | 75 | 5 | 10 | .... | .... | .... | .... |
| 38 | St. Joseph's Academy | Sacramento, Cal. (cor. 8th and G streets). | 1875 | 1857 | Sister Superior | R. C. | 0 | 11 | 400 | 0 | 400 | 400 | .... | .... | .... | .... | .... | .... |
| 39 | Mrs. Colgate Baker's English, French, and German Boarding and Day School for Young Ladies. | San Francisco, Cal. (1608 Van Ness avenue). | 0 | 1878 | Mrs. Colgate Baker | Non-sect | 1 | 5 | 58 | 3 | 55 | 47 | 2 | 45 | 1 | 0 | 0 | 0 |
| 40 | College of Notre Dame of San Francisco. | San Francisco, Cal. | 1876 | 1866 | Sister Aloyse of the Cross | R. C. | .... | 22 | 480 | .... | 480 | 480 | .... | 200 | .... | .... | .... | .... |
| 41 | Irving Institute | San Francisco, Cal. (1036 Valencia street). | 0 | 1877 | Rev. Edward B. Church, A.M. | Non-sect | 3 | 4 | 62 | 5 | 57 | 38 | 7 | 17 | .... | .... | .... | .... |
| 42 | Sacred Heart College | San Francisco, Cal. (s. e. cor. of Eddy and Larkin streets). | | 1874 | Rev. Brother Genebern | R. C. | 23 | .... | 700 | 700 | .... | 450 | 150 | 100 | .... | .... | .... | .... |
| 43 | University (City) College | San Francisco, Cal. (Haight street). | 1859 | 1859 | Rev. James Matthews, D. D. | Presb | 3 | 4 | 58 | 44 | 14 | 36 | 22 | 12 | .... | .... | 1 | .... |
| 44 | Urban Academy* | San Francisco, Cal. (Mason and Geary streets). | 0 | 1864 | Nathan W. Moore | Non-sect | 8 | 2 | 82 | 82 | .... | 15 | 67 | 70 | 41 | 12 | 3 | 1 |
| 45 | Miss West's School for Girls | San Francisco, Cal. | 0 | 1873 | Mary B. West | P. E. | .... | 9 | 76 | 6 | 70 | 70 | 6 | 65 | 0 | 0 | 1 | 0 |
| 46 | Madame Zeitska's Institute | San Francisco, Cal. (922 Post street). | 0 | 1862 | Madame Bertha Zeitska, A.M. | Non-sect | 6 | 9 | 175 | .... | 175 | 170 | 5 | 175 | .... | .... | .... | .... |
| 47 | Laurel Hall | San Mateo, Cal | | 1864 | Mrs. L. Manson-Buckmaster | Non-sect | 2 | 6 | 60 | .... | 60 | 60 | .... | 30 | .... | .... | .... | .... |
| 48 | St. Matthew's Hall* | San Mateo, Cal | 0 | 1866 | Rev. Alfred Lee Brewer, M. A | P. E. | 11 | 2 | 134 | 133 | 1 | 91 | 43 | 35 | .... | .... | 0 | 0 |
| 49 | School of the Holy Cross | Santa Cruz, Cal. | | 1862 | Sister Rose Genevieve Phelan. | R. C. | .... | 9 | 150 | .... | 150 | 150 | .... | .... | .... | .... | 2 | .... |
| 50 | California Normal and Scientific School. | Vacaville, Cal. | | 1881 | W. J. Stevens, A. M. | Non-sect | 5 | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 51 | Washington College | Washington, Cal. | 1870 | 1871 | S. S. Harmon, A. M. | | | (5) | 72 | 42 | 30 | .... | .... | .... | 10 | 12 | .... | .... |
| 52 | Colorado Seminary | Denver, Colo | 1864 | 1864 | Rev. David H. Moore, A. M., D. D., president. | M. E | .... | 2 | 58 | 28 | 30 | 58 | .... | .... | .... | .... | .... | .... |
| 53 | Wolfe Hall | Denver, Colo | | 1868 | Mrs. Anna Palmer | P. E. | 4 | 8 | 190 | .... | 190 | 141 | 15 | 34 | .... | .... | .... | .... |
| 54 | Trinidad Academy | Trinidad, Colo | | 1880 | Henry E. Gordon | | 1 | 1 | 51 | 31 | 20 | 46 | 5 | .... | 5 | .... | .... | .... |

* From Report of the Commissioner of Education for 1880. *a* Sex not reported. *b* Reported as closed in 1880; reopened September, 1881.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 55 | Academy of the Holy Family | Baltic, Conn | ..... | 1874 | Sister Mary Carola, superioress. | R. C | .... | 6 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 56 | The Curtis School for Girls | Bethlehem, Conn | ..... | 1875 | Frederick S. Curtis, PH. B | Non-sect | 1 | 1 | 14 | 5 | 9 | .... | .... | .... | .... | .... | .... | .... |
| 57 | Commercial and Military Institute | Bridgeport, Conn | 0 | 1862 | Benj. B. Penfield, M. A | Non-sect | 2 | 0 | 33 | 33 | 0 | 32 | 1 | 0 | 1 | 0 | 1 | 0 |
| 58 | Golden Hill Institute and Family Boarding School.* | Bridgeport, Conn | 0 | 1850 | Rev. Guy B. Day, M. A | Non-sect | 1 | 1 | 18 | 12 | 6 | 18 | 11 | 9 | 6 | 2 | 2 | 1 |
| 59 | Golden Hill Seminary* | Bridgeport, Conn | ..... | 1857 | Miss Emily Nelson | Non-sect | 3 | 8 | 65 | .... | 65 | 65 | 25 | 30 | .... | .... | .... | .... |
| 60 | Hillside Seminary | Bridgeport, Conn | ..... | 1876 | Mariana B. Slade | Non-sect | 2 | 8 | 75 | .... | 75 | .... | 30 | 73 | 3 | 1 | 1 | .... |
| 61 | Morgan School* | Clinton, Conn | 1870 | 1872 | Dwight Holbrook, A. M | Non-sect | 2 | 6 | 251 | 134 | 117 | .... | .... | .... | .... | .... | .... | .... |
| 62 | Bacon Academy | Colchester, Conn | 1801 | 1803 | George H. Tracy, A. M | Non-sect | 1 | .... | 24 | 8 | 16 | 12 | 18 | 0 | 7 | 0 | 1 | 0 |
| 63 | Fitch's Home School | Darien, Conn | 1865 | 1864 | Miss Myra J. Davis | Non-sect | 3 | 6 | 94 | 43 | 51 | 60 | 15 | 19 | 2 | 1 | 1 | 1 |
| 64 | Durham Academy | Durham, Conn | ..... | 1842 | Rev. Elwell A. Bishop, A. B | Non-sect | 1 | 2 | 57 | 27 | 30 | .... | 12 | .... | .... | .... | .... | .... |
| 65 | Glastonbury Academy | Glastonbury, Conn | 1869 | 1870 | F. H. Brewer | .... | 1 | 1 | 84 | 47 | 37 | 84 | 40 | 10 | 6 | 1 | 4 | 1 |
| 66 | Greenwich Academy | Greenwich, Conn | 1827 | 1827 | J. H. Root | Non-sect | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 67 | Miss Haines's School for Young Ladies and Girls. | Hartford, Conn. (Woodside). | ..... | 1875 | Miss Elizabeth H. Haines | Non-sect | 2 | 5 | 60 | .... | 60 | 60 | 10 | 50 | .... | .... | .... | .... |
| 68 | Seminary of Mt. St. Joseph* | Hartford, Conn | ..... | 1873 | Sisters of Mercy | R. C | .... | .... | 51 | .... | 51 | .... | .... | .... | .... | .... | .... | .... |
| 69 | Rocky Dell Institute | Lime Rock, Conn | ..... | 1864 | J. H. Hurlburt | P. E | 2 | 2 | 60 | 40 | 20 | 60 | 8 | 15 | 4 | .... | .... | .... |
| 70 | Mrs. Robert H. Griswold's School. | Lyme, Conn | ..... | 1878 | Mrs. Robert H. Griswold | Cong | .... | 5 | 5 | .... | 5 | 5 | 5 | 5 | .... | .... | .... | .... |
| 71 | Young Ladies' Seminary | Middletown, Conn | ..... | 1876 | Rev. B. A. Smith | Non-sect | 1 | 3 | 60 | 25 | 35 | 15 | 45 | 10 | 5 | .... | .... | .... |
| 72 | Mystic Valley English and Classical Institute. | Mystic Bridge, Conn | 1880 | 1868 | John K. Bucklyn, A. M., LL. D | Non-sect | 1 | 2 | 68 | 41 | 27 | 25 | 27 | 16 | 5 | 1 | 1 | 0 |
| 73 | New Britain Seminary | New Britain, Conn | 0 | 1870 | Lincoln A. Rogers, A. M | Non-sect | 1 | 2 | 32 | 16 | 16 | 32 | 7 | 5 | .... | 2 | .... | .... |
| 74 | The Elderage School | New Haven, Conn. (136 Sherman avenue). | ..... | 1873 | Misses E. C. and S. J. Bangs | Meth | 1 | 7 | 35 | 5 | 30 | .... | .... | .... | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 75 | Miss Nott's English and French Family and Day School. | New Haven, Conn. (33 Wall street). | | 1873 | Miss Lydia P. Nott | Non-sect | 2 | 10 | 80 | 0 | 80 | 50 | 30 | 35 | 0 | 0 | 0 | 0 |
| 76 | West End Institute | New Haven, Conn. (99 Howe street). | | 1870 | Mrs. Sarah L. Cady | Cong | 1 | 8 | 86 | 0 | 86 | | | | | | | |
| 77 | Waramang Academy | New Preston, Conn | 0 | 1852 | Gould C. Whittlesey | Cong | | | | | | | | | | | | |
| 78 | Miss Meeker's School | Norwich, Conn. (56 Washington street). | | 1869 | Miss Henrietta Meeker | Cong | | 4 | 35 | | 35 | 35 | | 25 | | | | |
| 79 | Our Lady of Perpetual Help* | Putnam, Conn | | | Sisters of Mercy | R. C | | | | | | | | | | | | |
| 80 | Seabury Institute | Saybrook, Conn | | 1865 | Rev. P. L. Shepard, A. M | P. E | 2 | 3 | 50 | 30 | 20 | 50 | 12 | 3 | 5 | 2 | 1 | |
| 81 | Day School for Boys | Stamford, Conn | | 1875 | Hiram U. King | Cong | 4 | 1 | 45 | 45 | 0 | 34 | 11 | 3 | 10 | 1 | 2 | 1 |
| 82 | Select Boarding and Day School | Stamford, Conn | | 1854 | George B. Glendining, A. M | P. E | 2 | | 30 | 30 | | 30 | 15 | 10 | 6 | | 2 | |
| 83 | English and Classical School | Stratford, Conn | | 1847 | Frederick Sedgwick, A. M | Non-sect | 1 | 1 | 18 | 8 | 10 | 18 | 4 | 0 | 1 | 0 | 0 | 0 |
| 84 | Stratford Institute for Young Ladies. | Stratford, Conn | | 1876 | Mrs. E. E. Clark | Non-sect | 1 | 2 | 12 | | 12 | 12 | 1 | 3 | | | | |
| 85 | Lewis Academy | Southington, Conn | 1846 | 1846 | W. M. McLaughlin | Non-sect | 1 | | 43 | 23 | 20 | 22 | 21 | 4 | 1 | 1 | | |
| 86 | The Gunnery | Washington, Conn | 1852 | 1850 | Frederick W. Gunn *a* | Non-sect | 2 | 4 | 61 | 53 | 8 | | | | | | | |
| 87 | St. Margaret's Diocesan School for Girls. | Waterbury, Conn | 1875 | 1875 | Rev. Francis T. Russell, M. A | P. E | 3 | 9 | 120 | | 120 | 70 | 50 | 30 | | | | |
| 88 | Wilton Academy | Wilton, Conn | | 1817 | Edward Olmstead | Cong | 1 | | 21 | 13 | 8 | 4 | 17 | 1 | 3 | | | |
| 89 | Wilton Boarding Academy | Wilton, Conn | | 1852 | Augustus Whitlock | Non-sect | | | 30 | 30 | | | | | | | | |
| 90 | Parker Academy | Woodbury, Conn | | 1851 | H. C. Talmage, A. M | | 1 | 1 | 44 | 24 | 20 | 32 | 12 | | 3 | 1 | | |
| 91 | Wilmington Conference Academy | Dover, Del | 1873 | 1873 | R. H. Skinner, A. M | M. E | 5 | 3 | 130 | 80 | 50 | | 25 | 15 | | | 3 | |
| 92 | St. John's School | Faulkland, Del | | 1880 | Rev. Frederick Thompson, M. A. | P. E | 3 | 0 | 27 | 27 | 0 | 17 | 10 | 3 | 10 | 12 | 0 | 0 |
| 93 | Felton Seminary | Felton, Del | 1867 | 1866 | Rev. L. A. T. Iobe, PH. D | Non-sect | 3 | 2 | 60 | 20 | 40 | | | | | | | |
| 94 | Georgetown Academy | Georgetown, Del | 1812 | 1812 | McKendree Downham | Non-sect | 1 | 1 | 41 | 15 | 26 | 41 | 3 | | | | | |
| 95 | Laurel Select School | Laurel, Del | | 1881 | W. B. Tharp | | | | | | | | | | | | | |
| 96 | Milford Seminary | Milford, Del | 0 | | R. E. Maranville, A. M | Non-sect | 1 | 2 | 38 | 12 | 26 | 15 | 12 | | 5 | | | |
| 97 | Milton Academy* | Milton, Del | 1830 | | Rev. Frederick Thompson, M. A. | Non-sect | 2 | | 25 | 20 | 5 | 15 | 10 | 2 | 3 | 1 | 0 | 0 |
| 98 | Academy of Newark | Newark, Del | 1769 | 1768 | Rev. J. L. Polk, A. M., PH. D | Non-sect | 4 | 2 | 82 | 48 | 34 | | | | | | | |
| 99 | Academy of the Visitation* | Wilmington, Del | | | Mother M. Clementine O'Connell. | R. C | | | | | | | | | | | | |
| 100 | Brandywine Academy | Wilmington, Del | | | Prof. Nowell | | | | | | | | | | | | | |
| 101 | Rugby Academy | Wilmington, Del | | 1872 | Dr. Samuel W. Murphy, A. M | | 6 | | 93 | 93 | | 93 | 29 | 3 | 8 | 7 | 3 | |
| 102 | Wilmington Academy | Wilmington, Del | 0 | 1876 | James H. Crabb | Non-sect | 9 | 1 | 157 | 90 | 67 | 157 | 15 | 10 | 0 | 0 | 2 | 0 |
| 103 | Wyoming Institute of Delaware | Wyoming, Del | 1869 | 1867 | Rev. J. E. Perry, A. M | Baptist | 2 | 2 | 70 | 34 | 36 | 63 | 7 | 6 | 2 | | | |
| 104 | Limetta Academy | Bay St Joseph, Fla | 0 | 1878 | James C. Craver, M. D | Non-sect | 2 | 1 | 56 | 27 | 29 | 51 | 2 | 3 | | | 0 | 2 |
| 105 | Cookman Institute | Jacksonville, Fla | 0 | 1874 | Rev. Samuel B. Darnell, B. D | M. E | 3 | 3 | 162 | 70 | 92 | 144 | 18 | | 1 | 0 | 0 | 0 |
| 106 | Convent of Mary Immaculate | Key West, Fla | | 1868 | Mother Mary Félicité, superior. | R. C | | 12 | 296 | | 296 | 296 | | 52 | | | | |
| 107 | Florida Institute | Live Oak, Fla | 1876 | 1880 | Rev. J. L. A. Fish | Baptist | 1 | 2 | 111 | 66 | 45 | 108 | 3 | 0 | 1 | | 0 | |
| 108 | Santa Rosa County Graded Free School. | Milton, Fla | | 1879 | W. J. Bowen | | 2 | 2 | 140 | 60 | 80 | 140 | 24 | 10 | | | 0 | |
| 109 | West Florida Institute* | Milton, Fla | 1878 | 1878 | A. O. Wright, A. M | | 2 | 2 | 150 | 76 | 74 | 150 | 25 | | 15 | | | |
| 110 | Academy of the Sacred Heart | Palatka, Fla | | 1876 | Sister M. Josephine, sup'r | R. C | | 4 | 50 | 20 | 30 | 30 | 20 | 6 | | | | |
| 111 | Christ Church School *b* | Pensacola, Fla | | 1856 | Mrs. Mary G. Scott | P. E | | 2 | 45 | 10 | 35 | 45 | 8 | | | | 4 | |
| 112 | West Florida Seminary | Tallahassee, Fla | 1851 | 1857 | J. N. Whitner, A. M | Non-sect | 1 | 2 | 54 | 20 | 34 | 36 | 19 | 0 | 1 | 0 | 0 | 0 |
| 113 | Bartow Classical Institute | Adairsville, Ga | | 1881 | Leonidas C. Dickey, A. M | | 2 | 3 | 60 | 34 | 26 | 20 | 40 | 12 | 40 | 11 | | |

* From Report of the Commissioner of Education for 1880.

*a* Deceased August, 1881.

*b* These figures are for the year 1880.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 114 | Sterne's Institute | Albany, Ga | ..... | 1877 | Mrs. A. Sterne | Non-sect | .... | 6 | 70 | .... | 70 | 70 | 5 | 50 | .... | .... | .... | .... |
| 115 | Home School* | Athens, Ga | ..... | ..... | Miss C. Sosnowski | ..... | a6 | .... | 50 | .... | 50 | .... | .... | .... | .... | .... | .... | .... |
| 116 | Atlanta Baptist Seminary | Atlanta, Ga | ..... | 1870 | Rev. Joseph T. Robert, LL. D | Baptist | 5 | .... | 110 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 117 | Atlanta Female Institute | Atlanta, Ga | ..... | 1875 | Mrs. Josephine W. Ballard | Non-sect | 2 | 5 | 90 | .... | 90 | 90 | 60 | 90 | .... | .... | .... | .... |
| 118 | Storrs School | Atlanta, Ga | ..... | 1866 | Miss Amy Williams | Cong | 0 | 6 | 350 | 150 | 200 | 350 | .... | .... | 0 | 0 | .... | 20 |
| 119 | Summerville Academy | Augusta, Ga | ..... | 1878 | S. H. Owens | Non-sect | 1 | 2 | 40 | 30 | 10 | 40 | 20 | 20 | .... | .... | .... | .... |
| 120 | Bairdstown Academy* | Bairdstown, Ga | 0 | 1840 | John S. Callaway | Baptist | 1 | .... | 31 | 16 | 15 | 30 | 1 | 0 | 1 | 1 | 0 | .... |
| 121 | Gordon Institute | Barnesville, Ga | ..... | 1872 | Charles E. Lambdin, A. M | Non-sect | 3 | 3 | 195 | 111 | 84 | 130 | 54 | 15 | 0 | 0 | 0 | 0 |
| 122 | Union Academy | Bartow Iron Works, Ga | ..... | 1876 | James R. Glenn, A. M | Non-sect | 1 | 1 | 62 | 32 | 30 | 58 | 4 | .... | 4 | 3 | 0 | 0 |
| 123 | Jackson Academy | Bellevue, Ga | ..... | 1840 | J. S. McDowell | Presb | 1 | .... | 40 | 18 | 22 | 24 | 13 | 12 | 10 | 8 | 5 | 2 |
| 124 | Blackshear Academy | Blackshear, Ga | 1873 | 1869 | John E. Hanna | Meth | 1 | 1 | 50 | 25 | 25 | 50 | 4 | .... | .... | .... | .... | .... |
| 125 | Grooverville Academy* | Boston, Ga | 0 | 1850 | E. J. Holmes | Non-sect | 1 | 1 | 25 | 15 | 10 | 21 | 6 | 0 | .... | .... | .... | .... |
| 126 | Buena Vista High School* | Buena Vista, Ga | 0 | ..... | P. E. Davant, A. M., and J. L. Sanders. | Non-sect | 2 | 2 | 109 | 54 | 55 | 84 | 25 | 8 | .... | .... | 0 | .... |
| 127 | Peach Orchard Academy* | Buena Vista, Ga | ..... | 1872 | Miss Ida Munro | Non-sect | 0 | 1 | 31 | 19 | 12 | 31 | 7 | 1 | .... | .... | 0 | 0 |
| 128 | Butler Female College and Male Institute. | Butler, Ga | 1875 | 1872 | John W. Dozier | Non-sect | 2 | 3 | 128 | 63 | 65 | 128 | 36 | 3 | .... | .... | .... | .... |
| 129 | Calhoun Academy* | Calhoun, Ga | 1850 | 1850 | Rev. J. B. Hillhouse | Non-sect | 1 | 2 | 65 | 34 | 31 | 40 | 25 | .... | 4 | 2 | 1 | .... |
| 130 | Mrs. Fields' Select School | Calhoun, Ga | ..... | 1880 | Mrs. M. E. Fields | Presb | .... | 3 | 64 | 30 | 34 | 52 | 12 | .... | 5 | 2 | 3 | 1 |
| 131 | Camak Academy | Camak, Ga | ..... | ..... | A. F. Ware | Non-sect | 1 | 1 | 75 | 40 | 35 | 49 | 30 | 35 | 20 | 15 | 2 | 2 |
| 132 | Carroll Masonic Institute | Carrollton, Ga | 1872 | 1871 | H. C. Brown | ..... | 2 | 2 | 137 | 75 | 62 | 100 | 37 | 4 | .... | .... | 50 | .... |
| 133 | The African Methodist Episcopal High School.* | Cartersville, Ga | ..... | 1870 | J. Q. Gassett | Af. M. E | 1 | 2 | 100 | 40 | 60 | 100 | 0 | 0 | 10 | 5 | 1 | 0 |
| 134 | Cartersville Female Academy* | Cartersville, Ga | ..... | ..... | S. F. Brame | ..... | a3 | .... | 50 | 19 | 31 | .... | .... | .... | .... | .... | .... | .... |
| 135 | Cartersville High School | Cartersville, Ga | ..... | 1871 | Ronald Johnston | ..... | 1 | 1 | 50 | 21 | 29 | 50 | 15 | 2 | 15 | .... | .... | .... |
| 136 | Erwin Street School* | Cartersville, Ga | 0 | 1872 | L. B. Millican | Non-sect | a2 | .... | 45 | 20 | 25 | .... | .... | .... | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 137 | Wofford Academy* | Cass Station, Ga | | | Matthew Marshall | | a2 | | 78 | 43 | 35 | | | | | | | |
| 138 | Female Seminary* | Cave Spring, Ga | | 1852 | Miss Georgia Davis | Baptist | 0 | 1 | 15 | 0 | 15 | 10 | 5 | | 0 | 0 | 0 | 0 |
| 139 | Hearn Manual Labor School | Cave Spring, Ga | 1838 | 1838 | Palemon J. King, A. M | Baptist | 1 | 0 | 30 | 30 | 0 | 20 | 8 | 0 | 3 | 0 | 1 | 0 |
| 140 | Cedartown High School | Cedartown, Ga | 0 | 1876 | William J. Noyes, A. B | Non-sect | 1 | 4 | 157 | 80 | 77 | 157 | 12 | 3 | 1 | 0 | 1 | 0 |
| 141 | Cedartown Male and Female Academy. | Cedartown, Ga | | 1877 | James C. Harris | Non-sect | 1 | 1 | 86 | 42 | 44 | 72 | 13 | 1 | 5 | 2 | 2 | |
| 142 | Plenitude Academy* | Clinton, Ga | | 1871 | H. D. McKay, jr | Non-sect | 1 | | 32 | 24 | 8 | 29 | | 3 | 4 | | | |
| 143 | St. Joseph's Academy | Columbus, Ga | | 1862 | Sister M. Bonaventure | R. C | | 4 | 94 | 34 | 60 | | | | | | | |
| 144 | Slade's School for Boys | Columbus, Ga | | 1866 | James J. Slade | Non-sect | 1 | | 42 | 42 | | 42 | 40 | | 40 | | 4 | 1 |
| 145 | Concord Academy | Concord, Ga | 1867 | 1867 | J. B. Mathews | Baptist | 1 | 1 | 86 | 43 | 43 | 86 | 2 | 25 | 0 | 0 | 0 | 0 |
| 146 | Conyers Female Seminary* | Conyers, Ga | | | Miss C. A. Hansell | | a2 | | 30 | | 30 | | | | | | | |
| 147 | Conyers Male Academy* | Conyers, Ga | | | R. A. Guinn | | a2 | | 79 | 79 | | | | | | | | |
| 148 | Conyers Male and Female High School. | Conyers, Ga | 0 | 1858 | L. F. Daniell, B. E | | 1 | 1 | 70 | 40 | 30 | 35 | 28 | 7 | 10 | 2 | 0 | 0 |
| 149 | Crawford Academy | Crawford, Ga | | 1868 | John F. Cheney | Non-sect | 1 | 1 | 65 | 32 | 33 | 57 | 6 | | 2 | | 3 | |
| 150 | Collegiate Institute | Culloden, Ga | | 1847 | A. Dickey, A. M | Non-sect | 2 | 1 | 75 | 40 | 35 | 75 | | | | | | |
| 151 | Grange Male and Female College. b | Cuthbert, Ga | 1881 | 1880 | M. A. McNulty, A. M | Non-sect | 4 | 2 | 140 | 84 | 56 | | | | | | | |
| 152 | Crawford High School | Dalton, Ga | 1873 | 1873 | J. H. Bitting | Baptist | 3 | | 152 | 152 | | 117 | 35 | | 35 | | 1 | |
| 153 | Delhi High School | Danburg, Ga | 0 | 1870 | William P. Bradford | Non-sect | 1 | | 25 | 17 | 8 | 25 | 3 | 0 | 0 | 0 | 0 | 0 |
| 154 | Decatur High School | Decatur, Ga | 1825 | 1825 | B. S. Crane | Non-sect | 1 | 1 | 56 | 36 | 20 | 46 | 10 | 6 | 0 | 2 | 1 | |
| 155 | Dirt Town Academy* | Dirt Town, Ga | | 1849 | S. E. Jones | Non-sect | 2 | | 46 | 28 | 18 | 46 | 5 | 10 | 3 | 2 | | |
| 156 | Farmersville Academy | Dirt Town, Ga | 0 | 1856 | W. F. Irvine | Non-sect | 1 | | 61 | 31 | 30 | | 2 | 0 | 1 | 0 | | |
| 157 | Elbert Male High School | Elberton, Ga | 0 | 1830 | Thomas C. Carlton | Non-sect | 2 | | 75 | 75 | | 75 | 20 | | 15 | 15 | 0 | 0 |
| 158 | Elberton Female Collegiate Institute.* | Elberton, Ga | 1853 | 1854 | Mrs. Louise S. Jones | Non-sect | 1 | 3 | 45 | 0 | 45 | 45 | 15 | 15 | 15 | 30 | 1 | 0 |
| 159 | Mo-s Hill Academy | Ellaville, Ga | | 1860 | John M. Collum | Meth | 1 | | 34 | 16 | 18 | 24 | 7 | 10 | 7 | | | 1 |
| 160 | Ellijay Seminary | Ellijay, Ga | | 1874 | M. G. Bates, A. B | M. E | 1 | 1 | 105 | 60 | 45 | 22 | 10 | 18 | | | | |
| 161 | Mt. Paran Academy* | Euharlee, Ga | 1858 | 1868 | Rev. Samuel W. Newell | Non-sect | 1 | 2 | 54 | 35 | 19 | 54 | 5 | | 5 | 0 | 0 | 0 |
| 162 | Fairburn Academy | Fairburn, Ga | 1876 | 1876 | T. N. Rhodes | | 1 | 2 | 101 | 65 | 36 | 75 | 25 | 101 | 12 | | 6 | |
| 163 | Fairmount Academy* | Fairmount, Ga | 1850 | 1850 | Miss S. S. Kingsbery | Meth | | 2 | 62 | 28 | 34 | 38 | 0 | 3 | 0 | 0 | 0 | 0 |
| 164 | Fayetteville Seminary* | Fayetteville, Ga | | | William S. Beadles | | 1 | | 52 | 19 | 33 | | | | | | | |
| 165 | Forsyth Male and Female Institute. | Forsyth, Ga | 1851 | | W. D. and T. H. Thurmond | Meth. & Bapt. | 3 | 1 | 110 | 35 | 75 | 110 | 50 | | | | 0 | 0 |
| 166 | Fort Valley Female Seminary* | Fort Valley, Ga | | | Mrs. Mary B. Persons | | a3 | | 42 | | 42 | 42 | | | | | | |
| 167 | Franklin Institute* | Franklin, Ga | | 1880 | Leonidas Jones | Non-sect | 3 | 2 | 120 | 60 | 60 | | | | | | | |
| 168 | Gainesville College* | Gainesville, Ga | 1873 | 1873 | | Non-sect | a3 | | 100 | 50 | 50 | | | | | | | |
| 169 | Methodist College | Gainesville, Ga | 1881 | 1880 | Rev. C. B. La Hatte, president | Meth | (4) | | 40 | 25 | 15 | | 14 | 5 | | | | |
| 170 | Oak Grove Academy | Garden Valley, Ga | | | G. H. Murray | Meth. & Bapt. | 1 | | 45 | 30 | 15 | | | | | | | |
| 171 | Greensboro' Male and Female Coöperative School. | Greensboro', Ga | | | George B. Atkisson | | 1 | 1 | 50 | 30 | 20 | 30 | 20 | 4 | 6 | | 3 | |
| 172 | Miss Porter's High School | Griffin, Ga | 0 | 1873 | Miss M. E. Porter | Non-sect | 0 | 3 | 55 | 0 | 55 | 55 | 9 | 0 | | | | |
| 173 | Samuel Bailey Male Institute | Griffin, Ga | 1870 | 1870 | Alanson B. Niles | Non-sect | 2 | 1 | 97 | 97 | | 97 | 15 | | 6 | 0 | 3 | 0 |
| 174 | Hartwell High School | Hartwell, Ga | 0 | | Morgan Looney | Non-sect | 2 | 2 | 150 | 100 | 50 | 100 | 50 | | 20 | | 5 | |
| 175 | Hawkinsville Institute | Hawkinsville, Ga | 0 | 1877 | M. T. Hodge | Non-sect | 2 | 3 | 156 | 75 | 81 | 156 | 62 | 13 | | | | |
| 176 | Hephzibah High School* | Hephzibah Ga | 1860 | 1861 | James A. Carswell, A. M | | 1 | 4 | 46 | 20 | 26 | 25 | 19 | | 19 | | 6 | |
| 177 | Bradwell Institute | Hinesville, Ga. (Walthourville.) | 1872 | 1871 | S. D. Bradwell | Non-sect | 2 | 2 | 66 | 42 | 24 | 36 | 30 | | | | 2 | |

* From the Report of the Commissioner of Education for 1880.

a Sex not reported.

b Merged in September, 1881, in the South Georgia Male and Female College at Dawson (see Table VII).

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 178 | Jasper Institute | Jasper, Ga | ..... | 1879 | John W. Henley | Non-sect | 1 | 1 | 150 | 92 | 58 | 75 | 20 | 50 | 3 | 3 | 1 | .... |
| 179 | Martin Institute* | Jefferson, Ga | ..... | ..... | John W. Glenn, A. M | ..... | *a*5 | .... | 120 | 53 | 67 | 120 | .... | .... | .... | .... | .... | .... |
| 180 | Auburn Institute | Jeffersonville, Ga | ..... | ..... | George R. Glover | Non-sect | 1 | 1 | 72 | 37 | 35 | 60 | 12 | .... | 4 | .... | 1 | .... |
| 181 | Middle Georgia College* | Jonesboro', Ga | ..... | ..... | G. C. Looney | ..... | *a*4 | .... | 196 | 103 | 93 | 196 | .... | .... | .... | .... | .... | .... |
| 182 | Juniper High School | Juniper, Ga | 0 | 1877 | John W. King | Baptist | 1 | 2 | 105 | 69 | 36 | 90 | 47 | 20 | 6 | 4 | 22 | 3 |
| 183 | Kingston High School* | Kingston, Ga | ..... | 1873 | Rev. James T. Lin | Meth | 1 | .... | 47 | 25 | 22 | 47 | 6 | .... | 3 | .... | 1 | .... |
| 184 | La Grange Seminary | La Grange, Ga | 0 | 1877 | Edward B. Ramsey, M. D | M. E | 1 | 1 | 70 | 32 | 38 | 70 | 0 | 0 | 10 | 8 | 4 | .... |
| 185 | Meson Academy | Lexington, Ga | 1806 | 1807 | Thomas B. Moss | Non-sect | 1 | 1 | 54 | 36 | 18 | 45 | 10 | .... | 7 | .... | 1 | .... |
| 186 | Liberty Hill High School* | Liberty Hill, Ga | ..... | ..... | R. F. Jackson | ..... | .... | .... | 35 | 18 | 17 | .... | .... | .... | .... | .... | .... | .... |
| 187 | Adams' Practical Normal School*b* | Linton, Ga | ..... | 1858 | Rev. Thomas J. Adams, A. M | Baptist | .... | .... | 47 | 27 | 20 | 47 | 10 | .... | 10 | 10 | 3 | 4 |
| 188 | Washington Institute | Linton, Ga | 1858 | 1858 | Ivy W. Duggan, A. M | Baptist | 2 | 2 | 102 | 45 | 57 | 102 | 25 | .... | .... | .... | .... | .... |
| 189 | Hunter's School for Boys*c* | Macon, Ga | ..... | 1876 | Benjamin T. Hunter, A. M | ..... | 1 | .... | 36 | 36 | .... | 36 | 30 | .... | 4 | 8 | 2 | .... |
| 190 | Lewis High School | Macon, Ga | ..... | 1868 | W. A. Hodge | ..... | 1 | 3 | 170 | 73 | 97 | 170 | 0 | 0 | 0 | .... | .... | .... |
| 191 | Mount de Sales Academy* | Macon, Ga | ..... | ..... | Sisters of Mercy | R. C | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 192 | Forest Home Institute | Madison, Ga | ..... | 1870 | Mrs. E. Nebhut | Presb | .... | 2 | 20 | 5 | 15 | 20 | 4 | .... | 2 | .... | 5 | .... |
| 193 | Madison Male High School | Madison, Ga | 0 | 1875 | E. W. Butler, A. M | Non-sect | 1 | 0 | 63 | 63 | 0 | 42 | 21 | 0 | 8 | 2 | 4 | 0 |
| 194 | Temperance Hill High School | Madison, Ga | ..... | 1852 | W. M. Bearden | Non-sect | 1 | .... | 27 | 15 | 12 | 24 | 3 | 0 | 3 | 0 | 0 | 0 |
| 195 | Howard Institute* | Marietta, Ga | ..... | 1880 | G. F. Howard | Non-sect | 1 | 1 | 65 | 35 | 30 | 65 | 50 | 65 | 10 | 10 | .... | .... |
| 196 | Kennesaw High School | Marietta, Ga | ..... | 1877 | A. B. Fortune | Cong | 1 | .... | 38 | 21 | 17 | 35 | 2 | .... | 7 | .... | 10 | .... |
| 197 | Marietta Institute | Marietta, Ga | 0 | 1881 | Rev. V. E. Manget | Meth | 1 | 1 | 85 | 38 | 47 | 71 | 9 | 8 | .... | .... | .... | .... |
| 198 | Marshallville High School | Marshallville, Ga | 1871 | 1871 | J. W. Frederick | Non-sect | 1 | 1 | 100 | 62 | 38 | 75 | 25 | .... | 25 | 10 | 3 | .... |
| 199 | Milner High School | Milner, Ga | 0 | 1873 | Miss Mattie L. Tyus | ..... | 1 | 1 | 57 | 30 | 27 | .... | .... | .... | .... | .... | .... | .... |
| 200 | Montezuma High School | Montezuma, Ga | 1876 | 1870 | Chas. W. Richter | Non-sect | 1 | 1 | 54 | 29 | 25 | 54 | 16 | 5 | 16 | 0 | 3 | 0 |
| 201 | Spalding Seminary* | Montezuma, Ga | 1869 | 1869 | George R. Briggs | Baptist | 1 | 1 | 35 | 20 | 15 | 35 | 12 | 0 | 3 | 0 | 0 | .... |
| 202 | Morganton Academy | Morganton, Ga | ..... | 1870 | Mrs. O. F. Chastain | ..... | .... | 2 | 45 | 30 | 15 | 30 | 2 | 0 | 2 | 2 | 1 | .... |
| 203 | Stonewall School | Morven, Ga | 0 | 1875 | P. I. Dixon | ..... | 1 | .... | 21 | 6 | 15 | 21 | 3 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 204 | Mountville Academy | Mountville, Ga | 1866 | 1866 | W. E. Dozier | | 1 | 1 | 55 | 29 | 26 | 55 | 8 | 2 | 8 | 2 | | |
| 205 | Newnan Seminary | Newnan, Ga | 1850 | 1850 | Daniel Walker | Non-sect | 1 | 2 | 81 | 25 | 56 | 64 | 17 | | 17 | | 6 | 2 |
| 206 | Norcross High School | Norcross, Ga | | 1873 | N. F. Cooledge, A. M | Non-sect | 1 | 1 | 52 | 32 | 20 | 45 | 8 | 0 | 0 | 0 | 0 | 0 |
| 207 | Brinkley Academy | Norwood, Ga | 0 | 1879 | Wm. L. C. Palmer | Non-sect | 2 | | 65 | 30 | 35 | 40 | 25 | 10 | 5 | | | |
| 208 | Zion Academy * | Oglethorpe, Ga | | 1838 | Joel W. Bledsoe | Lutheran | 1 | 1 | 62 | 22 | 40 | 62 | 0 | | | | | |
| 209 | Mercer High School | Penfield, Ga | 1879 | 1880 | J. W. Ellington | Baptist | 1 | 2 | 46 | 25 | 21 | 39 | 7 | 0 | 2 | 0 | 0 | 0 |
| 210 | Perry Male Academy* | Perry, Ga | | 1874 | T. H. Thurmond, A. B | Meth | 1 | | 26 | 26 | | | 8 | | | | | |
| 211 | Pine Log Masonic Institute | Pine Log, Ga | | 1869 | C. B. Vincent | | 1 | 1 | 67 | 40 | 27 | 67 | 4 | 10 | | | | |
| 212 | Willis Institute | Pistol, Ga | | 1875 | Miss Sallie J. Willis | Baptist | | 2 | 33 | 10 | 23 | 28 | 5 | | 5 | | | 1 |
| 213 | Powelton Male and Female School* | Powelton, Ga | | | S. N. Chapman | Non-sect | 2 | | 68 | 45 | 23 | 63 | 5 | | | | | |
| 214 | Quitman Academy* | Quitman, Ga | | | A. D. Smith | | a2 | | 63 | 38 | 25 | | | | | | | |
| 215 | Rabun Gap High School *d* | Rabun Gap, Ga | | 1873 | William A. Curtis | Non-sect | 1 | 1 | 82 | 52 | 30 | | | | | | | |
| 216 | Reynolds Academy* | Reynolds, Ga | | 1855 | Charles A. Carson | | 1 | 0 | 40 | | (40) | 30 | 9 | | | | | |
| 217 | Mt. Vernon Institute | Riddleville, Ga | 1859 | 1858 | Rev. John J. Hyman | Baptist | 1 | 2 | 67 | 35 | 32 | 67 | 5 | 3 | 1 | | | |
| 218 | Masonic Literary Institute | Ringgold, Ga | 1870 | 1871 | W. T. Laine | Non-sect | 1 | 2 | 71 | 41 | 30 | | 15 | 16 | 16 | | | |
| 219 | Idle Wild Academy | Rocky Creek, Ga | | | | | 1 | 1 | 35 | 16 | 19 | 18 | | | | | | 4 |
| 220 | Rome Male High School | Rome, Ga | | 1870 | John M. Proctor | Non-sect | 1 | | 45 | 45 | | 27 | 18 | | 4 | | 1 | |
| 221 | Rutledge High School | Rutledge, Ga | | 1872 | T. J. Walker | | 1 | 1 | 88 | 37 | 51 | 88 | 8 | 4 | 2 | 4 | 0 | 0 |
| 222 | Beach Institute | Savannah, Ga | | 1866 | H. H. Wright, A. M | Cong | 1 | 4 | 265 | 119 | 146 | 260 | 5 | | | | | |
| 223 | Scarboro' Academy* | Scarboro' Ga | | | W. R. McConnell | | a2 | | 38 | 21 | 17 | | | | | | | |
| 224 | Excelsior Academy | Senoia, Ga | | 1872 | W. W. Hardy, A. B | Baptist | 1 | 3 | 84 | 30 | 54 | | | | | | | |
| 225 | Sharon Business Institute | Sharon, Ga | 1877 | 1877 | N. E. Ware | Meth | 1 | 1 | 50 | 28 | 22 | | 10 | 10 | 5 | | 0 | 0 |
| 226 | Oak Grove Male and Female Academy. | Social Circle, Ga | | 1878 | Rev. D. F. C. Timmons | M. E. So. | 1 | | 60 | 32 | 28 | 58 | 2 | 14 | 2 | | | |
| 227 | Sparta Male and Female Academy | Sparta, Ga | | | V. E. Orr | Non-sect | 1 | 1 | 43 | 26 | 17 | 15 | 26 | 40 | 3 | | 2 | |
| 228 | Stilesboro Institute | Stilesboro', Ga | 1856 | 1859 | John F. Marsh | | 1 | | 95 | 44 | 51 | | 7 | 25 | 6 | | | |
| 229 | Sumach Seminary | Sumach, Ga | | 1869 | E. I. F. Cheyne, A. M | Cumb. Presb. | 2 | 1 | 150 | 100 | 50 | 150 | 10 | | 12 | 20 | 3 | |
| 230 | Summerville Academy | Summerville, Ga | 0 | 1845 | Miss M. C. Johnston | Baptist | 0 | 2 | 85 | 40 | 45 | 85 | 0 | 0 | 0 | 0 | 0 | 0 |
| 231 | Sylvania Academy* | Sylvania, Ga | | 1875 | N. P. Pratt | Non-sect | a2 | | 64 | 29 | 35 | | | | | | | |
| 232 | Collinsworth Institute and Le Vert College. | Talbotton, Ga | 1838 | 1837 | Rev. John T. McLaughlin, A. M. | Non-sect | 1 | | 40 | 40 | | 40 | 30 | | 10 | 10 | | |
| 233 | Tazewell High School* | Tazewell, Ga | 1851 | 1850 | J. L. Barker | Non-sect | 1 | 1 | 52 | 29 | 23 | 45 | 8 | 2 | 6 | | 1 | |
| 234 | Tennille High School | Tennille, Ga | | 1879 | Thomas J. Beck | Baptist | 1 | 2 | 80 | 47 | 33 | 65 | 11 | 10 | 11 | 3 | 2 | 1 |
| 235 | Thomaston High School* | Thomaston, Ga | 1876 | 1876 | George A. Harrison | | 1 | 2 | 166 | 83 | 83 | 125 | 40 | 3 | | | | |
| 236 | Thomson High School | Thomson, Ga | 0 | 1874 | William B. Fambrough, A. M | Meth | 2 | | 95 | 43 | 52 | 92 | 3 | | | | 2 | |
| 237 | Toccoa Academy | Toccoa, Ga | 0 | 1874 | Eli Reese Doyle | Non-sect | 1 | 1 | 45 | 25 | 20 | 30 | 10 | 0 | 1 | 0 | 1 | 0 |
| 238 | Fulton High School* | Trickum, Ga | | 1872 | George S. Fulton | | 1 | 0 | 40 | 25 | 15 | 20 | 4 | 0 | 0 | 0 | 2 | 0 |
| 239 | Walthourville Academy | Walthourville, Ga | 1823 | 1823 | Minna Montgomery | Non-sect | | 1 | 20 | 10 | 10 | 20 | 0 | 0 | 0 | 0 | 0 | 2 |
| 240 | Warrenton Academy | Warrenton, Ga | 1829 | 1829 | J. S. Pierce | Non-sect | 1 | 1 | 83 | 40 | 43 | 68 | 15 | 0 | 3 | 0 | 1 | 0 |
| 241 | Washington Female Seminary | Washington, Ga | | | Mrs. J. I. Ingram | Non-sect | 1 | 3 | 42 | | 42 | 30 | 10 | | 10 | | 5 | |
| 242 | Washington Male Academy | Washington, Ga | 1783 | 1827 | O. S. Barnett | | 1 | | 30 | 30 | | | 7 | | 8 | | 1 | |
| 243 | Way Cross High School* | Way Cross, Ga | 0 | 1874 | D. J. Dickerson | Non-sect | 1 | 1 | 80 | 42 | 38 | 80 | 0 | 0 | 0 | 0 | 0 | 0 |
| 244 | Anthon Academy | Wellborn's Mills, Ga | | 1873 | Walter T. Allen | Non-sect | 1 | 0 | 30 | 18 | 12 | 30 | 1 | 1 | 4 | 1 | 0 | 0 |
| 245 | Bethel Academy | West Point, Ga | 0 | 1860 | Frank Ward | Non-sect | 1 | | 40 | 25 | 15 | 40 | 13 | | 7 | 1 | 3 | 2 |
| 246 | Dawson Institute | White Plains, Ga | 0 | 1833 | J. M. Howell | Non-sect | 1 | 2 | 75 | 32 | 43 | | 16 | 16 | | | 1 | |
| 247 | Philomath Institute* | Woodville, Ga | | | John W. Poole | | 1 | | 40 | 20 | 20 | 40 | 4 | 1 | | | | |

* From Report of the Commissioner of Education for 1880.
*a* Sex not reported.
*b* Closed June, 1881; figures are for the previous school term.
*c* Figures are for the year ending June 30, 1881; school closed July 16, 1881.
*d* These statistics are for the year ending June, 1881, since which time this school has become Rabun Gap Institute.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 248 | German Evangelical Lutheran School.* | Addison, Ill | 1849 | 1849 | Rev. T. J. Grosse | Ev. Luth | 2 | 1 | 183 | 106 | 77 | 150 | .... | 183 | 3 | .... | .... | .... |
| 249 | Aledo Academy | Aledo, Ill | ..... | 1874 | J. R. Wylie, A. M | Non-sect | 2 | 0 | 72 | 38 | 34 | 66 | 3 | 3 | 3 | 1 | 3 | 1 |
| 250 | Jennings Seminary | Aurora, Ill | 1855 | 1857 | T. J. Bassett | M. E | 4 | 4 | 129 | 75 | 54 | .... | .... | .... | .... | .... | 3 | .... |
| 251 | Institute of the Immaculate Conception. | Belleville, Ill | 1860 | 1859 | Sister Mary Jerome | R. C | .... | 17 | 709 | 267 | 442 | 709 | .... | .... | .... | .... | .... | .... |
| 252 | Bunker Hill Academy | Bunker Hill, Ill | 0 | 1857 | Rev. S. L. Stiver, A. M | Non-sect | 1 | .... | 30 | 15 | 15 | 30 | 3 | 8 | .... | .... | .... | .... |
| 253 | St. Joseph's Female Academy* | Cairo, Ill | ..... | ..... | Sister Sophronia, superioress | R. C | .... | 8 | 110 | .... | 110 | .... | .... | .... | .... | .... | .... | .... |
| 254 | Ascension School | Chicago, Ill. (418 La Salle avenue). | ..... | ..... | Miss Mary J. Holmes | P. E | 1 | 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 255 | Chicago Ladies' Seminary | Chicago, Ill. (15 Sheldon street). | ..... | 1860 | Miss Charlotte A. Gregg | Cong | 4 | 10 | 95 | .... | 95 | .... | 15 | 28 | .... | .... | 3 | .... |
| 256 | Convent of the Immaculate Conception. | Chicago, Ill | ..... | 1873 | Sister M. Borromeo | R. C | .... | 4 | 100 | 50 | 50 | .... | .... | .... | .... | .... | .... | .... |
| 257 | Dearborn Seminary* | Chicago, Ill. (985 Wabash avenue). | ..... | 1856 | Zuinglius Grover, A. M | Non-sect | 1 | 10 | 180 | .... | 180 | .... | .... | 50 | .... | .... | .... | .... |
| 258 | French and English School | Chicago, Ill. (1555 Michigan avenue). | ..... | 1873 | M'lle Clémence Broussais | Non-sect | .... | 4 | 25 | .... | 25 | 23 | .... | 25 | .... | .... | .... | .... |
| 259 | German-American Institute | Chicago, Ill. (117 S. Robey street). | ..... | 1876 | Prof. Robert Haentze | ..... | 3 | 2 | 47 | 25 | 22 | 47 | 15 | 15 | .... | .... | .... | .... |
| 260 | German Institute | Chicago, Ill | ..... | 1871 | J. C. Stoelke | Non-sect | 2 | 1 | 180 | 120 | 60 | 180 | .... | 180 | .... | .... | .... | .... |
| 261 | Heimstreet's Classical Institute | Chicago, Ill. (420 Wabash avenue). | ..... | 1873 | C. Heimstreet | ..... | 8 | 3 | 100 | 47 | 53 | 51 | 31 | 18 | 23 | 14 | 4 | 7 |
| 262 | Miss Holmes' School for Young Ladies and Children. *a* | Chicago, Ill. (482 Hurlbut street). | ..... | 1879 | Miss Mary J. Holmes | P. E | .... | 4 | 40 | 18 | 22 | 40 | .... | 8 | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 263 | Kirkland School | Chicago, Ill. (275 Huron street). | ..... | 1875 | Miss Elizabeth S. Kirkland | ..... | 3 | 10 | 148 | 48 | 100 | .... | .... | .... | .... | .... | .... | .... | .... |
| 264 | Lutheran Emanuel School | Chicago, Ill | ..... | 1855 | H. G. L. Paul | Luth.... | 6 | 1 | 630 | 338 | 292 | .... | .... | .... | .... | .... | 1 | .... | |
| 265 | St. Francis Xavier's Academy | Chicago, Ill | 1847 | 1846 | Sister Mary Genevieve Granger. | R. C .... | .... | 25 | 300 | .... | 300 | 300 | .... | .... | .... | .... | .... | .... | |
| 266 | St. Patrick's Academy | Chicago, Ill | 0 | 1860 | Brother Adjutor | R. C .... | 10 | 0 | 625 | 625 | 0 | .... | .... | .... | 0 | 0 | 65 | 0 | |
| 267 | Danville Seminary | Danville, Ill | 1879 | ..... | A. B. Chilcoat, sup't | Meth. .. | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | |
| 268 | German Lutheran School | Danville, Ill | ..... | 1864 | G. A. Albers | Luth.... | 3 | .... | 266 | 120 | 146 | 266 | .... | 266 | .... | .... | .... | .... | |
| 269 | St. Theresa's Ursuline Academy | Decatur, Ill | 1881 | 1872 | Sister de Pazzi | R. C .... | .... | 6 | 260 | 60 | 200 | 260 | .... | 6 | .... | .... | .... | .... | |
| 270 | Teachers' Institute and Classical Seminary. | East Paw Paw, Ill | 1869 | 1856 | J. Howard Beitel, B. S. | Non-sect | 4 | 2 | 138 | 71 | 67 | 4 | .... | .... | 5 | 4 | 2 | 2 | |
| 271 | Howe Literary Institute | East St. Louis, Ill | 1871 | 1874 | Rev. Spencer F. Holt, A. M. | Baptist . | 1 | 2 | 71 | 34 | 37 | 54 | 9 | 25 | 0 | 0 | 0 | .... | |
| 272 | Elgin Academy | Elgin, Ill | 1839 | 1856 | Rev. Alexander G. Wilson, D. D. | Non-sect | 1 | 5 | 207 | 99 | 108 | 181 | 26 | 8 | 10 | .... | 3 | .... | |
| 273 | Friendsville Seminary | Friendsville, Ill | ..... | ..... | W. B. Davis | Presb... | 1 | 2 | 29 | 18 | 11 | 29 | 2 | 0 | 0 | 0 | 0 | 0 | |
| 274 | Northern Illinois College and Normal School | Fulton, Ill | 1866 | 1866 | A. M. Hansen, A. M.. president. | Non-sect | 5 | 0 | 260 | 180 | 80 | .... | .... | .... | .... | .... | .... | .... | |
| 275 | German-English College | Galena, Ill | ..... | 1868 | Rev. F. Kopp, president | .... .... | 6 | .... | 90 | 73 | 17 | .... | .... | .... | .... | .... | .... | .... | |
| 276 | Monticello Ladies' Seminary | Godfrey, Ill | 1838 | 1838 | Miss Harriet N. Haskell | Non-sect | 0 | 13 | 150 | .... | 150 | .... | (150) | .... | .... | .... | .... | .... | |
| 277 | Young Ladies' Athenæum | Jacksonville, Ill | 1867 | 1865 | Elmore Chase | Non-sect | 4 | 5 | 52 | .... | 52 | .... | 10 | 12 | .... | .... | .... | .... | |
| 278 | St. Francis' Academy | Jolict, Ill | 1874 | 1870 | Sister M. Celestine Sontag, O. S. F. | R. C .... | 2 | 5 | 35 | .... | 35 | 35 | .... | 27 | .... | .... | .... | .... | |
| 279 | St. Joseph's Seminary* | Kankakee, Ill | 1874 | ..... | Sr. St. John Baptist, sup'r | R. C .... | .... | 9 | 261 | .... | 261 | .... | .... | .... | .... | .... | .... | .... | |
| 280 | McDonough Normal, Scientific, and Commercial College. | Macomb, Ill | 1867 | 1865 | Dudman & Kennedy, supts. | Non-sect | 2 | 1 | 150 | 60 | 90 | 150 | .... | .... | 5 | 10 | .... | .... | |
| 281 | Grand Prairie Seminary, Commercial College, and Conservatory of Music. | Onarga, Ill | 1863 | 1863 | Rev. John B. Robinson, A. M., D. D. | M. E.... | 10 | 5 | 252 | 117 | 135 | 111 | 24 | 12 | .. | .... | 4 | 1 | |
| 282 | Edgar Collegiate Institute | Paris, Ill | 1867 | 1841 | Josiah Hurty, A. M | Presb... | 2 | 2 | 90 | 60 | 30 | 80 | 16 | 8 | 12 | .... | 4 | 6 | |
| 283 | German School of North Peoria | Peoria, Ill | 1878 | 1876 | C. Kothe | Non-sect | 1 | 0 | 48 | 28 | 20 | 40 | .... | 48 | .... | .... | .... | .... | |
| 284 | Pettengill Seminary | Peoria, Ill | ..... | 1880 | Helen M. Stowell | ..... | 1 | 5 | 79 | .... | .... | .... | .... | 36 | .... | .... | .... | .... | |
| 285 | St. Mary's Institute* | Quincy, Ill | 1873 | 1873 | Sister Mary Boniface | R. C .... | 0 | 14 | 250 | 0 | 250 | .... | .... | .... | .... | .... | .... | .... | |
| 286 | Bettie Stuart Institute* | Springfield, Ill | 1869 | 1868 | Mrs. M. McKee Homes | Non-sect | 1 | 12 | 123 | 5 | 118 | 68 | 14 | 25 | .... | .... | .... | .... | |
| 287 | Lee's Academy | Stockton, Ill. (Loxa post office). | 0 | 1871 | Thomas J. Lee, A. M. | Non-sect | 1 | .... | 110 | 64 | 46 | .... | .... | .... | .... | .... | 7 | 11 | |
| 288 | Vermilion Academy | Vermilion Grove, Ill | 1875 | 1874 | John Chawner, M. A | Friends. | 1 | 2 | 67 | 36 | 31 | 61 | 6 | 0 | 6 | 0 | 2 | 0 | |
| 289 | Institute of Our Lady of the Sacred Heart. | Washington Heights, Ill | ..... | 1875 | Sister M. Pacifica, SS. DE N. D., superior. | R. C .... | .... | 15 | 98 | .... | 98 | 95 | 14 | 47 | 30 | 38 | 96 | .... | |
| 290 | Todd Seminary for Boys* | Woodstock, Ill | ..... | 1852 | Rev. R. K. Todd, A. M | Non-sect | 1 | 2 | 20 | 20 | .... | 16 | 8 | 3 | 3 | 2 | 2 | 4 | |
| 291 | Sand Creek Seminary | Azalia, Ind | ..... | 1866 | Prof. Joseph W. Parker | Friends. | 1 | 1 | .... | .... | .... | .... | .... | 0 | 8 | 1 | .... | .... | |
| 292 | Spicewood Graded School | Baker's Corner, Ind | ..... | ..... | John Pennington | Friends. | 1 | 1 | 90 | 50 | 40 | 90 | .... | .... | .... | .. | 1 | .... | |
| 293 | Battle Ground Collegiate Institute | Battle Ground, Ind | 1858 | 1857 | George W. Rice, A. M. | Non-sect | 4 | 1 | 298 | 175 | 123 | 298 | 20 | 22 | .... | .... | .... | .... | |
| 294 | Friends' Bloomingdale Academy | Bloomingdale, Ind | 1846 | 1845 | Josiah Pennington Edwards | Friends. | 1 | 2 | 117 | 53 | 64 | 99 | 18 | 0 | 6 | 4 | 0 | 0 | |
| 295 | Dover Hill Academy | Dover Hill, Ind | ..... | 1869 | F. M. Westhafer | ..... | 3 | .... | 44 | 27 | 17 | 44 | .... | 44 | .... | 13 | .... | 7 | |
| 296 | St. Augustine's School | Fort Wayne, Ind | 1846 | 1840 | Sisters of Providence | R. C .... | .... | 9 | 340 | .... | 340 | .... | .... | .... | .... | .... | .... | .... | |
| 297 | German-English Independent School.* | Indianapolis, Ind | 1859 | 1859 | Carl F. Pingpank | ..... | 3 | 2 | 102 | 54 | 48 | .... | .... | .... | .... | .... | .. | .... | |
| 298 | The Hadley and Roberts Academy | Indianapolis, Ind. (410 North Pennsylvania st). | ..... | ..... | Messrs. Hadley and Roberts | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | |
| 299 | Rich Square School* | Lewisville, Ind | ..... | 1871 | Gulia A. Hunnicutt | Friends. | .... | 3 | 39 | 21 | 18 | 31 | 7 | 1 | 3 | 1 | 1 | 0 | |

* From Report of the Commissioner of Education for 1880.

*a* Since closed; principal has charge of Ascension School, which was opened September, 1881.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 300 | Blue River Academy | Salem, Ind | ..... | 1864 | Frank E. Moore | Friends. | 1 | 1 | 70 | 27 | 43 | 66 | 4 | .... | .... | .... | .... | .... |
| 301 | Spiceland Academy | Spiceland, Ind | 1872 | 1861 | Clarkson Davis, A. M | Friends. | 3 | 5 | 376 | 188 | 188 | .... | .... | .... | .... | .... | .... | .... |
| 302 | Stockwell Institute | Stockwell, Ind | 1860 | 1860 | John G. Laird | Meth | 1 | 3 | 185 | 100 | 85 | 180 | 5 | .... | 28 | 40 | 32 | 24 |
| 303 | St. Paul's Academy | Valparaiso, Ind | ..... | 1862 | Sisters of Providence | R. C | .... | .... | 202 | 74 | 128 | .... | .... | .... | .... | .... | .... | .... |
| 304 | St. Paul's Grammar School | Valparaiso, Ind | ..... | ..... | Rev. M. O'Reilly, director | R. C | .... | .... | 43 | 43 | .... | .... | .... | .... | .... | .... | .... | .... |
| 305 | Academic Department of Vincennes University. | Vincennes, Ind | 1807 | 1811 | E. A. Haight, A. M., president | Non-sect | 2 | 3 | 120 | 45 | 75 | 90 | 30 | 12 | .... | .... | 2 | .... |
| 306 | St. Rose's Boarding and Day School.* | Vincennes, Ind. (box 303) | ..... | 1864 | Sisters of Providence | R. C | .... | 6 | 275 | .... | 275 | .... | .... | .... | .... | .... | .... | .... |
| 307 | Union High School* | Westfield, Ind | ..... | ..... | Absalom Rosenberger | Friends. | .... | .... | 223 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 308 | Ackworth Institute | Ackworth, Iowa | 1870 | 1870 | W. G. Stanley | Friends. | 2 | .... | 200 | 95 | 105 | 200 | .... | .... | 5 | 12 | 2 | 2 |
| 309 | Albion Seminary | Albion, Iowa | 1874 | 1874 | E. P. Fogg | M. E | 2 | 3 | 157 | 85 | 72 | 142 | 5 | 10 | 2 | 0 | 0 | 0 |
| 310 | Jones County Academy | Anamosa, Iowa | ..... | 1871 | Mrs. Colonel Springer | Non-sect | .... | 1 | 86 | .... | .... | 86 | .... | 5 | .... | .... | .... | .... |
| 311 | Birmingham Academy and Boarding School. | Birmingham, Iowa | 1879 | 1864 | J. Wesley Wolf | Non-sect | 1 | 1 | 55 | 25 | 30 | 8 | 7 | 40 | 2 | 5 | .... | 4 |
| 312 | Blairstown Academy | Blairstown, Iowa | 1868 | 1868 | John McCarty | Non-sect | 2 | 2 | 200 | 128 | 72 | 195 | 7 | 13 | 3 | .... | 6 | 0 |
| 313 | First German Evangelical School | Burlington, Iowa | ..... | 1843 | Carl F. Grüninger | Evan | 1 | 1 | 120 | 70 | 50 | .... | .... | .... | .... | .... | 60 | .... |
| 314 | German Evangelical Zion School | Burlington, Iowa (717 North 8th street). | 1864 | 1864 | F. G. Klein | Evan | 1 | 1 | 110 | 60 | 50 | 85 | .... | 110 | .... | .... | .... | .... |
| 315 | The Gordon School | Burlington, Iowa | 0 | 1875 | William G. Gordon | Non-sect | 1 | 2 | 34 | 12 | 22 | .... | .... | .... | .... | .... | .... | .... |
| 316 | Coe College | Cedar Rapids, Iowa | ..... | a1875 | Rev. Stephen Phelps, president. | Presb | 8 | 2 | 100 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 317 | St. Joseph's Academy of the Sacred Heart.* | Cedar Rapids, Iowa | ..... | 1875 | Sister Mary Isidore, superioress. | R. C | .... | .... | 120 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 318 | Friends' Select School* | Coal Creek, Iowa | ..... | 1876 | Mary Ward | Friends. | .... | 1 | 20 | .... | .... | .... | .... | .... | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 319 | St. Francis Academy for Young Ladies. | Council Bluffs, Iowa | | 1872 | Sisters of Charity | R. C | | 10 | 150 | | 150 | | | | | | | | |
| 320 | Decorah Institute | Decorah, Iowa | | 1874 | J. Breckenridge | | 4 | 1 | 329 | 192 | 137 | | | | | | | | |
| 321 | Denmark Academy | Denmark, Iowa | 1843 | 1843 | George W. Bingham, A. M | Cong | 5 | 2 | 144 | 78 | 66 | | 23 | 16 | 6 | 8 | 1 | | |
| 322 | St. Joseph's Academy* | Dubuque, Iowa | 1869 | 1868 | Sister Josephine, superioress | R. C | | | 120 | | 120 | | | | | | | | |
| 323 | Young Ladies' School | Dubuque, Iowa | | 1873 | Miss Harriett H. Horr | Non-sect | 1 | 2 | 23 | 0 | 23 | 23 | 0 | 3 | 0 | 0 | 0 | 0 | |
| 324 | Danish High School* | Elkhorn, Iowa | | 1878 | Rev. H. J. Petersen | Luth | 2 | 1 | 16 | 16 | | 16 | 0 | 0 | 2 | 0 | | | |
| 325 | Epworth Seminary | Epworth, Iowa | 1856 | 1857 | Rev. J. B. Albrook, A. M | M. E | 5 | 5 | 217 | 110 | 107 | 30 | 10 | 25 | 10 | 25 | | | |
| 326 | Academy of Iowa College | Grinnell, Iowa | 1847 | 1848 | Jesse Macy, A. M | Cong | 4 | 2 | 166 | 110 | 56 | 95 | 36 | 0 | 17 | 13 | 12 | 3 | |
| 327 | Lenox Collegiate Institute | Hopkinton, Iowa | 1873 | 1864 | Rev. Samuel Hodge, D. D | Presb | 6 | 3 | 141 | 78 | 63 | 52 | 46 | 43 | | | | | |
| 328 | Iowa City Academy* | Iowa City, Iowa | | 1868 | Amos Hiatt, A. M | Non-sect | 6 | 5 | *b*306 | 182 | 124 | 138 | | | 50 | 58 | 25 | 9 | |
| 329 | Preparatory and Normal School | Iowa City, Iowa | | 1879 | A. Hull | Non-sect | 4 | 2 | 150 | 100 | 50 | 100 | 20 | 30 | 10 | 20 | 10 | | |
| 330 | Jefferson Academy | Jefferson, Iowa | 1875 | 1875 | J. S. Dunning, A. M | | 1 | 2 | 137 | 65 | 72 | 137 | 14 | 19 | 14 | | 3 | | |
| 331 | Knoxville Academy | Knoxville, Iowa | | 1872 | W. A. McKee | | 1 | | 68 | 42 | 26 | 68 | | | 1 | | 4 | | |
| 332 | Kossuth Normal Academy* | Kossuth, Iowa | 1867 | 1858 | G. T. Eldridge | Non-sect | 1 | 2 | 45 | 17 | 28 | 40 | 5 | | 2 | 3 | 3 | | |
| 333 | Friends' Academy | Le Grand, Iowa | 0 | 1872 | Charles E. Cox, A. B | Friends | 1 | 3 | 96 | 54 | 42 | 96 | 0 | 5 | 0 | 2 | 2 | 0 | |
| 334 | Lettsville Academy | Lettsville, Iowa | 0 | 1881 | William Bell | Non-sect | 2 | | 62 | 30 | 32 | 40 | 22 | | 8 | 14 | | | |
| 335 | Riverside Institute | Lyons, Iowa | 1879 | 1875 | Rev. William T. Currie, A. M | P. E | 2 | 4 | 53 | 27 | 26 | 46 | 6 | 1 | | | | | |
| 336 | Western Normal and Business Institute. | Malvern, Iowa | | 1881 | L. D. Davidson | Non-sect | 4 | 3 | 115 | 50 | 65 | | | | 8 | 20 | | | |
| 337 | Manchester Academy | Manchester, Iowa | 0 | 1879 | W. H. Butler | Non-sect | 1 | 2 | 115 | 50 | 65 | 77 | 38 | | | | | | |
| 338 | Howe's Academy and Teachers' Institute. | Mt. Pleasant, Iowa | | 1844 | Seward C. Howe | Non-sect | 2 | 1 | 228 | | | | | | | | | | |
| 339 | Hazel Dell Academy* | Newton, Iowa | 0 | 1856 | Darius Thomas, A. M | Non-sect | 2 | 1 | 103 | 61 | 42 | 98 | 5 | | 5 | | 0 | 0 | |
| 340 | Oelwein Seminary | Oelwein, Iowa | 0 | 1875 | Miss Mary Ellen McMillan | U. P | | 1 | 28 | 18 | 10 | 28 | | | | | 1 | | |
| 341 | Cedar Valley Seminary | Osage, Iowa | 1869 | 1863 | Rev. Alva Bush, LL. D | Baptist | 2 | 1 | 93 | | | | | | | | | | |
| 342 | Ottumwa Seminary | Ottumwa, Iowa | | 1873 | Mrs. Mary Squire | Non-sect | | 2 | 24 | 10 | 14 | 24 | | | | | | | |
| 343 | German Evangelical Lutheran School. | Sherrill's Mount, Iowa | 0 | 1856 | Rev. A. Grafelmann | Ev. Luth | 1 | | 10 | 3 | 7 | | | | | | | | |
| 344 | Tilford Collegiate Academy | Vinton, Iowa | 1871 | 1871 | Rev. T. Tobin, A. M | Non-sect | 3 | 3 | 400 | 250 | 150 | 370 | 30 | 40 | 25 | 0 | 10 | 6 | |
| 345 | Washington Academy* | Washington, Iowa | 1872 | 1874 | W. P. Johnston | Non-sect | 2 | 2 | 179 | 83 | 96 | 150 | 29 | | 19 | | 5 | | |
| 346 | Ainsworth's Grammar and High School. | West Union, Iowa | | 1870 | S. S. Ainsworth, A. M | | 1 | 1 | 99 | 56 | 43 | 94 | 3 | 2 | 4 | 5 | 5 | 2 | |
| 347 | Wilton Academy | Wilton Junction, Iowa | 1880 | 1880 | A. C. Hart, A. M | Cong | 2 | 3 | 130 | 67 | 63 | 87 | 20 | 23 | 8 | 5 | 2 | 0 | |
| 348 | Atchison Institute | Atchison, Kans | | 1870 | Mrs. Harriet E. Monroe | Non-sect | 2 | 9 | 262 | 100 | 162 | 200 | 40 | 25 | 40 | 100 | | | |
| 349 | Geneva Academy *d* | Geneva, Kans | 1866 | 1866 | Rev. S. M. Irwin, A. M | Presb | | | | | | | | | | | | | |
| 350 | Anchorage Classical and Military Institute. | Anchorage, Ky | | | V. M. Johnson | | 3 | | | | | | | | | | | | |
| 351 | Bellewood Seminary and Kentucky Presbyterian Normal School. | Anchorage, Ky | 1876 | 1860 | Mrs. Daniel P. Young | Presb | *e*3 | *e*10 | 111 | | 111 | 50 | 75 | 10 | | | | | |
| 352 | Bracken Academy | Augusta, Ky | | 1803 | Rev. D. Stevenson, D. D | M. E | 3 | 2 | 81 | 37 | 44 | | 16 | | | | | | |
| 353 | Union College | Barbourville, Ky | 1880 | 1880 | A. H. Harritt, president | Non-sect | 3 | 2 | 151 | 81 | 70 | 133 | 18 | 0 | 80 | 60 | 43 | | |
| 354 | Bardstown Female Academy | Bardstown, Ky | | | Miss Mary C. Connelly | Presb | | 3 | 28 | 3 | 25 | | | | | | | | |
| 355 | Bardstown Male and Female Institute. | Bardstown, Ky | 1840 | 1835 | H. J. Greenwell | U. Bapt | 5 | 2 | 98 | 60 | 38 | 80 | 15 | 3 | 10 | 8 | 3 | 4 | |
| 356 | Nazareth Literary and Benevolent Institution. | Near Bardstown, Ky | 1829 | 1811 | Mother Helena Tormey | R. C | 0 | 18 | 134 | 0 | 134 | 134 | | 90 | | | | | |
| 357 | Alexander College | Burkesville, Ky | 1872 | 1863 | Rev. James P. McMillan | Presb | 1 | 4 | 97 | 37 | 60 | 94 | 35 | 0 | 4 | 0 | 2 | 0 | |

* From Report of the Commissioner of Education for 1880.
*a* As Coe Collegiate Institute; changed to Coe College in 1881.
*b* Includes 60 normal students reported in Table III.
*c* Since deceased.
*d* Suspended during year 1881.
*e* For all departments.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 358 | Carroll County Academy | Carrollton, Ky | 1860 | 1860 | Edmund Longley, jr | Non-sect | 2 | 2 | 200 | 80 | 120 | 200 | 15 | 0 | ... | ... | ... | ... |
| 359 | Elkton High School | Elkton, Ky | ..... | 1835 | Frank M. Johnson | Christian | 2 | 1 | 60 | 30 | 30 | 54 | 6 | 4 | ... | ... | ... | ... |
| 360 | Kalamont High School | Flemingsburg, Ky | 0 | 1876 | Rev. James P. Hendrick | Presb... | 1 | 2 | 38 | 23 | 15 | 17 | 20 | 0 | 9 | 0 | 3 | 0 |
| 361 | Greenwood Female Seminary | Frankfort, Ky | ..... | 1846 | Mrs. Mary T. Runyan | Non-sect | 1 | 1 | 30 | 8 | 22 | .... | 7 | .... | ... | ... | ... | ... |
| 362 | Kentucky Eclectic Institute | Frankfort, Ky | 1871 | 1871 | Samuel G. Stevens, A. M | Non-sect | 2 | 3 | 46 | 20 | 26 | 5 | 41 | 6 | 2 | 1 | ... | ... |
| 363 | St. Aloysius' Academy | Frankfort, Ky | 0 | 1868 | Sister Vincentia | R. C | .. | 2 | 70 | 70 | .... | .... | .... | 24 | .... | .... | .... | 1 |
| 364 | St. Joseph's Academy | Frankfort, Ky | ..... | 1870 | Sister Vincentia | R. C | .... | 5 | 90 | .... | 90 | .... | .... | .... | .... | .... | .... | .... |
| 365 | United Schools of the Abbey of Gethsemani for Boys. | Gethsemane, Ky | 1868 | 1851 | Rt. Rev. B. M. Benedict, abbot. | R. C | 2 | 0 | 62 | 62 | 0 | 62 | 0 | .... | .... | .... | 10 | .... |
| 366 | Greenville College for Young Men. | Greenville, Ky | 1848 | 1849 | Prof. E. Walter Hall, A. M., president. | Non-sect | 2 | 5 | 130 | 60 | 70 | .... | .... | .... | .... | .... | .... | .... |
| 367 | Greenville Female College | | | | | | | | | | | | | | | | | |
| 368 | Harrisburgh High School | Harrisburgh, Ky | 1868 | 1870 | J. W. Parish | Baptist | 2 | 1 | 83 | 45 | 38 | 50 | 10 | 13 | 8 | 12 | 7 | .... |
| 369 | Owen College *a* | Harrisburgh, Ky | 1868 | 1870 | Hon. C. W. Threlkeld, secretary. | Non-sect | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 370 | Henderson High School | Henderson, Ky | 1877 | 1869 | Miss Mary L. Hodge | ..... | 1 | 2 | 23 | 9 | 14 | 15 | 9 | .... | .... | .... | .... | .... |
| 371 | Hodgenville Seminary | Hodgenville, Ky | 0 | 1847 | George Hamilton | Non-sect | 1 | 1 | 32 | 16 | 16 | ... | 6 | 0 | 2 | .... | 0 | 0 |
| 372 | High School | House's Store, Ky | ..... | 1881 | S. A. Harris, A. M | Non-sect | 3 | 2 | 108 | 63 | 45 | 75 | 40 | 25 | 42 | .... | .... | .... |
| 373 | Christian College | Hustonville, Ky | 1860 | 1860 | James B. Dunlap, A. M | Christian | 1 | 2 | 75 | 32 | 43 | 67 | 8 | ... | .... | .... | .... | .... |
| 374 | Calvary Academy* | Near Lebanon, Ky | 1831 | 1822 | ..... | R. C | .... | 8 | 44 | .... | 44 | .... | .... | 4 | .... | .... | .... | .... |
| 375 | Sayre Female Institute | Lexington, Ky | 1854 | 1854 | H. B. McClellan, A. M | Presb... | 4 | 7 | 201 | .... | 201 | 194 | 48 | 31 | .... | .... | .... | .... |
| 376 | Threlkeld Select School | Lexington, Ky | ..... | 1871 | W. L. Threlkeld, A. M | Non-sect | 3 | .... | 36 | 36 | .... | 36 | 30 | 20 | 20 | .... | 6 | .... |
| 377 | Loretto Academy | Loretto, Ky | 1839 | 1834 | ..... | R. C | .... | 10 | 40 | .... | 40 | .... | .... | .... | .... | .... | .... | .... |
| 378 | German and English School | Louisville, Ky | ..... | 1866 | William Mueller | ..... | 2 | 2 | 73 | 40 | 33 | 73 | .... | 73 | .... | .... | .... | .... |
| 379 | Hampton Institute * | Louisville, Ky | ..... | 1878 | Miss L. D. Hampton | Non-sect | 2 | 9 | 100 | 0 | 100 | 100 | 50 | 20 | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 380 | Home School | Louisville, Ky | ..... | 1865 | Miss Belle S. Peers | P. E | 3 | 9 | 125 | .... | 125 | .... | .... | .... | .... | .... | .... | .... |
| 381 | Louisville Collegiate Institute | Louisville, Ky | 0 | 1881 | Thomas D. Davidson, PH. D | Presb | 1 | 2 | 19 | 0 | 19 | 19 | 3 | 7 | 0 | 0 | 0 | 0 |
| 382 | Louisville Rugby School* | Louisville, Ky | 1876 | 1872 | W. N. and A. L. McDonald | ..... | 4 | 1 | 75 | 75 | .... | 45 | 57 | 22 | 30 | 15 | 9 | 3 |
| 383 | Normal and Theological Institute | Louisville, Ky | ..... | 1879 | Rev. W. J. Simmons, A. M | Baptist | 3 | 2 | 115 | 46 | 69 | .... | .... | .... | .... | .... | .... | .... |
| 384 | Preparatory School for Girls* | Louisville, Ky, (66 Breckenridge street). | ..... | 1874 | Miss E. D. Powell | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 385 | Marion Academy* | Marion, Ky | 1867 | 1867 | J. J. Nall | Non-sect | 2 | 2 | 125 | 65 | 60 | 120 | 15 | 7 | 2 | 2 | 0 | 0 |
| 386 | Mayfield Seminary* | Mayfield, Ky | ..... | 1877 | C. M. Williams | Non-sect | 1 | 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 387 | Bethel Academy | Nicholasville, Ky | 1798 | 1790 | A. N. Gordon | Non-sect | 2 | .... | 38 | 38 | .... | 38 | 38 | .... | 38 | 30 | 0 | 0 |
| 388 | Oakland Seminary | Oakland, Ky | ..... | ..... | W. H. F. Henry | ..... | 1 | .... | 50 | 30 | 20 | 45 | 5 | .... | 5 | 2 | 5 | 2 |
| 389 | Browder Institute* | Olmstead, Ky | 1868 | 1866 | Hanson W. Browder | Non-sect | 1 | 1 | 51 | 26 | 25 | 51 | 2 | 8 | 4 | 1 | 1 | .... |
| 390 | Owenton High School | Owenton, Ky | 1873 | 1874 | Austin Woods | ..... | 1 | 3 | 132 | 65 | 67 | 90 | 22 | 20 | 50* | 50 | 10 | 12 |
| 391 | Bath Seminary | Owingsville, Ky | 0 | 1840 | H. Turner, A. M | Christian | 2 | 1 | 75 | 30 | 45 | 50 | 25 | 10 | 3 | 20 | 16 | 4 |
| 392 | Garth Female Institute | Paris, Ky | 1875 | 1875 | Charles E. Young | Non-sect | 2 | 4 | 60 | 15 | 45 | 60 | 15 | 8 | .... | .... | .... | .... |
| 393 | Princeton Collegiate Institute | Princeton, Ky | 1860 | b1880 | Rev. Heman H. Allen | Presb | 1 | 3 | 74 | 31 | 43 | .... | .... | .... | .... | .... | .... | .... |
| 394 | Bethlehem Literary Institution* | St. John, Ky. (Hardin Co.) | ..... | ..... | Mother Bertha, superioress | R. C | .... | .... | 50 | .... | 50 | .... | .... | .... | .... | .... | .... | .... |
| 395 | Sharpsburg Male and Female Academy. | Sharpsburg, Ky | 1875 | 1848 | Mrs. Fannie B. Talbott | Presb | .... | 4 | 80 | 35 | 45 | .... | .... | .... | .... | .... | .... | .... |
| 396 | Riverside Seminary | Vanceburg, Ky | ..... | 1872 | H. K. Taylor | M. E | 2 | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 397 | West Liberty Male and Female Seminary.* | West Liberty, Ky | ..... | 1877 | W. R. Gibbs | Non-sect | 2 | 3 | 212 | 114 | 98 | 212 | 9 | 9 | 27 | 27 | 5 | 5 |
| 398 | Winchester Male and Female High School. | Winchester, Ky | 1877 | 1872 | E. G. Brownlee, PH. B | Non-sect | 3 | 2 | 127 | 64 | 63 | 103 | 62 | 26 | .... | .... | 4 | 2 |
| 399 | Collegiate Institute* | Baton Rouge, La | ..... | 1854 | W. H. N. Magruder | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 400 | Readvilla Seminary | Baton Rouge, La | 1859 | 1849 | Mrs. Mary W. Read | Meth | 1 | 5 | 35 | .... | 35 | 35 | 15 | 18 | .... | .... | .... | .... |
| 401 | Feliciana Female Collegiate Institute. | Bayou Sara, La. (West Feliciana Parish). | 1850 | 1848 | Mrs. Virginia Z. Howell, M.A | ..... | 1 | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 402 | Millwood Female Institute | Jackson, La | 1870 | 1866 | Miss M. B. McCalmont | M. E. So. | .... | 4 | .... | .... | .... | 40 | 0 | 0 | .... | .... | .... | .... |
| 403 | La Têche Seminary | La Têche, La | ..... | 1875 | Rev. W. D. Godman, D. D | M. E | 3 | 3 | 215 | 109 | 106 | .... | .... | .... | .... | .... | .... | .... |
| 404 | Convent of the Presentation* | Marksville, La | ..... | 1856 | Sister Mary Alexis | R. C | .... | 4 | 52 | .... | 52 | 52 | .... | 40 | .... | .... | .... | .... |
| 405 | St. Hyacinth's Academy | Monroe, La. (Ouachita Parish). | ..... | 1866 | Sister Seraphina | R. C | 0 | 4 | 50 | 0 | 50 | 50 | 2 | 15 | 0 | 0 | 0 | 0 |
| 406 | Christian Brothers' College | New Orleans, La. (cor. Poeyfarre and Constance streets). | ..... | 1878 | Brother Oliver | R. C | 10 | .... | 170 | 170 | .... | 170 | 20 | 80 | 40 | 50 | .... | .... |
| 407 | Commercial and Classical Academy for Boys. | New Orleans, La. (283 St. Charles street). | ..... | 1865 | Robert M. Lusher | Non-sect | 2 | 1 | 60 | 60 | .... | 60 | 7 | 5 | 7 | 3 | 12 | 2 |
| 408 | Locquet-Leroy Female Collegiate Institute.* | New Orleans, La. (box 1130). | ..... | 1871 | C. W. Moïse | ..... | 3 | 7 | 65 | .... | 65 | .... | .... | .... | .... | .... | 35 | .... |
| 409 | St. Isidore Institute | New Orleans, La. (third district). | ..... | 1879 | Rev. J. Scherer, C. S. C | R. C | 5 | .... | 50 | .... | 50 | 50 | .... | 40 | .... | .... | 7 | .... |
| 410 | St. Vincent's Academy | Shreveport, La | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 411 | Select School | New Orleans, La. (115 Terpsichore street). | 0 | 1866 | Albert F. Hoppe | Ev. Luth | 1 | .... | 16 | 16 | .... | 16 | 3 | 14 | 3 | .... | .... | .... |
| 412 | Southern University *c* | New Orleans, La | ..... | 1881 | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 413 | Beechwood Academy* | Tangipahoa, La | ..... | 1879 | Charles W. Crossley | Non-sect | 2 | .... | 32 | 23 | 9 | 32 | 4 | 9 | 4 | .... | 7 | .... |
| 414 | Somerset Academy* | Athens, Me | 1846 | 1846 | M. T. Newton | ..... | 1 | 2 | 93 | 42 | 51 | 89 | 4 | 1 | 2 | .... | 1 | .... |
| 415 | Gould's Academy *d* | Bethel, Me | 1836 | 1836 | Enoch Foster, secretary | Cong | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |

* From Report of the Commissioner of Education for 1880.

*a* No school for the year ending July, 1881, except the free school of five months; school reopened September, 1881.

*b* Date of reorganization; new charter applied for.

*c* Opened January, 1881, and closed in June of the same year.

*d* This school has been closed one year and a new building erected.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 416 | East Maine Conference Seminary | Bucksport, Me | 1850 | 1851 | Rev. Morris W. Prince | M. E | 4 | 4 | 237 | 109 | 128 | 71 | 31 | 27 | 31 | 2 | 7 | .... |
| 417 | Corinna Union Academy | Corinna, Me | 1851 | 1851 | A. N. H. Burton, A. M | ..... | 1 | 1 | 175 | 81 | 94 | 140 | 26 | 6 | 9 | .... | 2 | 8 |
| 418 | Greely Institute | Cumberland Centre, Me | 1859 | 1868 | S. K. Hitchings, B. S | Non-sect | 2 | 1 | 195 | 128 | 67 | 107 | 25 | 14 | 14 | .... | 3 | .... |
| 419 | Westbrook Seminary and Female College. | Deering, Me (Stevens' Plains P. O.). | 1831 | 1833 | Rev. J. P. Weston, D. D | Univ | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 420 | Abbott Family School for Boys, at Mt. Little Blue. | Farmington, Me | 1870 | 1844 | Alexander Hamilton Abbott | Non-sect | 2 | 1 | 30 | 30 | .... | 18 | 12 | 10 | 8 | .... | 2 | .... |
| 421 | Foxcroft Academy | Foxcroft, Me | 1823 | 1823 | Edwin P. Sampson | Non-sect | 1 | 2 | 100 | 42 | 58 | 50 | 12 | 5 | 10 | 2 | 1 | .... |
| 422 | Freedom Academy | Freedom, Me | 1836 | 1837 | Alden Whitney | Non-sect | 1 | 1 | 45 | 25 | 20 | 40 | 5 | 1 | 2 | 10 | 0 | 4 |
| 423 | Hallowell Classical and Scientific Academy. | Hallowell, Me | 1872 | 1874 | Rev. Almon W. Burr, A. M | Cong | 2 | 4 | 136 | 50 | 86 | 54 | 20 | 12 | 20 | 2 | 6 | 1 |
| 424 | Hampden Academy* | Hampden, Me | 1803 | 1805 | Rev. D. H. Sherman, A. M | Non sect | 3 | 2 | 103 | 64 | 39 | 73 | 18 | 12 | 13 | 7 | 0 | .... |
| 425 | Hartland Academy | Hartland, Me | 1832 | 1849 | G. F. Sanford | Non-sect | 1 | 1 | 88 | 41 | 47 | 49 | 20 | 19 | 3 | .... | .... | .... |
| 426 | Maine Wesleyan Seminary and Female College. | Kent's Hill, Me | 1821 | 1821 | Rev. Henry P. Torsey, D. D., LL. D., president. | M. E | (*a*) | (*a*) | 116*b* | 116*b* | (*a*) | .... | .... | .... | .... | .... | .... | .... |
| 427 | Limington Academy | Limington, Me | 1848 | 1851 | W. G. Lord, A. M | Cong | 1 | 1 | 72 | 38 | 34 | .... | .... | .... | 4 | .... | 2 | .... |
| 428 | Mattanawcook Academy | Lincoln, Me | 1846 | 1847 | A. E. Whitten | Non-sect | 1 | 2 | 77 | 40 | 37 | 62 | 7 | .... | .... | .... | .... | .... |
| 429 | Litchfield Academy* | Litchfield Corners, Me | ..... | ..... | F. A. Rogers, M. D | Cong | 1 | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 430 | Monmouth Academy | Monmouth, Me | 1803 | 1803 | Wilber H. Judkins | ..... | 1 | 1 | .... | .... | .... | .... | .... | .... | 15 | .... | 3 | .... |
| 431 | Lincoln Academy | New Castle, Me | 1801 | 1804 | W. H. Kelley, A. M | Non-sect | 1 | 2 | 67 | 43 | 24 | 38 | 12 | 17 | 12 | .... | 0 | 0 |
| 432 | Eaton Family and Day School | Norridgewock, Me | ..... | 1856 | Hamlin F. Eaton, A. M | Non-sect | 2 | 2 | 156 | 84 | 72 | 156 | 0 | 27 | 0 | 10 | 0 | 2 |
| 433 | Boarding and Day School for Young Ladies. | Portland, Me. (148 Spring street). | ..... | ..... | Miss Sargent and Miss Bradbury. | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 434 | City of Portland School* | Portland, Me | 0 | 1877 | Daniel Dana Patten | Non-sect | 1 | 3 | 35 | 31 | 4 | 19 | 16 | 6 | 12 | 2 | 5 | 2 |
| 435 | Berwick Academy | South Berwick, Me | 1791 | 1793 | Sanford Perry Record | Non-sect | 1 | 2 | 67 | 29 | 38 | 30 | 23 | 0 | 14 | 0 | 3 | 0 |
| 436 | Franklin Family School | Topsham, Me | 1872 | 1857 | D. L. Smith | Non-sect | 2 | 2 | 22 | 15 | 7 | 10 | 7 | 5 | 4 | 1 | .... | .... |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 437 | Oak Grove Seminary | Vassalboro', Me | 1857 | 1857 | Edward H. Cook, A. B | Friends | 3 | 3 | 112 | 70 | 42 | 82 | 24 | 6 | 12 | 1 | 1 | 1 |
| 438 | F. Knapp's Institute | Baltimore, Md. (29, 31, and 33 N. Holliday street). | 1864 | 1852 | F. Knapp | | 7 | 3 | 340 | 180 | 160 | | | | | | 3 | |
| 439 | Mt. St. Agnes Academy* | Baltimore, Md. (Mt. Washington). | | | Sister M. Bonaventure Middleton, directress. | R. C | | | 52 | | 52 | | | | | | | |
| 440 | Mount Vernon Institute | Baltimore, Md. (46 Mt. Vernon Place). | | 1859 | Mrs. Mary J. Jones and Mrs. B. Maitland. | P. E | 6 | 6 | 75 | | 75 | 60 | 30 | 75 | | | | |
| 441 | New Education Seminary | Baltimore, Md. (343 Linden avenue). | | | Misses French and Randolph | | | | | | | | | | | | | |
| 442 | Newton Academy | Baltimore, Md. (798 W. Baltimore street). | | 1844 | Thomas Lester | | 3 | | 30 | 30 | | 30 | 3 | 10 | | | | |
| 443 | Oxford School for Boys | Baltimore, Md. (McMechen street, near Madison avenue). | | 1873 | William C. Hynds | Non-sect | 3 | | 25 | 25 | | 20 | 10 | 3 | 7 | 4 | | |
| 444 | Roland Academy | Baltimore, Md. (253 Hoffman street). | | 1872 | Miss Rebecca McConkey | Non-sect | 1 | 6 | 70 | | 70 | 70 | 0 | 70 | | | | |
| 445 | St. Francis Academy | Baltimore, Md | | | Mary Louisa Noel, mother superior. | R. C | | | 60 | | 60 | | | | | | | |
| 446 | St. Joseph's Academy (Calvert Hall). | Baltimore, Md. (79 Saratoga street). | | 1842 | Brother Gustavus | R. C | 9 | 0 | 250 | 250 | | 250 | 35 | 50 | 55 | 50 | 78 | 40 |
| 447 | School for Boys | Baltimore, Md. (Garden street near Biddle). | | 1864 | George G. Carey, A. M | | 4 | | 50 | 50 | | | 48 | 17 | | | 6 | |
| 448 | Southern Home School | Baltimore, Md. (197 N. Charles street). | | 1842 | Mrs. Wilson M. Cary and Miss Cary. | Non-sect | 3 | 7 | 70 | | 70 | | | | | | | |
| 449 | Zion School of Baltimore | Baltimore, Md. (N. Gay strect). | 1835 | 1836 | Rev. Henry Sheib | Non-sect | 7 | 1 | 335 | 225 | 110 | 335 | | | | | 7 | |
| 450 | Mount St. Joseph's College | Carroll P. O., Md | 1876 | 1879 | Brother Dominic | R. C | 5 | | 45 | 45 | | 45 | | | | 8 | 2 | 0 |
| 451 | Mt. de Sales Academy* | Near Catonsville, Md | | | Mother M. Regina Neale, superioress. | R. C | | | 90 | | 90 | | | | | | | |
| 452 | Overlea, Home School for Young Gentlemen. | Catonsville, Md | | 1862 | Rev. Geo. W. Ebeling, PH. D | Lutheran | 2 | | 12 | 12 | | 2 | 10 | 10 | 6 | 2 | | |
| 453 | Charlotte Hall School | Charlotte Hall, Md | 1774 | 1796 | R. W. Silvester, secretary board teachers. | Non-sect | 3 | 0 | 84 | 84 | 0 | 50 | 40 | 15 | 8 | 5 | 3 | |
| 454 | Holy Trinity School | Churchville, Md | | 1869 | Rev. Edward A. Colburn, A. M | P. E | 1 | 1 | 26 | 14 | 12 | | | | | | | |
| 455 | College of St. James Grammar School. | College of St. James, Md | 1844 | 1842 | Henry Onderdonk, A. M | P. E | 5 | | 40 | 40 | | 5 | 35 | 6 | | | 2 | |
| 456 | West Nottingham Academy | Colora, Md | 1812 | 1812 | George K. Bechtel | Non-sect | 2 | | 37 | 37 | | 15 | 16 | | 6 | | 1 | |
| 457 | Elkton Academy | Elkton, Md | 1812 | 1812 | Thomas L. Graham, A. M | Non-sect | 2 | 1 | 74 | 40 | 34 | 62 | 12 | 4 | 4 | 1 | 1 | |
| 458 | Patapsco Institute | Ellicott City, Md | | | Miss Sarah N. Randolph | | 3 | 10 | 86 | | 86 | 80 | | 78 | | | | |
| 459 | St. Joseph's Academy | Near Emmittsburg, Md | 1816 | | Sister Raphael, directress | R. C | | | 100 | | 100 | | | | | | | |
| 460 | Academy of the Visitation* | Frederick, Md | | | Sisters of the Visitation, B. V. M. | R. C | | | 84 | | 84 | | | | | | | |
| 461 | St. John's Literary Institute* | Frederick, Md | | 1819 | Rev. J. F. Holland | R. C | 2 | | 50 | 50 | | 50 | 5 | 1 | | | | |
| 462 | Glenwood Institute | Glenwood, Md | | 1865 | Prof. L. G. Mathews, A. M | | 2 | | 65 | 65 | | 48 | 34 | 19 | 15 | 17 | | |
| 463 | Hagerstown Female Seminary and Musical Institute. | Hagerstown, Md | 1852 | 1852 | Rev. C. L. Keedy, A. M., M. D | Lutheran | 2 | 10 | 100 | | 100 | 100 | | 30 | | | | |
| 464 | Mt. St. Clement's Preparatory College. *c* | Ilchester, Md | | 1872 | Rev. Joseph M. Schwarz, C. SS. R. | R. C | 8 | | 95 | 95 | | | 95 | | | | | |

* From Report of the Commissioner of Education for 1880.
*a* See report of this institution, Table VIII.
*b* Number in attendance during the spring term.
*c* Removed in 1881 to North East, Pa., and name changed to St. Mary's College; these statistics are for the year ending June 30, 1881.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 465 | McDonogh School | Owing's Mills, Md | 0 | 1873 | William Allan, A. M. | Non-sect | 4 | 0 | 50 | 50 | 0 | 50 | 0 | 23 | .... | .... | 0 | 0 |
| 466 | The Hannah More Academy* | Reisterstown, Md | 1832 | 1834 | Rev. Arthur J. Rich, A. M., M. D., rector. | P. E | 4 | 4 | 38 | .... | 38 | 38 | 29 | 14 | .... | .... | .... | .... |
| 467 | St. George's Hall for Boys | Reisterstown, Md | 0 | 1876 | Prof. James C. Kinear, A. M. | P. E | 4 | 0 | 35 | 35 | 0 | 25 | 10 | 10 | 5 | 6 | 3 | .... |
| 468 | St. Mary's Female Seminary* | St. Mary's City, Md | ..... | 1844 | Mrs. James R. Thomas | Non-sect | .... | 3 | 20 | .... | 20 | 20 | .... | 12 | .... | .... | .... | .... |
| 469 | Rockland School for Girls | Sandy Springs, Md | ..... | 1878 | Henry C. Hallowell, A. M | Non sect | 1 | 3 | 37 | .... | 37 | 37 | 7 | 10 | 1 | .... | 1 | .... |
| 470 | Pen Lucy School for Boys | Waverly, Md | ..... | 1867 | Richard M. Johnston | ..... | 1 | 1 | 35 | 35 | .... | 25 | 20 | .... | 12 | 1 | .... | .... |
| 471 | Punchard Free School | Andover, Mass | 1851 | 1856 | William G. Goldsmith, A. M | Non-sect | 2 | 2 | 73 | 36 | 37 | 73 | 0 | 15 | 0 | 0 | 0 | 0 |
| 472 | Family School for Young Ladies | Belmont, Mass | ..... | 1866 | Miss Mary C. Pratt | Non-sect | 3 | 4 | 18 | 0 | 18 | 18 | 4 | 10 | 0 | 0 | 0 | 0 |
| 473 | Powers Institute | Bernardston, Mass | 0 | 1858 | Lewis McL. Jackson, A. M | Non-sect | 1 | 3 | 123 | 55 | 68 | 100 | 25 | 6 | 10 | .... | .... | .... |
| 474 | Howe School | Billerica, Mass | 1852 | 1852 | Samuel Tucker, A. M | Non-sect | 1 | 1 | 35 | 16 | 19 | 35 | 0 | 8 | 0 | 0 | 0 | 0 |
| 475 | Houghton High School | Bolton, Mass | 1848 | 1849 | Charles M. Sargent | ..... | 1 | 0 | 36 | 17 | 19 | 25 | 11 | 2 | 6 | 0 | 0 | 0 |
| 476 | Miss Abby H. Johnson's Home and Day School for Young Ladies. | Boston, Mass. (18 Newbury street). | ..... | 1875 | Abby H. Johnson | Cong | 4 | 10 | 44 | .... | 44 | .... | 14 | 40 | .... | .... | .... | .... |
| 477 | Institute of Languages | Boston Mass. (Hotel Pelham). | ..... | 1870 | Arnold A. F. Züllig | ..... | 1 | 1 | 80 | 5 | 75 | .... | 80 | 80 | .... | .... | .... | .... |
| 478 | Otis Place School* | Boston, Mass. (5 Otis Place). | ..... | 1872 | Mrs. Clara Barnes Martin | ..... | 4 | 4 | 45 | .... | 45 | .... | 15 | 45 | .... | .... | .... | .... |
| 479 | Miss Putnam's English and Classical Family and Day School. | Boston, Mass. (68 Marlborough street). | ..... | 1866 | Miss M. L. Putnam | P. E | 2 | 7 | 27 | 0 | 27 | 27 | 24 | 26 | .... | .... | .... | .... |
| 480 | St. Margaret's School | Boston, Mass. (5 Chestnut street). | 0 | 1875 | Miss Edith L. Chase | P. E | 1 | 10 | 58 | 2 | 56 | .... | .... | .... | .... | .... | .... | .... |
| 481 | Thayer Academy | Braintree, Mass | 1879 | 1877 | Jotham B. Sewall, A M., head master. | Non-sect | 4 | 1 | 76 | 30 | 46 | 60 | 16 | 46 | 16 | 0 | 3 | 0 |
| 482 | Hitchcock Free High School | Brimfield, Mass | 1855 | 1855 | Charles H. Cooper, A. M | ..... | 2 | 2 | 116 | 64 | 52 | 52 | 3 | 11 | 3 | .... | 1 | .... |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 483 | Deerfield Academy and Dickinson High School.* | Deerfield, Mass | 1876 | 1878 | Joseph Y. Bergen, jr., A. M | Non-sect | 1 | 2 | 77 | 41 | 36 | 51 | 26 | 48 | 5 | 6 | 0 | 0 |
| 484 | Nichols Academy | Dudley, Mass | 1819 | 1821 | H. T. Dawson | Non-sect | 2 | 1 | 78 | 42 | 36 | .... | 12 | 27 | 6 | 8 | 2 | .... |
| 485 | Partridge Academy | Duxbury, Mass | 1829 | 1845 | Rev. Edward B. Maglathlin | Non-sect | 1 | 1 | 50 | 32 | 18 | 49 | 1 | 12 | 1 | 0 | 0 | 1 |
| 486 | Home School for Young Ladies | Everett, Mass | ..... | 1874 | Mrs. A. P. Potter | Baptist | 1 | 5 | 30 | .... | 30 | .... | .... | .... | (a) | .... | .... | .... |
| 487 | Lawrence Academy | Falmouth, Mass | 1833 | 1834 | Lucian Hunt, A. M | Non-sect | 1 | 1 | 23 | 10 | 13 | 23 | 4 | 0 | 0 | 1 | 0 | 0 |
| 488 | Dean Academy* | Franklin, Mass | 1865 | 1866 | L. L. Burrington, A. M | Univ | 3 | 5 | 80 | 42 | 38 | 71 | 9 | 13 | 5 | 1 | 0 | 0 |
| 489 | Sedgwick Institute | Great Barrington, Mass | ..... | 1855 | Rev. H. J. Van Lennep, D. D., and E. J. Van Lennep. | Cong | 3 | 3 | 30 | 30 | .... | .... | .... | .... | 10 | 4 | .... | .... |
| 490 | Prospect Hill School for Young Ladies. | Greenfield, Mass | 1868 | 1869 | Rev. John F. Moors | Unitar'n | 3 | 5 | 25 | 0 | 25 | 20 | 8 | 12 | 2 | 0 | 0 | 0 |
| 491 | "The Elms"* | Hadley, Mass | ..... | 1866 | Misses Porter and Champney | Cong. & P. E. | 2 | 3 | 12 | .... | 12 | .... | .... | .... | .... | .... | .... | .... |
| 492 | Hanover Academy | Hanover, Mass | 1862 | 1812 | J. G. Knight | Non-sect | 1 | .... | 50 | 23 | 27 | 44 | 6 | 2 | 0 | 2 | .... | .... |
| 493 | Derby Academy | Hingham, Mass | 1797 | 1783 | James E. Thomas, A. B | Non-sect | 1 | 2 | 60 | 26 | 34 | .... | 60 | .... | 2 | 0 | 0 | 0 |
| 494 | Leicester Academy *b* | Leicester, Mass | 1784 | 1784 | Rev. Samuel May (trustee) | Non-sect | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 495 | St. Patrick's Female Academy | Lowell, Mass | ..... | 1852 | Sister Agnes Aloysia | R. C | .... | 10 | 100 | .... | 100 | 100 | .... | 50 | .... | .... | .... | .... |
| 496 | Tabor Academy | Marion, Mass | ..... | 1877 | C. P. Howland | Non-sect | 2 | 0 | 27 | 20 | 7 | 0 | 10 | 0 | 10 | 0 | 0 | 0 |
| 497 | Barstow School | Mattapoisett, Mass | ..... | 1870 | Miss Annie H. Delano | Non-sect | .... | 1 | 35 | 12 | 23 | 35 | .... | .... | .... | .... | .... | .... |
| 498 | Eaton Family School | Middleborough, Mass | ..... | 1854 | Amos H. Eaton | Non-sect | 1 | 1 | 33 | 30 | 3 | 33 | 6 | .... | 2 | 3 | .... | 1 |
| 499 | Admiral Sir Isaac Coffin's Lancasterian School.* | Nantucket, Mass | 1827 | 1827 | E. B. Fox | Non-sect | 1 | 3 | 84 | 41 | 43 | 60 | 24 | 20 | 0 | 0 | 0 | 0 |
| 500 | Consolidated High and Putnam Schools. | Newburyport, Mass | 1838 | (1764) (1843) (1848) | Amos H. Thompson | .... | 3 | 4 | 230 | 100 | 130 | 165 | 65 | 50 | 10 | 3 | 1 | .... |
| 501 | South Berkshire Institute | New Marlboro', Mass | 1855 | 1856 | S. T. Frost, A. M | Cong | 2 | 4 | 88 | 56 | 32 | 53 | 22 | 13 | 6 | 1 | .... | .... |
| 502 | New Salem Academy | New Salem, Mass | 1795 | 1795 | V. M. Howard | Non-sect | 1 | 1 | 21 | 18 | 3 | 21 | 10 | 5 | 6 | .... | 0 | 0 |
| 503 | Northfield Seminary* | Northfield, Mass | ..... | 1879 | Harriette W. Tuttle | Non-sect | 0 | 5 | 110 | 0 | 110 | 95 | 15 | .... | .... | .... | .... | .... |
| 504 | Sawin Academy | Sherborn, Mass | 1871 | 1874 | Edward A. H. Allen, C. E | Non-sect | 1 | 2 | 40 | 14 | 26 | 40 | 21 | 12 | .... | .... | 0 | 1 |
| 505 | Dummer Academy | South Byfield, Mass | 1782 | 1763 | Rev. Ebenezer G. Parsons, M. A. | Non-sect | 1 | 1 | 31 | 16 | 15 | 31 | 5 | 0 | 3 | 0 | 1 | 0 |
| 506 | Family and Day School for Young Ladies. | Springfield, Mass | ..... | 1865 | Miss Catharine L. Howard | Unitar'n | 1 | 6 | 58 | .... | 58 | .... | .... | .... | .... | .... | .... | .... |
| 507 | Hillside Home | Stockbridge, Mass | ..... | 1875 | Miss Adele Brewer | Cong | 1 | 4 | 16 | 1 | 15 | 16 | 2 | 2 | .... | .... | .... | .... |
| 508 | Waltham New Church School | Waltham, Mass | ..... | 1860 | Benjamin Worcester | N. J. Ch. | 2 | 6 | 79 | 32 | 47 | .... | .... | .... | .... | .... | .... | .... |
| 509 | Wesleyan Academy | Wilbraham, Mass | 1824 | 1825 | Rev. G. M. Steele, D. D., LL. D. | M. E | 7 | 6 | 322 | 177 | 145 | 242 | 50 | 30 | 50 | .... | 6 | 3 |
| 510 | Glen Seminary | Williamstown, Mass | ..... | 1876 | Frances A. and Marcia P. Snyder. | .... | 1 | 3 | 20 | 6 | 14 | 13 | 7 | 10 | 5 | .... | 2 | .... |
| 511 | Highland Military Academy | Worcester, Mass | ..... | 1856 | Caleb B. Metcalf, A. M | Non-sect | 7 | .... | 50 | 50 | .... | 46 | 4 | 4 | 2 | .... | .... | .... |
| 512 | School of Modern Languages | Worcester, Mass | ..... | 1875 | Mrs. Minna V. Fitch | Non-sect | 0 | 3 | 46 | 12 | 34 | 12 | .... | 46 | .... | .... | .... | .... |
| 513 | Miss Williams' School* | Worcester, Mass | ..... | 1873 | Miss Ava Williams | Non-sect | 3 | 4 | 30 | .... | 30 | 30 | 10 | 28 | .... | .... | 2 | .... |
| 514 | Raisin Valley Seminary | Adrian, Mich | ..... | 1851 | W. W. White, B. S | Friends | 2 | 2 | 105 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 515 | Detroit College* | Detroit, Mich | ..... | 1877 | Rev. J. G. Walshe, S. J., president. | R. C | 8 | 0 | 140 | 140 | 0 | 45 | 80 | 35 | 30 | 16 | 40 | .... |
| 516 | Detroit Female Seminary | Detroit, Mich | 1859 | 1859 | Marcus H. Martin, A. M | Non-sect | 6 | 9 | 271 | .... | 271 | 221 | 20 | 30 | .... | .... | .... | .... |
| 517 | German-American Seminary* | Detroit, Mich. (Lafayette street). | 1861 | 1861 | W. N. Hailmann | Non-sect | 3 | 4 | 185 | 96 | 89 | .... | .... | .... | .... | .... | .... | .... |
| 518 | The Misses Bacon's School for Young Ladies and Children. | Grand Rapids, Mich. (28 South Lafayette street). | ..... | 1874 | Misses Bacon | Non-sect | 1 | 3 | 60 | .... | 60 | 60 | .... | 8 | .... | .... | .... | .... |
| 519 | St. Joseph's Academy | Marquette, Mich | ..... | 1869 | Mother M. De. Pazzi | R. C | .... | 10 | 200 | .... | 200 | 200 | .... | .... | .... | .... | .... | .... |

* From Report of the Commissioner of Education for 1880. *a* See Table VII. *b* Suspended; may be reopened in 1882.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 520 | St. Mary's Academy | Monroe, Mich | ..... | 1845 | Mother Mary Justina | R. C | .... | 12 | 120 | .... | 120 | .... | .... | .... | .... | .... | .... | .... |
| 521 | Somerville School | St. Clair, Mich | 1880 | 1879 | Mrs. Caroline F. Ballentine | Non-sect | 2 | 6 | 51 | 6 | 45 | .... | .... | .... | .... | .... | .... | .... |
| 522 | Spring Arbor Seminary | Spring Arbor, Mich | ..... | 1874 | Clark Jones | Fr. Meth | *a*4 | .... | 143 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 523 | St. Croix Valley Academy | Afton, Minn | 1867 | 1868 | John T. Marvin, A. M., B. D | Non-sect | 2 | .... | 22 | 16 | 6 | 20 | 1 | 1 | 1 | .... | .... | .... |
| 524 | Bethlehem Academy and Parish School.* | Faribault, Minn | ..... | 1865 | Sister M. Gertrude | R. C | .... | 7 | 300 | 130 | 170 | 300 | .... | .... | 10 | 15 | 2 | 6 |
| 525 | Shattuck School | Faribault, Minn | 1860 | 1865 | Rev. James Dobbin, A. M., B. D. | P. E | 8 | 1 | 125 | 125 | .... | .... | .... | .... | 9 | .... | 3 | 1 |
| 526 | Grove Lake Academy | Grove Lake, Minn | ..... | 1876 | D. J. Cogan | Non-sect | 4 | .... | 72 | 72 | .... | 72 | 6 | 5 | .... | 3 | .... | .... |
| 527 | St. Boniface Academy* | Hastings, Minn | ..... | 1871 | Sister M. Gertrude | R. C | .... | 4 | 60 | .... | 60 | .... | .... | .... | .... | .... | .... | .... |
| 528 | High Forest Methodist Episcopal Seminary. | High Forest, Minn | 1879 | 1877 | E. W. Young, A. B | M. E | 1 | 2 | 48 | 21 | 27 | 40 | 8 | .... | 1 | 5 | 1 | .... |
| 529 | St. Mary's School | Hokah, Minn | ..... | 1868 | Sister M. C. Borromea | R. C | .... | 3 | 30 | .... | 30 | .... | .... | 2 | .... | .... | .... | .... |
| 530 | School of the Holy Apostles* | Mankato, Minn | ..... | 1873 | Rev. Peter Schnitzler | R. C | 3 | 6 | 375 | 175 | 200 | 375 | 12 | .... | 12 | .... | 28 | .... |
| 531 | Minneapolis Academy | Minneapolis, Minn | 0 | 1879 | Charles Davidson, A. M | Non-sect | 3 | 1 | 128 | 84 | 44 | 93 | 23 | 12 | 2 | 25 | 9 | 0 |
| 532 | St. Olaf's School | Northfield, Minn | 1874 | 1875 | Thorbjorn Nilson Mohn | Lutheran | 3 | 1 | 92 | 68 | 24 | 83 | 9 | 27 | 9 | .... | .... | .... |
| 533 | Minnesota Academy | Owatonna, Minn | 1877 | 1877 | Israel H. De Wolf, A. M | Baptist | 2 | 3 | 189 | 75 | 114 | 106 | 37 | 31 | 6 | 31 | 4 | .... |
| 534 | Hauge College and Seminary | Red Wing, Minn | 1878 | 1879 | G. O. Brohough | Lutheran | 4 | 0 | 75 | 75 | .... | 60 | 15 | .... | .... | .... | 15 | .... |
| 535 | Academy of Our Lady of Lourdes. | Rochester, Minn | ..... | 1877 | | R. C | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 536 | Rochester English and Classical School.* | Rochester, Minn | 0 | 1876 | Sanford Niles | Non-sect | 3 | 2 | 167 | 107 | 60 | 167 | 20 | 10 | .... | .... | 4 | .... |
| 537 | St. Joseph's Academy* | St. Paul, Minn | 1867 | 1850 | | R. C | .... | .... | 118 | .... | 118 | .... | .... | .... | .... | .... | .... | .... |
| 538 | St. Paul Home School | St. Paul, Minn. (36 Iglehart street). | ..... | 1856 | Mrs. M. W. Brown | Non-sect | 1 | 10 | 70 | 23 | 47 | 70 | 17 | 65 | 17 | 20 | 3 | 4 |
| 539 | Gustavus Adolphus College | St. Peter, Minn | 1874 | 1876 | Rev. J. P. Nyquist, president. *b* | Ev. Luth | 4 | .... | 114 | 99 | 15 | 114 | 18 | 114 | 8 | .... | 8 | .... |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 540 | Wesleyan Methodist Seminary | Wasioja, Minn | 1873 | 1873 | Edwin G. Paine, A. M | Wes. M. | 2 | 2 | 76 | 48 | 28 | 55 | 17 | 2 | 10 | 7 | 0 | 0 |
| 541 | Methodist District High School | Black Hawk, Miss | 1873 | | E. W. Tarrant, A. M | M. E. So. | 2 | 3 | 129 | 59 | 70 | 129 | 45 | 18 | 10 | 6 | 3 | 3 |
| 542 | Blue Mountain Academy | Blue Mountain, Miss | | 1875 | T. B. Winston | | 2 | | 80 | 80 | | | | | | | 4 | |
| 543 | Johnson's Classical School | Booneville, Miss | 0 | 1873 | John W. Johnson | Non-sect | 1 | 4 | 124 | 61 | 63 | 75 | 27 | | 4 | 3 | | |
| 544 | Brandon Female College | Brandon, Miss | 1845 | 1840 | Miss F. A. Johnson | Non-sect | | 4 | 90 | 15 | 75 | | 12 | 7 | | | | |
| 545 | Waverly Institute* | Byhalia, Miss | 1880 | 1880 | A. M. Moore | Non-sect | 1 | 4 | 160 | 60 | 100 | 160 | 20 | 8 | | | | |
| 546 | Carrollton Female College | Carrollton, Miss | 1880 | 1852 | T. C. Belsher, A. M., president. | Non-sect | 1 | 2 | 81 | 0 | 81 | 81 | 1 | 6 | | | | |
| 547 | Columbus District High School | Chester, Miss | | 1881 | John R. Edmunds | Meth. | 1 | 2 | 90 | 50 | 40 | 55 | 15 | 11 | 12 | | 4 | |
| 548 | Mt. Hermon Female Seminary | Clinton, Miss | 1873 | 1875 | Sarah A. Dickey | Non-sect | | 3 | 180 | 80 | 100 | 180 | | | | | | |
| 549 | Crystal Springs Institute | Crystal Springs, Miss | 1865 | 1860 | Rev. Oscar Newton | Presb | 1 | 3 | 55 | 10 | 45 | 55 | 12 | | | | | |
| 550 | Cooper Institute | Daleville, Miss | 1873 | 1865 | Rev. J. L. Cooper | C. Presb | 6 | 2 | 162 | 106 | 56 | 162 | 50 | | 50 | 75 | | |
| 551 | Harperville College | Harperville, Miss | 1881 | 1875 | C. A. Huddleston, A. M | Non-sect | 4 | 2 | 123 | 72 | 51 | 87 | 36 | | 36 | 86 | 19 | 19 |
| 552 | Baptist Female College | Hernando, Miss | 1851 | 1851 | M. M. Johnston | Non-sect | | 2 | 20 | 5 | 15 | 20 | | 2 | | | | |
| 553 | Holly Springs Normal Institute | Holly Springs, Miss | 1837 | 1840 | A. D. Chesterman | | 2 | 4 | 200 | 90 | 110 | 100 | 25 | | 4 | | | |
| 554 | Iuka Female Institute | Iuka, Miss | 1866 | 1866 | John C. Pettus | Non-sect | 1 | 2 | 92 | 27 | 65 | 92 | 3 | 3 | 0 | 0 | 0 | 0 |
| 555 | Kosciusko Male and Female Institute. | Kosciusko, Miss | 1878 | 1875 | T. A. S. Adams | M. E. So. | 2 | 2 | 67 | 30 | 37 | 45 | 22 | 8 | 6 | | 4 | |
| 556 | Kossuth School | Kossuth, Miss | 0 | 1878 | Z. B. Whitehurst and W. L. Skinner. | | 2 | 1 | 93 | 51 | 42 | 40 | 4 | | | | | |
| 557 | McComb City Academy* | McComb City, Miss | | 1872 | Miss E. Hamerton | Non-sect | 0 | 3 | 121 | 51 | 70 | 121 | | | | | | |
| 558 | East Mississippi Female College | Meridian, Miss | 1870 | 1870 | Rev. J. W. Adkisson, A. M., president. | M. E. So. | 2 | 6 | 142 | 0 | 142 | 140 | | 10 | | | | |
| 559 | Meridian Academy | Meridian, Miss | | | | M. E | a2 | | 100 | | | | | | | | | |
| 560 | Oakland Male and Female College*. | Oakland, Miss | | 1880 | A. H. Drake, president | Non-sect | | | | | | | | | | | | |
| 561 | Okolona Female Institute | Okolona, Miss | 1856 | 1850 | J. G. Deupree | Non-sect | 1 | 4 | 134 | | 134 | 134 | 30 | 12 | | | | |
| 562 | Okolona Male Academy | Okolona, Miss | 1872 | 1870 | | Non-sect | 1 | 2 | 82 | 82 | 0 | 45 | 12 | 0 | 6 | 8 | 1 | 0 |
| 563 | Pleasant Hill Masonic Male and Female Institute. | Pleasant Hill, Miss | 1867 | 1867 | J. B. Williams | Non-sect | 1 | 3 | 79 | 50 | 29 | 35 | 25 | | 15 | 0 | 0 | 0 |
| 564 | Pontotoc Male Academy | Pontotoc, Miss | | 1856 | J. M. Carter | Non-sect | 2 | | 57 | 57 | | 57 | 5 | | 10 | | 1 | |
| 565 | Chamberlain Hunt Academy | Port Gibson, Miss | 1878 | 1879 | J. H. Leckey, A. B | | 4 | | 72 | 72 | | 72 | 21 | 17 | 51 | | 1 | 0 |
| 566 | Stonewall Female College | Ripley, Miss | | 1850 | Mrs. M. J. Buchanan | | | | | | | | | | | | | |
| 567 | Sardis Male Institute* | Sardis, Miss | 0 | | J. A. Rainwater | Non-sect | 1 | 1 | 80 | 80 | | 60 | 20 | 11 | 20 | 11 | 5 | 3 |
| 568 | Starkville Female Institute | Starkville, Miss | 1872 | 1869 | T. G. Sellers, A. M | Baptist | 1 | 6 | 157 | 20 | 137 | 137 | 20 | 10 | | | | |
| 569 | Vaiden Male and Female Institute. | Vaiden, Miss | 0 | 1864 | J. E. Hopkins, A. M | Non-sect | 1 | 1 | 100 | 50 | 50 | 90 | 10 | 10 | 0 | 0 | 0 | 0 |
| 570 | North Mississippi Female College | Verona, Miss | 1870 | 1870 | S. P. Rice | Non-sect | 1 | 3 | 64 | 4 | 60 | | | | | | | |
| 571 | Walthall Male and Female High School. | Walthall, Miss | 0 | 1877 | W. J. Taylor | Non-sect | 1 | 1 | 59 | 32 | 27 | | | | | | | |
| 572 | Jefferson College | Washington, Miss | 1802 | 1811 | J. S. Raymond | Non-sect | 4 | | 81 | | | | | | | | | |
| 573 | Beth Eden College Institute | Webster, Miss | 1878 | 1878 | F. B. Brown | Luther'n | 2 | 1 | 74 | 41 | 33 | 62 | 12 | | 2 | | 1 | |
| 574 | Winona Female College | Winona, Miss | | | Milton E. Bacon | Non-sect | 1 | 5 | 118 | | 118 | 118 | 2 | 5 | 0 | 0 | 0 | 0 |
| 575 | Watson Seminary | Ashley, Mo | 1847 | 1855 | Jos. C. Watkins, A. M | Non-sect | 2 | 0 | 40 | 25 | 15 | 25 | 15 | 0 | 8 | 5 | | |
| 576 | Avalon Academy* | Avalon, Mo | 1869 | 1873 | Rev. C. J. Kephart, A. M | U. B | 2 | 1 | 85 | 54 | 31 | 63 | 10 | | 7 | 9 | 6 | |
| 577 | Southwest Baptist College | Bolivar, Mo | 1878 | 1878 | James Rogers Maupin, A. M., president. | Baptist | 6 | 2 | 180 | 101 | 79 | 165 | 23 | | | | 50 | |
| 578 | The Kemper Family School | Boonville, Mo | 0 | 1844 | T. A. Johnston, A. M | Non-sect | 3 | 1 | 62 | 62 | 0 | 44 | 18 | 10 | | | | |
| 579 | Butler Academy | Butler, Mo | 1877 | 1874 | Jas. M. Naylor, A. M | Presb | 2 | | 132 | 63 | 69 | 98 | 34 | 8 | | 2 | 1 | |

* From Report of the Commissioner of Education for 1881.

*a* Sex not reported.

*b* Since succeeded by Rev. Mathias Wahlstrom, A. B.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 580 | Bellevue Collegiate Institute | Caledonia, Mo | 1867 | 1867 | W. D. Vandiver, PH. B., president. | M. E. So. | 2 | 2 | 130 | 57 | 73 | 130 | 10 | 2 | .... | .... | .... | .... |
| 581 | Carleton Institute | Farmington, Mo | 1859 | 1854 | Miss Eliza A. Carleton, A. M., president. | M. E. | 1 | 4 | 133 | .... | .... | .... | 5 | 10 | .... | .... | .... | .... |
| 582 | Kirkwood Seminary | Kirkwood, Mo | 1868 | 1861 | Miss Anna C. Sneed | .... | 2 | 11 | 90 | .... | 90 | 90 | .... | 24 | .... | .... | .... | .... |
| 583 | Wentworth Male Academy | Lexington, Mo | 1881 | 1879 | Sandford Sellers, M. A., and B. L. Hobson. | Non-sect | 2 | 0 | 53 | 53 | 0 | 29 | 24 | 8 | 4 | 5 | 2 | 3 |
| 584 | McCune College | Louisiana, Mo | 1881 | 1880 | A. Slaughter, president | .... | 3 | 4 | 114 | 53 | 61 | 114 | 30 | .... | .... | .... | .... | .... |
| 585 | Marionville Collegiate Institute | Marionville, Mo | 1872 | 1872 | Prof. John Turrentine | Meth | 3 | 1 | 162 | 107 | 55 | 102 | 5 | 50 | 12 | 25 | 3 | .... |
| 586 | Montgomery College | Montgomery City, Mo | 1849 | 1849 | John T. Bibb, B. L., and John W. Perry, A. M. | Non-sect | 2 | 5 | 130 | 67 | 63 | 90 | 19 | 10 | 14 | 13 | 18 | 11 |
| 587 | Morrisville Male and Female Collegiate Institute. | Morrisville, Mo | 1876 | 1872 | Rev. W. C. Godbey, president. | M. E. So. | 3 | 2 | 106 | 68 | 38 | 90 | 16 | 10 | .... | .... | .... | .... |
| 588 | Oak Ridge High School | Oak Ridge, Mo | 1877 | 1874 | W. T. Carrington | .... | 2 | 2 | 112 | 65 | 47 | 112 | .... | .... | .... | 10 | 4 | 6 |
| 589 | Palmyra Seminary | Palmyra, Mo | 1873 | 1852 | James S. Dingle | Non-sect | 2 | 4 | 75 | 25 | 50 | 75 | 20 | 15 | .... | .... | .... | .... |
| 590 | St. Paul's College | Palmyra, Mo | 1852 | 1848 | Rev. J. A. Wainwright, A. M., M. D., president. | P. E. | 3 | 2 | 35 | 25 | 10 | 30 | 15 | 8 | 2 | .... | 2 | .... |
| 591 | Park College | Parkville, Mo | 1878 | 1875 | Rev. John A. McAfee, A.M. | Presb | 6 | 3 | 155 | 95 | 60 | 55 | 100 | .... | .... | .... | .... | .... |
| 592 | Peirce City Baptist College | Peirce City, Mo | 1879 | 1880 | Charles S. Sheffield | Baptist | 2 | 2 | 47 | 31 | 16 | 39 | 8 | 0 | .... | .... | 0 | 0 |
| 593 | Pilot Grove Collegiate Institute* | Pilot Grove, Mo | .... | 1878 | Charles N. Johnson, A. B., M. S., B. E. | Non-sect | 3 | 3 | 110 | 50 | 60 | 40 | 60 | 10 | .... | .... | .... | .... |
| 594 | Van Rensselaer Academy | Rensselaer, Mo | .... | .... | James Donnelly, A. M | Presb | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 595 | Academy of the Sacred Heart | St. Charles, Mo | .... | 1820 | Madam R. Conway | R. C. | .... | 32 | 100 | .... | 100 | 100 | .... | 38 | .... | .... | .... | .... |
| 596 | St. Charles College | St. Charles, Mo | 1838 | 1837 | B. S. Newland, A. M., president. | M. E. So. | 2 | 4 | 78 | 50 | 28 | .... | 8 | 20 | .... | .... | .... | .... |
| 597 | Academy of the Sacred Heart | St. Joseph, Mo | .... | 1853 | Madame Keating | R. C. | .... | 16 | 240 | .... | 240 | 240 | .... | 25 | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 598 | Young Ladies' Institute | St. Joseph, Mo | 0 | 1869 | Rev. Charles Martin, M. D | Non-sect | 2 | 7 | 115 | | 115 | 115 | 12 | 15 | | | |
| 599 | Bartram's German-English Academy. | St. Louis, Mo | | | | | | | | | | | | | | | |
| 600 | Mrs. Cuthbert's Seminary for Young Ladies.* | St. Louis, Mo. (corner 16th and Pine streets). | | 1865 | Mrs. Eugenia Cuthbert | Non-sect | 2 | 5 | 150 | | 150 | | 40 | 60 | | | |
| 601 | Educational Institute | St. Louis, Mo | 0 | 1879 | John Tocnsfeldt | Non-sect | 9 | | 223 | 223 | | 223 | | 41 | | 8 | |
| 602 | Foster's School | St. Louis, Mo. (corner 16th and Pine streets). | 0 | 1878 | Ben. R. Foster | Non-sect | 4 | 1 | 30 | 30 | | | | | | | |
| 603 | Lutheran High School | St. Louis, Mo | | 1867 | August C. Burgdorf | Ev. Luth | 2 | | 54 | 54 | | | | | 20 | | 8 |
| 604 | St. Patrick's Academy* | St. Louis, Mo | | 1868 | Brother Helemian, director | R. C | | | 200 | 200 | | | | | | | |
| 605 | School of the Good Shepherd* | St. Louis, Mo. (2029 Park avenue). | 1867 | 1874 | Sister Catharine | P. E | 2 | 11 | 79 | 7 | 72 | | | | | | |
| 606 | Salem Academy | Salem, Mo | 0 | 1872 | Wm. H. Lynch, A. M | Non-sect | 3 | 5 | 465 | 233 | 232 | 465 | 13 | 6 | | 12 | 5 | 2 |
| 607 | Weaubleau Christian Institute *a* | Weaubleau City, Mo. (Hickory County). | 1869 | 1873 | Rev. Emerson Barber | Christian | 2 | | 100 | | | | | | | | |
| 608 | Nebraska Baptist Seminary | Gibbon, Nebr | | 1880 | George W. Read | Baptist | 2 | 2 | 110 | 49 | 61 | | 28 | | 4 | | |
| 609 | Gates College | Neligh, Nebr | | 1881 | Rev. M. L. Holt | Cong | 2 | | | | | | | | | | |
| 610 | Brownell Hall | Omaha, Nebr | 1867 | 1863 | Rev. Robert Doherty, M. A., rector. | P. E | 3 | 5 | 79 | | 79 | | | | | | |
| 611 | St. Catherine's Academy | Omaha, Nebr | | 1877 | Sisters of Mercy | R. C | | 10 | 124 | 12 | 112 | 120 | 4 | 8 | | | |
| 612 | Pawnee City Academy | Pawnee City, Nebr | 0 | 1877 | A. K. Gondy | Non-sect | 2 | 2 | 76 | 39 | 37 | 71 | 5 | | 3 | 0 | 0 | 0 |
| 613 | Nebraska Conference Seminary | York, Nebr | 1879 | 1880 | Rev. Edward Thomson, A. M., B. D., PH. D., president. | M. E | 1 | 3 | 137 | 80 | 57 | 105 | 20 | 12 | 20 | 25 | | |
| 614 | Proctor Academy | Andover, N. H | *b*1874 | *b*1874 | W. J. Lloyd | Unitar'n | 1 | 1 | 61 | 28 | 33 | 50 | 11 | | | | | |
| 615 | Atkinson Academy | Atkinson, N. H | 1791 | 1789 | Bartlett H. Weston | Non-sect | 1 | 1 | 40 | 24 | 16 | 28 | 10 | 5 | 2 | 3 | | |
| 616 | Candia Village High School | Candia Village, N. H | | 1878 | Howard C. Jewitt | | 1 | | 43 | 22 | 21 | | | | | | | |
| 617 | Chester Academy | Chester, N. H | 1853 | 1853 | W. I. Smith | Non-sect | 2 | 0 | 40 | 20 | 20 | 25 | 15 | | 4 | 0 | 0 | 0 |
| 618 | Colebrook Academy | Colebrook, N. H | 1846 | 1848 | George A. Dickey | | 1 | 1 | 52 | 20 | 32 | | | | | | | |
| 619 | English and Classical School | Concord, N. H | | 1879 | C. H. Howe | Evang'cal | 1 | | 16 | 10 | 6 | 13 | 3 | 0 | 1 | | | |
| 620 | Contoocook Academy | Contoocook, N. H | 1856 | 1856 | Charles M. Sargent | Sweden'n | 1 | 1 | 40 | 15 | 25 | | | | | | 0 | 1 |
| 621 | Pinkerton Academy | Derry, N. H | 1814 | 1815 | Edmund R. Angell | Non-sect | 1 | 2 | 70 | 33 | 37 | | 20 | 6 | | | 0 | 0 |
| 622 | Franklin Academy | Dover, N. H | 1818 | 1818 | John Scales, A. M | | 1 | 1 | 87 | 50 | 37 | | 12 | 4 | 1 | 1 | | |
| 623 | Conant High School | East Jaffrey, N. H | | 1869 | B. F. Armitage | Non-sect | 1 | 1 | 77 | 39 | 38 | 58 | 19 | 0 | 4 | | 0 | 0 |
| 624 | Francestown Academy* | Francestown, N. H | 1819 | 1800 | Hervey S. Cowell, A. M | Non-sect | 3 | 3 | 132 | 75 | 57 | 98 | 18 | 16 | 9 | 1 | 0 | 0 |
| 625 | Gilmanton Academy | Gilmanton, N. H | 1794 | 1797 | Frank M. McCutchins, A. B | Non-sect | 1 | 2 | 35 | 23 | 12 | 19 | 12 | 4 | 4 | | | |
| 626 | Brackett Academy | Greenland, N. H | 1823 | 1824 | Miss Semanthe C. Merrill | Non-sect | 1 | 3 | 70 | 38 | 32 | 50 | 22 | 18 | 5 | 0 | 0 | 1 |
| 627 | Hampstead High School | Hampstead, N. H | 1876 | 1876 | Forrest E. Merrill | Non-sect | 1 | 0 | 30 | 15 | 15 | 30 | 3 | 0 | 2 | 0 | 0 | 0 |
| 628 | Hampton Academy *c* | Hampton, N. H | 1870 | 1811 | W. T. Merrill, secretary board of trustees. | Cong | | | | | | | | | | | | |
| 629 | School for Boys | Holderness, N. H | 1878 | 1879 | Rev. Frederick M. Gray | | 3 | | 48 | 48 | | | | 4 | | | | |
| 630 | Kingston Academy | Kingston, N. H | 1824 | 1825 | C. H. French | Non-sect | 1 | | 36 | 16 | 20 | 30 | 6 | 30 | | | | |
| 631 | Lancaster Academy | Lancaster, N. H | 1828 | 1828 | I. L. Rogers | | 1 | | 57 | 20 | 37 | | | | | | | |
| 632 | Academy of the Sisters of Mercy* | Manchester, N. H | | | Mother M. Frances Xavier Warde, superioress. | R. C | | | | | | | | | | | | |
| 633 | Marlow Academy | Marlow, N. H | | 1850 | Henry O. Hill | | 1 | 1 | 27 | 9 | 18 | | | | | | | |
| 634 | New Hampton Literary and Biblical Institution. | New Hampton, N. H | 1853 | 1853 | Rev. Atwood B. Meservey, A. M. PH. D. | F. W. B. | 6 | 4 | 195 | 110 | 85 | 134 | 55 | 60 | 30 | 5 | 10 | |
| 635 | North Conway Academy* | North Conway, N. H | 1823 | 1823 | Rev. S. G. Norcross | Cong | 1 | 1 | 91 | 47 | 44 | 68 | 17 | 7 | 3 | | 1 | 3 |
| 636 | Northwood Seminary | Northwood Ridge, N. H | 1867 | 1867 | J. H. Hutchins, A. M | F. Bap | 1 | 1 | 35 | 12 | 23 | 23 | 11 | 1 | | | | |

* From Report of the Commissioner of Education for 1880.

*a* Suspended as a school of higher grade; English course only.

*b* Chartered in 1880, and organized in 1881 under its present management.

*c* School suspended.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 637 | Pembroke Academy | Pembroke, N. H | 1818 | 1819 | Isaac Walker, A. M | Cong | 1 | 1 | 84 | 41 | 43 | 65 | 10 | 11 | .... | .... | 1 | .... |
| 638 | Pittsfield Academy | Pittsfield, N. H | 1830 | 1830 | Daniel K. Foster | Cong | 1 | 1 | 60 | 35 | 25 | .... | .... | .... | .... | .... | .... | .... |
| 639 | Miss Morgan's English, French, and German School for Young Ladies. | Portsmouth, N. H | .... | 1874 | Miss Arabella C. Morgan | Non-sect | 2 | 5 | 43 | .... | 43 | 43 | 6 | 43 | .... | .... | .... | .... |
| 640 | Smith's Academy and Commercial College. | Portsmouth, N. H | .... | 1873 | Lewis E. Smith | .... | 3 | 1 | 57 | 52 | 5 | 46 | 11 | 3 | 6 | 2 | .... | .... |
| 641 | Raymond High School | Raymond Center, N. H | .... | 1867 | John T. Bartlett | .... | 1 | .... | 47 | 30 | 17 | .... | .... | .... | .... | .... | .... | .... |
| 642 | McGaw Normal Institute | Reed's Ferry, N. H | 1849 | 1849 | Elliot Whipple, A. M | Non-sect | 1 | 3 | 41 | 24 | 17 | 22 | 13 | 5 | 6 | .... | 1 | .... |
| 643 | Barnard Academy | South Hampton, N. H | .... | 1842 | John L. Dearing | Non-sect | 1 | 0 | 30 | 15 | 15 | 30 | 0 | 0 | 0 | 0 | 0 | 0 |
| 644 | New Hampshire Conference Seminary and Female College. | Tilton, N. H | 1852 | 1845 | Rev. Silas E. Quimby, A. M., president. | M. E | 8 | 4 | 213 | 108 | 105 | 34 | 53 | 33 | 29 | 10 | 3 | .... |
| 645 | Simonds' Free High School | Warner, N. H | 1871 | 1871 | Charles A. Strout | Non-sect | 1 | 2 | 45 | 23 | 22 | 35 | 7 | 3 | 2 | 0 | .... | .... |
| 646 | Tubbs' Union Academy | Washington, N. H | 1848 | 1848 | Frank P. Newman | .... | 1 | 1 | 55 | 30 | 25 | 53 | 2 | .... | 2 | 6 | .... | .... |
| 647 | Wolfborough Academy | Wolfborough, N. H | .... | 1878 | .... | .... | 1 | 1 | 25 | 15 | 10 | .... | .... | 6 | .... | .... | .... | .... |
| 648 | Wykeham Institute* | Bergen Point, N. J | .... | 1867 | Mrs. W. Townsend Ford | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 649 | Blair Presbyterial Academy* | Blairstown, N. J | .... | 1848 | Henry D. Gregory, A. M., PH. D | Presb | 3 | 3 | 65 | 36 | 29 | 50 | 40 | 5 | 17 | 10 | 3 | 6 |
| 650 | Bordentown Military Institute | Bordentown, N. J | .... | .... | Rev. William C. Bowen, A. M | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 651 | South Jersey Institute | Bridgeton, N. J | 1868 | 1870 | Henry K. Trask, A. M | Baptist | 6 | 4 | 150 | 120 | 30 | 100 | 50 | 27 | 40 | 7 | 7 | 3 |
| 652 | Brainerd Institute* | Cranbury, N. J | 1865 | 1865 | Rev. Joseph S. Van Dyke | Presb | 2 | 1 | 45 | 20 | 25 | 45 | .... | .... | 5 | .... | 2 | .... |
| 653 | The Elizabeth Institute | Elizabeth, N. J. (521 North Broad street). | .... | 1861 | Miss N. C. Read | Presb | .... | 5 | 50 | 13 | 37 | .... | .... | .... | .... | .... | .... | .... |
| 654 | Misses Hayward's English and French School for Young Ladies. | Elizabeth, N. J | .... | 1869 | Misses Julia L. and Amy Hayward. | P. E | 1 | 6 | 39 | .... | 39 | 39 | 3 | 39 | .... | .... | .... | .... |
| 655 | Jefferson Park Academy | Elizabeth, N. J. (315-323 Jefferson avenue). | 1873 | 1872 | James H. Lansley, PH. D | Non-sect | 3 | 2 | 120 | 85 | 35 | .... | .... | .... | .... | .... | .... | .... |
| 656 | English and Classical School | Flemington, N. J | 0 | 1870 | Rev. Louis H. Bähler, A M | Ref. D'ch | 1 | 1 | 35 | 20 | 15 | 22 | 4 | 8 | 4 | .... | .... | .... |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 657 | Institute of the Holy Angels | Fort Lee, N. J | 0 | 1879 | Sister Mary Nonna, SS. DE N. D. | R. C | | 5 | 21 | | 21 | 21 | 0 | 17 | 0 | 0 | 0 | 0 |
| 658 | Freehold Institute | Freehold, N. J | 0 | 1844 | Rev. A. G. Chambers | Presb | 5 | 1 | 57 | 57 | 0 | 32 | 25 | 0 | 20 | 16 | 6 | 3 |
| 659 | Centenary Collegiate Institute | Hackettstown, N. J | 1869 | 1874 | Rev. George H. Whitney, D. D., president. | M. E | 7 | 5 | 190 | 112 | 78 | 100 | 90 | 57 | 50 | 10 | 11 | 1 |
| 660 | St. Agnes' Hall | Haddonfield, N. J | | 1878 | Rev. T. Maxwell Reilly, B. D., rector. | P. E | 2 | 2 | 22 | | 22 | 22 | 2 | 12 | | | | |
| 661 | St. John's Academy | Haddonfield, N. J | | 1865 | Rev. William M. Reilly, B. D., rector. | P. E | 7 | 1 | 81 | 81 | | 81 | 8 | 19 | | | 5 | |
| 662 | The Home Seminary | Hightstown, N. J | 0 | 1864 | Rev. William M. Wells, A. M | Presb | 1 | 4 | 52 | 14 | 38 | 46 | 6 | 3 | 0 | 0 | 0 | 0 |
| 663 | German-American School* | Hoboken, N. J. (148 Park avenue). | | 1871 | John A. von Duisburg | Non-sect | 1 | 1 | 65 | 40 | 25 | 55 | | 65 | | | | |
| 664 | German, English, and French Academy. | Hoboken, N. J. (272 Bloomfield street). | 1873 | 1868 | Frederick H. W. Schlesier | Lutheran | 4 | 3 | 96 | 66 | 30 | 96 | | 96 | | | | 1 |
| 665 | Hoboken Academy* | Hoboken, N. J | 1860 | 1861 | Joseph Schrenk | | 11 | 3 | 350 | 220 | 130 | 350 | | 350 | | 9 | | |
| 666 | Young Ladies' Institute | Hoboken, N. J. (352 Bloomfield street). | | 1868 | Miss Mathilde Schmidt | Non-sect | 4 | 6 | 150 | | 150 | 150 | | | | | | |
| 667 | Hopewell Seminary | Hopewell, N. J | 0 | 1866 | Miss Elizabeth H. Boggs | Non-sect | 1 | 4 | 38 | 8 | 30 | 38 | 0 | 4 | 0 | 0 | 0 | 0 |
| 668 | Jamesburg Institute | Jamesburg, N. J | 0 | 1873 | B. B. Seelye | Presb | 2 | 1 | 34 | 22 | 12 | 30 | 5 | 2 | 1 | 3 | 0 | 0 |
| 669 | Hasbrouck Institute | Jersey City, N. J. (109 Grand street). | 0 | 1856 | Charles C. Stimets | | 9 | 3 | 220 | 160 | 60 | 160 | 60 | 50 | 25 | 15 | 10 | 4 |
| 670 | St. Peter's College* | Jersey City, N. J | | | Rev. John McQuaid, S. J., president. | R. C | 13 | | 125 | 125 | | | | | | | | |
| 671 | Classical and Commercial High School.* | Lawrenceville, N. J | | 1810 | Rev. Samuel M. Hamill, D. D. | Presb | 5 | | 40 | 40 | | 26 | 24 | | 12 | 8 | 8 | |
| 672 | Lawrenceville Young Ladies' Seminary.* | Lawrenceville, N. J | | 1835 | Rev. R. Hamill Davis, PH. D | Presb | 1 | 2 | 25 | | 25 | 25 | 3 | 1 | | | | |
| 673 | St. Elizabeth's Academy* | Near Madison, N. J. (Convent station). | | | Mother M. Xavier, superior | R. C | | | 110 | | 110 | | | | | | | |
| 674 | Glenwood Institute | Matawan, N. J | 1855 | 1855 | Charles Jacobus, A. M | Non-sect | 2 | 2 | 92 | 43 | 49 | | | | 3 | 3 | | |
| 675 | Moorestown Academy | Moorestown, N. J | | 1878 | Edward Forsythe | Friends | 1 | 2 | 87 | 47 | 40 | 87 | 15 | 3 | | | | |
| 676 | Morris Academy | Morristown, N. J | | 1793 | Andrew F. West | Non-sect | 3 | 1 | 42 | 42 | | 17 | 25 | 4 | 25 | 3 | | |
| 677 | Morris Classical Institute* | Morristown, N. J | 0 | 1879 | Sidney H. Moore | Non-sect | 1 | | 7 | 7 | | 3 | 4 | 1 | 1 | 2 | | |
| 678 | Morristown Seminary | Morristown, N. J | | | | | | | | | | | | | | | | |
| 679 | Miss Stevenson's French and English Boarding School for Young Ladies and Little Girls. | Morristown, N. J | | | Miss Louise Stevenson | | | | | | | | | | | | | |
| 680 | Beacon Street German-American School. | Newark, N. J. (10 Beacon street). | | 1858 | Mrs. M. J. Mesler | Non-sect | 3 | 4 | 350 | 200 | 150 | 350 | | 350 | | | | |
| 681 | Blum's School | Newark, N. J | | 1877 | C. W. Blum, M. D | | 2 | 1 | 81 | 42 | 39 | 81 | | 80 | | | | |
| 682 | First German and English Presbyterian School. | Newark, N. J. (35 Morton street). | 1860 | 1860 | Rev. John U. Guenther | Presb | 3 | 3 | 300 | 180 | 120 | 200 | 50 | 300 | 0 | 0 | | 4 |
| 683 | German-American Elementary and High-Grammar School. | Newark, N. J. (19 Green street). | 1856 | 1856 | Hermann von der Heide | Non-sect | 3 | 4 | 305 | 187 | 118 | 305 | | 305 | 0 | 0 | 0 | 0 |
| 684 | St. Vincent's Academy | Newark, N. J | | | Sisters of Charity | R. C | | 7 | 115 | 40 | 75 | 80 | 35 | | 3 | | 4 | |
| 685 | Newton Collegiate Institute | Newton, N. J | 1852 | 1848 | S. S. Stevens, A. M | Non-sect | 2 | 4 | 53 | 30 | 23 | 30 | 13 | 9 | 3 | | 1 | |
| 686 | St. John's School | Passaic, N. J | 0 | 1871 | Charles W. Stickle, A. M | P. E | 3 | 2 | 56 | 35 | 21 | 38 | 11 | 10 | 4 | 2 | 0 | 1 |
| 687 | Passaic Falls Institute | Paterson, N. J. (cor. Market and Church streets). | | 1866 | Rev. Joseph C. Wyckoff | Non-sect | 2 | 6 | 45 | 8 | 37 | 40 | 10 | 10 | | | 1 | |
| 688 | Paterson Seminary | Paterson, N. J. (cor. Van Houten and Auburn sts.) | | 1863 | A. B. Wiggin, A. M | Non-sect | 2 | 2 | 60 | 40 | 20 | | | | 2 | 1 | | |

*From Report of the Commissioner of Education for 1880.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 689 | Pennington Institute* | Pennington, N. J | 0 | 1844 | Rev. A. P. Lasher | Non-sect | 2 | 1 | 23 | 15 | 8 | 23 | .... | .... | .... | .... | .... | .... |
| 690 | North Plainfield Seminary | Plainfield, N. J. (box 341) | ..... | 1876 | Miss M. Helen Burrows | Non-sect | 2 | 4 | 45 | 15 | 30 | 45 | 13 | 40 | 4 | .... | .... | .... |
| 691 | Academy of Science and Art | Ringoes, N. J | ..... | 1876 | Cornelius W. Larison, M. D. | Non-sect | 1 | 3 | 15 | 7 | 8 | 15 | .... | .... | 0 | 0 | 0 | 0 |
| 692 | Seminary at Ringoes* | Ringoes, N. J | ..... | 1870 | Mrs. K. B. Larison | .... | 2 | 2 | 40 | 13 | 27 | 35 | 3 | 2 | .... | .... | .... | 1 |
| 693 | Collegiate Institute | Salem, N. J | 0 | 1867 | H. Page Davidson, A. M. | Non-sect | 1 | 4 | 57 | 37 | 20 | 41 | 12 | 5 | 4 | 1 | .... | .... |
| 694 | Union Academy* | Shiloh, N. J | 1849 | 1849 | Anna S. Davis | .... | .... | 1 | 29 | 15 | 14 | 29 | .... | .... | .... | .... | .... | .... |
| 695 | "The Heights" Academy | Short Hills, N. J | 0 | 1880 | Rev. Julius D. Rosé, A. M., M. D., PH. D. | P. E | 1 | 3 | 34 | 22 | 12 | 34 | 15 | 13 | 6 | 6 | .... | .... |
| 696 | Trenton Academy | Trenton, N. J | 1785 | 1781 | Simeon S. Sanborn | Non-sect | 2 | .... | 25 | 25 | .... | 19 | 6 | .... | 4 | .... | .... | .... |
| 697 | Hungerford Collegiate Institute | Adams, N. Y | 1864 | 1864 | Albert B. Watkins, A. M., PH. D. | Non-sect | 5 | 3 | 171 | 85 | 86 | 123 | 41 | 7 | 26 | 3 | 2 | 0 |
| 698 | Albany Academy | Albany, N. Y | 1813 | 1815 | Merrill Edwards Gates, A. M., PH. D. | Non-sect | 10 | 4 | 291 | 291 | 0 | 100 | 200 | 50 | 50 | 20 | 2 | .... |
| 699 | Albany Female Academy* | Albany, N. Y | 1821 | 1814 | Lucy A. Plympton | Non-sect | 3 | 12 | 154 | *a*8 | 146 | 154 | 38 | 154 | .... | .... | .... | .... |
| 700 | Christian Brothers' Academy | Albany, N. Y | 1869 | 1856 | Brother Leontine | R. C | 8 | 0 | 120 | 120 | 0 | 120 | 20 | 12 | 20 | .... | 6 | .... |
| 701 | St. Mary's School for Girls* | Albany, N. Y | ..... | ..... | Sisters of Charity | R. C | .... | .... | 64 | .... | 64 | .... | .... | .... | .... | .... | .... | .... |
| 702 | Alfred University (academic department). *b* | Alfred, N. Y | ..... | ..... | Rev. J. Allen, D. D., PH. D | Non-sect | 6 | 7 | 393 | .... | .... | .... | 107 | .... | (74) | | .... | .... |
| 703 | Amenia Seminary* | Amenia, N. Y | 1834 | 1835 | E. C. Allen, A. M | Baptist | 2 | 3 | 114 | 61 | 53 | 82 | 23 | 15 | 5 | 0 | .... | .... |
| 704 | Amsterdam Academy | Amsterdam, N. Y | 1839 | 1839 | George H. Ottaway, A. B | Non-sect | 3 | 3 | 68 | 34 | 34 | 42 | 11 | 18 | 6 | .... | 0 | 8 |
| 705 | Ives Seminary | Antwerp, N. Y | 1856 | 1853 | Rev. C. E. Hawkins, A. M | M. E | 3 | 3 | 244 | 110 | 134 | 162 | 62 | 20 | 10 | 6 | 5 | 2 |
| 706 | Argyle Academy | Argyle, N. Y | 1841 | 1841 | Mortimer H. Bowman, A. B | Non-sect | 1 | 1 | 35 | 20 | 15 | 30 | 4 | 1 | 4 | 0 | 0 | 0 |
| 707 | Cayuga Lake Academy | Aurora, N. Y | 1801 | 1798 | Charles K. Hoyt, A. B | Non-sect | 2 | 2 | 41 | 25 | 16 | 30 | 11 | 1 | 8 | 3 | 1 | .... |
| 708 | Bedford Academy | Bedford, N. Y | 1809 | 1809 | James F. Williams, jr | Non-sect | 1 | 1 | 51 | 31 | 20 | 51 | 7 | 0 | 3 | 0 | 0 | 0 |
| 709 | Genesee Valley Seminary | Belfast, N. Y | 1857 | 1857 | F. M. Crandall | Meth | 1 | 4 | 179 | 78 | 101 | 20 | 16 | 13 | 6 | .... | 3 | .... |
| 710 | Union Academy of Belleville | Belleville, N. Y | 1824 | 1829 | Lee S. Pratt, A. B | Non-sect | 2 | 3 | 45 | 20 | 25 | 35 | 10 | .... | 8 | 2 | 3 | 2 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 711 | Binghamton Institute | Binghamton, N. Y. | 0 | 1875 | Lillian M. Craig | P. E. | 1 | 8 | 120 | 47 | 73 | 94 | 26 | 2 | 4 | | 1 | |
| 712 | Bridgehampton Literary and Commercial Institute. | Bridgehampton, N. Y. | 1875 | 1860 | Lewis W. Hallock, A. B. | Non-sect | 2 | 2 | 48 | 32 | 16 | | 7 | 41 | 0 | 0 | 0 | |
| 713 | Brookfield Union School and Academy. *b* | Brookfield, N. Y | 1847 | 1847 | L. B. Blakeman | Non-sect | 1 | 2 | 95 | | | | 2 | | (2) | | (2) | |
| 714 | Adelphi Academy | Brooklyn, N. Y. (Lafayette avenue). | 1869 | 1869 | Stephen G. Taylor, A.M., PH.D. | Non-sect | 19 | 18 | 738 | 387 | 351 | 568 | 72 | 187 | 50 | 7 | 5 | 1 |
| 715 | Brooklyn Hill Institute* | Brooklyn, N. Y. (350 Washington avenue). | | 1879 | Mrs. S. C. Baker | Presb | 3 | 4 | 23 | | 23 | 23 | 3 | 14 | | | | |
| 716 | Chênevière Institute | Brooklyn, N. Y. (153 Schermerhorn street). | | 1865 | Mlles. Emmeline D. Longchamp and Mary W. Mead. | | 1 | 5 | 40 | | 40 | 40 | | 40 | | | | |
| 717 | College Grammar School | Brooklyn, N. Y. (44 Court street). | 0 | 1849 | Rev. Levi Wells Hart | Non-sect | 3 | 0 | 30 | 30 | 0 | 25 | 8 | 10 | 8 | 3 | 0 | 2 |
| 718 | Professor Davison's Institute | Brooklyn, N. Y. (424 Clermont avenue). | 0 | 1859 | Rev. I. S. Davison | Non-sect | 1 | | 11 | 11 | | 7 | 6 | | 4 | 0 | 3 | 0 |
| 719 | Friends' School | Brooklyn, N. Y. (Schermerhorn street, near Boerum). | | 1867 | Clara Lockwood | Friends | 0 | 6 | 72 | 44 | 28 | | | 14 | | | | |
| 720 | German American Boarding and Day School for Young Ladies and Children. | Brooklyn, N. Y. (154 Montague street). | | 1876 | Mrs. R. Goodwin | | 2 | 8 | 95 | 15 | 80 | 20 | 6 | 95 | | | | |
| 721 | German, English, and French Institute. | Brooklyn, N. Y. (360 State street). | | 1872 | Miss Emily Christiansen | P. E. | | 6 | 70 | 20 | 50 | 70 | | 70 | | | | |
| 722 | Lafayette Academy* | Brooklyn, N. Y. (149 Lafayette avenue). | | 1877 | Rev. Dan Marvin, jr., A. M. | Non-sect | 1 | | 16 | 16 | | 15 | 1 | | 1 | | | |
| 723 | State Street Academy | Brooklyn, N. Y. (247 State street). | | 1862 | Mrs. E. Medler | P. E. | 1 | 2 | 42 | 25 | 17 | 42 | 42 | | | | | 2 |
| 724 | Washington Avenue Institute for Young Ladies and Misses.* | Brooklyn, N. Y. (394 Washington avenue). | | | Mrs. A. W. Longfellow | | | | | | | | | | | | | |
| 725 | Buffalo Practical School | Buffalo, N. Y. (23 West Swan street). | | 1875 | Herman Poole | | 1 | 1 | 20 | 16 | 4 | 20 | 0 | 0 | 0 | 0 | 0 | 0 |
| 726 | Heathcote School | Buffalo, N. Y | 0 | 1865 | Lester Wheeler, A. M | P. E. | 3 | 1 | 50 | 50 | 0 | 40 | 10 | 4 | 5 | 4 | 1 | 1 |
| 727 | Canandaigua Academy | Canandaigua, N. Y | 1795 | 1795 | Noah T. Clarke, A. M., PH. D. | Non-sect | 5 | 0 | 150 | 135 | 15 | 130 | 45 | 15 | 25 | | 4 | 1 |
| 728 | Canisteo Academy | Canisteo, N. Y | 1870 | 1871 | D. M. Estee, A. M | Non-sect | 1 | 4 | 122 | 55 | 67 | 6 | 2 | 3 | 2 | 4 | | |
| 729 | Drew Seminary and Female College. | Carmel, N. Y | 1866 | 1866 | George Crosby Smith, A. M., president. | M. E. | 2 | 6 | 60 | | 60 | | | | | | | |
| 730 | Chappaqua Mountain Institute | Chappaqua, N. Y | 1870 | 1870 | S. C. Collins, M. A | Friends | 3 | 4 | 77 | 46 | 31 | | | | | | | |
| 731 | Cincinnatus Academy | Cincinnatus, N. Y | 1857 | 1857 | Rev. Edson Rogers, A. M | Non-sect | 1 | 2 | 64 | 37 | 27 | 51 | 13 | | 5 | | | |
| 732 | Parker Union School* | Clarence, N. Y | | 1869 | Jared Parker, M. D., pres't | Non-sect | 1 | 2 | | | | | | | | | | |
| 733 | Clifton Springs Seminary | Clifton Springs, N. Y | 1868 | 1868 | Miss C. E. Hahn | P. E. | 1 | 5 | 35 | | 35 | 30 | 5 | 10 | 1 | | | |
| 734 | Foster School | Clifton Springs, N. Y | 0 | 1876 | Rev. George Loomis, D. D | Non-sect | 3 | 6 | 91 | 0 | 91 | 83 | 10 | 21 | 3 | | | |
| 735 | Clinton Grammar School | Clinton, N. Y | 1815 | 1813 | Rev. Isaac O. Best, A. M | Non-sect | 3 | 3 | 160 | 100 | | 60 | 40 | 2 | 40 | | 8 | 0 |
| 736 | Cottage Seminary | Clinton, N. Y | | 1862 | Miss Anne Chipman | Non-sect | | 6 | 75 | | 75 | | | | | | | |
| 737 | Dwight's Home School for Young Ladies. | Clinton, N. Y | | 1874 | Rev. Benjamin W. Dwight, PH. D., LL. D. | Presb | 1 | 4 | 10 | | 10 | 1 | 9 | 9 | | | | |
| 738 | Houghton Seminary | Clinton, N. Y | | 1861 | John C. Gallup, A. M., M. D | Presb | 2 | 8 | 74 | | 74 | 74 | 31 | | | | | |
| 739 | Evening Classes of the Poppenhusen Association. | College Point, N. Y | 1868 | 1870 | Ferdinand Martens | Non-sect | 2 | | 113 | 103 | 10 | | | | | | | |

* From Report of the Commissioner of Education for 1880.

*a* These are 8 boys in the Kindergarten.

*b* From the 93d Regents' Report, 1880.

*c* Since succeeded by Myron E. Carmer, A. M., who kindly furnishes the above statistics.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 740 | Cornwall Collegiate School for Young Ladies. | Cornwall-on-the-Hudson, N. Y. | ..... | 1877 | Rev. Alfred C. Roe..... | Presb... | 2 | 4 | 28 | 0 | 28 | 18 | 10 | 12 | 4 | 0 | 1 | 0 |
| 741 | Dansville Seminary* | Dansville, N. Y | 1858 | 1859 | G. W. Phillips ..... | Non-sect | 2 | 3 | 115 | 45 | 70 | 70 | 25 | 20 | 3 | .... | .... | .... |
| 742 | Delaware Academy | Delhi, N. Y | 1819 | 1819 | James O. Griffin ..... | Non-sect | 3 | 5 | 137 | 65 | 72 | 79 | 40 | 18 | 20 | 6 | 2 | .... |
| 743 | Dundee Preparatory School | Dundee, N. Y | ..... | 1879 | John Kline, A. M ..... | Non-sect | 2 | 3 | 125 | 65 | 60 | 80 | 15 | 15 | 8 | 0 | 0 | 0 |
| 744 | Aurora Academy | East Aurora, N. Y | 1832 | 1833 | Leslie W. Lake ..... | ..... | 1 | 2 | 156 | 72 | 84 | 143 | 13 | 27 | 1 | .... | .... | .... |
| 745 | Friends' Seminary of Easton | Easton, N. Y | 1851 | ..... | Charles W. Bowen, A. M .... | Friends | 1 | 2 | 83 | 42 | 41 | 83 | 0 | 0 | 0 | 0 | 0 | 0 |
| 746 | Rural Seminary | East Pembroke, N. Y .... | 1856 | 1857 | James A. Le Seur ..... | Non-sect | 1 | 1 | 40 | 21 | 19 | 35 | 1 | 4 | 1 | .... | .... | .... |
| 747 | Starkey Seminary* | Eddytown, N. Y ..... | 1848 | 1842 | Oscar F. Ingoldsby, A. M.... | Non-sect | 3 | 4 | 90 | 48 | 42 | 70 | 20 | 5 | 13 | 3 | .... | .... |
| 748 | Munro Collegiate Institute | Elbridge, N. Y. | 1839 | 1839 | Truman K. Wright, A.M., PH.D | Non-sect | 3 | 3 | 170 | 80 | 90 | 145 | 30 | 25 | 4 | .... | 1 | 1 |
| 749 | Fairfield Seminary | Fairfield, N. Y | 1803 | 1803 | Charles Le Roy Wheeler, A. M | Non-sect | 5 | 1 | 115 | 71 | 44 | 88 | 27 | 15 | 5 | .... | 0 | 0 |
| 750 | Fergusonville Academy | Fergusonville, N. Y..... | 0 | 1848 | James Oliver..... | Non-sect | 3 | 3 | 58 | 38 | 20 | 58 | 4 | 6 | 4 | .... | .... | .... |
| 751 | Erasmus Hall Academy | Flatbush, N. Y..... | 1787 | 1787 | Rev. Robert Grier Strong ... | Ref. D'tch | 5 | 3 | 102 | 47 | 55 | 90 | 5 | 5 | 2 | .... | .... | .... |
| 752 | S. S. Seward Institute | Florida, N. Y ..... | 1846 | 1843 | Mrs. M. S. Parks ..... | Non-sect | 1 | 3 | 38 | 20 | 18 | 38 | 12 | 10 | .... | .... | .... | .... |
| 753 | Flushing Institute* | Flushing, N. Y ..... | ..... | ..... | E. A. Fairchild, A. M..... | Non-sect | 7 | .... | 77 | 77 | .... | 77 | 24 | 29 | 10 | 3 | .... | .... |
| 754 | St. Joseph's Academy | Flushing, N. Y..... | 1860 | 1855 | Mother Teresa..... | R. C .... | 2 | 12 | 108 | 0 | 108 | 108 | 25 | 100 | .... | .... | .... | .... |
| 755 | Clinton Liberal Institute | Fort Plain, N. Y..... | ..... | a1831 | Charles V. Parsell, A. M., president. | ..... | 5 | 5 | b132 | b72 | b60 | .... | .... | .... | .... | .... | .... | .... |
| 756 | Delaware Literary Institute | Franklin, N. Y..... | 1835 | 1836 | Charles H. Verrill, A. M., PH. D | Non-sect | 3 | 5 | 198 | 98 | 100 | 157 | 41 | 22 | 12 | 4 | 4 | .... |
| 757 | Ten Broeck Free Academy c ..... | Franklinville, N. Y ..... | 1862 | 1867 | Wm. M. Benson, A. M ..... | Non-sect | 1 | 6 | 295 | .... | .... | .... | 65 | .... | (8) | | (2) | |
| 758 | Friendship Academy | Friendship, N. Y ..... | 1849 | 1849 | P. Miller, A. M ..... | Non-sect | 1 | 3 | 85 | 40 | 45 | 75 | 6 | 14 | 2 | .... | 2 | 2 |
| 759 | Falley Seminary | Fulton, N. Y ..... | 1836 | 1834 | Rev. James Gilmour, A. M .... | Non-sect | 2 | 2 | 65 | 35 | 30 | 40 | 20 | 5 | 7 | 3 | 3 | .... |
| 760 | St. Mary's (Cathedral) School* ... | Garden City, N. Y..... | ..... | 1877 | Miss H. C. Bates ..... | P. E .... | 4 | 3 | 32 | .... | 32 | 22 | 10 | 20 | .... | .... | .... | .... |
| 761 | St. Paul's (Cathedral) School..... | Garden City, N. Y..... | 1877 | 1877 | Rev. T. Stafford Drowne, D. D., acting warden. | P. E .... | 10 | .... | 112 | 112 | .... | 112 | 40 | .... | 25 | 5 | 4 | 2 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 762 | Gilbertsville Academy and Collegiate Institute. | Gilbertsville, N. Y | 1840 | 1839 | Rev. Abel Wood, A. M | Non-sect | 1 | 2 | 86 | 45 | 41 | 18 | 9 | 3 | .... | .... | 1 | 0 |
| 763 | Elmwood Commercial and Select School. | Glen's Falls, N. Y | ..... | ..... | James N. Whipple | Non-sect | 2 | 4 | 194 | 109 | 85 | .... | .... | .... | .... | .... | .... | .... |
| 764 | Glen's Falls Academy | Glen's Falls, N. Y | 1841 | 1841 | Daniel C. Farr, A. M | Non-sect | 1 | 5 | 200 | 75 | 125 | 125 | 25 | 30 | 10 | .... | 1 | .... |
| 765 | Goshen Institute | Goshen, N. Y | 0 | 1840 | Joel Wilson | Non-sect | 2 | 3 | 80 | 35 | 45 | 50 | 2 | 10 | 2 | 0 | 0 | 0 |
| 766 | Gouverneur Wesleyan Seminary*. | Gouverneur, N. Y | 1826 | 1829 | M. R. Sackett | Non-sect | 5 | 8 | 340 | 180 | 160 | 275 | 67 | 18 | 5 | 4 | 1 | 0 |
| 767 | Greenville Academy *c* | Greenville, N. Y | 1816 | 1816 | James V. D. Ayers | Non-sect | 1 | 1 | 62 | .... | .... | .... | 11 | .... | .... | .... | .... | .... |
| 768 | Hartwick Seminary | Hartwick Seminary, N. Y. | 1816 | 1815 | Rev. James Pitcher, A. M | Lutheran | 5 | 1 | 104 | 72 | 32 | .... | .... | 11 | .... | .... | 1 | .... |
| 769 | Mountain Institute | Haverstraw, N. Y | 0 | 1852 | Lavalette Wilson, A. M | Non-sect | 1 | 1 | 36 | 30 | 6 | 30 | 6 | 9 | 4 | 0 | 1 | 0 |
| 770 | Hempstead Institute* | Hempstead, N. Y | 0 | 1837 | E. Hinds, A. M | Non-sect | 2 | 3 | 22 | 20 | 2 | 22 | .... | 6 | 0 | 0 | .... | 0 |
| 771 | Academy of Our Lady of Perpetual Help. | Hogansburg, N. Y | ..... | ..... | ..... | R. C | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 772 | Hudson Academy | Hudson, N. Y | 1807 | 1807 | Rev. William D. Perry | Ref. D'tch | 3 | 2 | 85 | 65 | 20 | 57 | 28 | 22 | 8 | .... | .... | .... |
| 773 | Hudson Young Ladies' Seminary. | Hudson, N. Y | 0 | 1848 | Misses Elizabeth and S. C. Peake. | Non-sect | 1 | 4 | 20 | 0 | 20 | 20 | 2 | 18 | .... | .... | .... | .... |
| 774 | The Misses Skinner's School for Young Ladies. | Hudson, N. Y | ..... | 1867 | Sarah R. Skinner | ..... | 0 | 3 | 46 | 0 | 46 | 20 | 26 | 20 | .... | .... | .... | .... |
| 775 | Lansingburgh Academy | Lansingburgh, N. Y | 1796 | 1797 | Charles T. R. Smith, A. M | Non-sect | 2 | 3 | 78 | 38 | 40 | 64 | 14 | 0 | 5 | 3 | 0 | 2 |
| 776 | Lawrenceville Academy | Lawrenceville, N. Y | 1861 | 1861 | C. B. Cunningham, A. B | Non-sect | 2 | 1 | 182 | 97 | 85 | 160 | 18 | 4 | 2 | 0 | 0 | 0 |
| 777 | Le Roy Academic Institute | Le Roy, N. Y | 1864 | 1864 | Frank M. Comstock, A. M | ..... | 3 | 4 | 125 | 73 | 52 | 108 | 17 | 10 | ... | 2 | 2 | .... |
| 778 | Liberty Normal Institute | Liberty, N. Y | 1847 | 1847 | Alva Seybolt | Non-sect | 3 | 1 | 65 | .... | .... | 55 | 10 | .... | .... | .... | .... | .... |
| 779 | Genesee Wesleyan Seminary | Lima, N. Y | 1832 | 1830 | Rev. G. H. Bridgman, A. M., D. D. | M. E | 5 | 6 | 267 | 151 | 116 | .... | .... | .... | .... | .... | .... | .... |
| 780 | Lowville Academy | Lowville, N. Y | 1808 | 1808 | William R. Adams, A. M | Non-sect | 2 | 4 | 265 | 125 | 140 | 200 | 55 | 20 | 10 | 15 | 3 | 2 |
| 781 | Macedon Academy | Macedon Centre, N. Y | 1842 | 1841 | Charles H. Boynton | Non-sect | 1 | 2 | 80 | 45 | 35 | 60 | 10 | 5 | 4 | .... | .... | .... |
| 782 | Franklin Academy* | Malone, N. Y | 1832 | 1832 | M. E. McClary, A. B | Non-sect | 1 | 1 | 81 | 31 | 50 | 76 | 25 | 0 | 8 | 5 | 3 | 1 |
| 783 | St. John's Military School | Manlius, N. Y | 1869 | *d*1869 | Rev. John W. Craig, A. B | P. E | 5 | .... | 20 | 20 | .... | 6 | 14 | 1 | 10 | 2 | .... | .... |
| 784 | Marion Collegiate Institute *c* | Marion, N. Y | 1855 | 1856 | D. Van Cruyningham | Non-sect | 2 | 2 | 142 | .... | .... | .... | 10 | .... | (5) | .... | 2 | .... |
| 785 | Mechanicville Academy | Mechanicville, N. Y | 1861 | 1861 | Mrs. S. E. King-Ames, L. L. L | Non-sect | 2 | 6 | 179 | 100 | 79 | 150 | 20 | 15 | 10 | 4 | 1 | 4 |
| 786 | Select Family School | Mechanicville, N. Y | ..... | 1874 | Rev. R. G. Williams | Presb | 1 | 2 | 31 | 13 | 18 | 31 | 2 | 3 | .... | .... | .... | .... |
| 787 | Mexico Academy | Mexico, N. Y | 1826 | 1826 | John H. Butler, A. M | Non-sect | 2 | 3 | 134 | 75 | 59 | 134 | 44 | 8 | 18 | .... | 2 | .... |
| 788 | Millbrook Academy | Millbrook, N. Y | 0 | 1878 | W. L. Swift, A. M | Friends | 3 | 3 | 48 | 25 | 23 | 48 | 4 | 10 | 0 | 0 | 0 | 0 |
| 789 | Montgomery Academy* | Montgomery, N. Y | 1817 | 1818 | David L. Rouse | Non-sect | 1 | 0 | 30 | 18 | 12 | 21 | 9 | 0 | 2 | 0 | 0 | 0 |
| 790 | Monticello Academy *c* | Monticello, N. Y | 1852 | 1851 | F. G. Snook | Non-sect | 3 | 2 | 150 | .... | .... | .... | 1 | .... | (1) | .... | .... | .... |
| 791 | Sherman Academy *c* | Moriah, N. Y | 1873 | 1873 | Edward J. Owen, A. M | Non-sect | 1 | 2 | 95 | .... | .... | .... | 26 | .... | .... | .... | .... | .... |
| 792 | Home School | Nanuet, N. Y | ..... | 1878 | Martha A. Wight | Non-sect | 1 | 3 | 17 | 8 | 9 | 17 | 3 | 1 | .... | .... | .... | .... |
| 793 | Nassau Academy* | Nassau, N. Y | ..... | 1835 | George Hannay | P. E | 1 | 3 | 46 | 20 | 26 | 46 | .... | 15 | .... | .... | .... | .... |
| 794 | Gormly Seminary | Newburgh, N. Y | ..... | 1875 | Misses J. S. Lourie and M. Shiland. | ..... | 2 | 6 | 55 | .... | 55 | 48 | 7 | 4 | 1 | .... | 1 | .... |
| 795 | Miss Mackie's Boarding and Day School for Young Ladies and Children. | Newburgh, N. Y | ..... | 1865 | Miss E. J. Mackie | ..... | 2 | 6 | 60 | .... | 60 | 60 | .... | 20 | .... | .... | .... | .... |
| 796 | New Paltz Academy | New Paltz, N. Y | 1835 | 1835 | Frederick E. Partington | ..... | 2 | 3 | 66 | 40 | 26 | 65 | 1 | 35 | 1 | .... | 2 | .... |
| 797 | Academy of the Holy Cross | New York, N. Y. (343 W. 42d street). | 1858 | 1858 | Sister Mary Helena | R. C | 2 | 12 | 170 | 30 | 140 | 116 | .... | 53 | .... | .... | .... | .... |
| 798 | Miss Ballow's English and French School for Young Ladies. | New York, N. Y. (24 E. 22d street). | ..... | 1848 | Miss A. A. Ballow | ..... | 7 | 11 | 80 | .... | 80 | 80 | 12 | 80 | .... | .... | .... | .... |

* From Report of the Commissioner of Education for 1880.
*a* At Clinton; removed to Fort Plain in 1879.
*b* Enrolment for the winter term.
*c* From the 93d Regents' Report, 1880.
*d* Reorganized in 1881.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 799 | Miss Chisholm's School for Girls | New York, N. Y. (718 Madison avenue). | ..... | 1880 | Miss Eliza Taylor Chisholm | Non-sect | 0 | 7 | 56 | 16 | 40 | 56 | 10 | 10 | 1 | 0 | 0 | 0 |
| 800 | The Collegiate School | New York, N. Y. (2 E. 60th street). | ..... | 1820 | Rev. Henry B. Chapin, PH. D. | Non-sect | 8 | 1 | 87 | 87 | 0 | 48 | 39 | 23 | 20 | 2 | 2 | 2 |
| 801 | Duane S. Everson's Collegiate School for Boys.* | New York, N. Y. (729 6th avenue). | ..... | 1865 | Duane S. Everson, A. M., and W. McD. Halsey. | Non-sect | 7 | 1 | 125 | 125 | 0 | .... | .... | 65 | 49 | 3 | 7 | 2 |
| 802 | English, Classical, and Mathematical School for Boys. | New York, N. Y. (112 W. 38th street). | ..... | ..... | James H. Morse, A. M | ..... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 803 | The Fifth Avenue School for Boys | New York, N. Y. (20 W. 59th street). | 0 | 1873 | E. A. Gibbens and D. Beach, jr. | Non sect | 6 | 0 | 96 | 96 | 0 | .... | .... | .... | 50 | 20 | 5 | 4 |
| 804 | French and English Boarding and Day School.* | New York, N. Y. (22 W. 56th street). | ..... | ..... | Mlle. Ruel and Miss Annie Brown. | ..... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 805 | French Protestant Institution | New York, N. Y. (36 E. 35th street). | ..... | 1871 | Mlles. F. and M. Charbonnier. | Non-sect | 4 | 13 | 54 | .... | 54 | .... | .... | .... | .... | .... | .... | .... |
| 806 | Friends' Seminary | New York, N. Y. (corner Rutherford place and E. 16th street). | 1861 | 1860 | Benjamin Smith, A. M | Friends | 4 | 7 | 154 | 85 | 69 | 140 | 10 | 35 | 5 | .... | 1 | 0 |
| 807 | Holladay's Private School | New York, N. Y. (26 W. 43d street). | ..... | 1873 | Waller Holladay, B. SC. C. and M. E. | ..... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 808 | Miss Jaudon's Boarding and Day School. | New York, N. Y. (348 Madison avenue). | ..... | 1866 | Miss Lucy B. Jaudon | Presb | 3 | 8 | 61 | .... | 61 | .... | .... | .... | .... | .... | .... | .... |
| 809 | Dr. J. Sachs' Collegiate Institute* | New York, N. Y. (121 W. 49th street). | 0 | 1872 | Dr. Julius Sachs | Non-sect | 6 | 2 | 81 | 81 | .... | 60 | 21 | 80 | 15 | 6 | 6 | 0 |
| 810 | Mrs. Leopold Weil's School for Young Ladies. | New York, N. Y. (56 W. 55th street). | ..... | 1867 | Mrs. Leopold Weil | ..... | 5 | 11 | 90 | 15 | 75 | 90 | .... | 90 | .... | .... | .... | 35 |
| 811 | Manhattan Academy | New York, N. Y. (213 W. 32d street). | ..... | 1864 | Brother Quintinian | R. C | 10 | .... | 182 | 182 | .... | 100 | 20 | 60 | 10 | .... | 5 | .... |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 812 | The Misses Marshall's School | New York, N. Y. (250 W. 38th street). | | 1849 | Susanna C. Marshall | Friends | | 3 | | | | | | | | | | | |
| 813 | New York Military Academy | New York, N. Y. (Fort Washington). | 1854 | 1854 | John B. Hays, M. D | Non-sect | 9 | 0 | 73 | 73 | | 41 | 22 | 37 | 17 | 5 | 7 | 4 | |
| 814 | Misses Perrin's Young Ladies' School. | New York, N. Y. (2021 Fifth avenue). | | 1878 | Misses M. F. and A. F. Perrin. | P. E | 2 | 5 | 64 | | 64 | 64 | 10 | 45 | 6 | 6 | | | |
| 815 | Mrs. Roberts' and Miss Walker's English and French School for Young Ladies.* | New York, N. Y. (148 Madison avenue). | | | Mrs. J. J. Roberts and Miss Walker. | Non-sect | 4 | 7 | 100 | | 100 | | | | | | | | |
| 816 | Madame Roch's School* | New York, N. Y. (713 Madison avenue). | | 1877 | Madame Adèle Roch | | 2 | 6 | 40 | | 40 | | | | | | | | |
| 817 | St. Bridget's Academy | New York, N. Y. (313 and 315 E. 10th street). | | 1856 | Sister M. Sophia | R. C | 6 | 10 | 173 | 30 | 143 | 173 | 8 | 98 | | | | | |
| 818 | St. John's School | New York, N. Y | | 1873 | Marie Louise Irving | P. E | | 18 | 100 | (a) | 100 | | | | | | | | |
| 819 | St. Mary's School | New York, N. Y. (8 E. 46th street). | | 1868 | Sister Agnes | P. E | 3 | 14 | 135 | | 135 | 135 | 40 | 135 | | | | | |
| 820 | St. Matthew's Academy | New York, N. Y. (cor. Broome and Elizabeth streets). | | | Edmund Bohm | Ev. Luth | 5 | 5 | 320 | 170 | 150 | 250 | 13 | 24 | 13 | | | | |
| 821 | School for Girls | New York, N. Y. (9 W. 39th street). | | 1872 | Anna C. Brackett | | | 10 | 129 | | 129 | | | | 5 | | 1 | | |
| 822 | Stern's School of Languages* | New York and Brooklyn, N. Y. | | 1879 | S. M. Stern, New York; Menco Stern, Brooklyn. | | 8 | | 478 | (478) | | | | 478 | | | | | |
| 823 | Suburban Seminary | New York, N. Y. (Boston avenue and 167th street). | | 1878 | Rev. Edwin Johnson | Non-sect | 2 | 5 | 37 | 7 | 30 | 28 | 9 | 7 | | | | | |
| 824 | Van Norman Institute | New York, N. Y. (315 W. 57th street). | | 1857 | Rev. Daniel C. Van Norman, LL. D., and Mme. Amélie R. Van Norman. | Non-sect | 2 | 9 | 70 | | 70 | 70 | | 70 | | | | | |
| 825 | William W. Richards' School for Boys. | New York, N. Y. (110 W. 42d street). | 0 | 1877 | William W. Richards | Non-sect | 7 | | 25 | 25 | | | 25 | | 25 | | 2 | | |
| 826 | Chili Seminary | North Chili, N. Y | 1869 | 1867 | Benson Howard Roberts, A. M. | | 1 | 2 | 49 | 31 | 18 | 36 | 8 | 5 | 8 | | 1 | | |
| 827 | Granville Military Academy | North Granville, N. Y | 1855 | 1856 | Rev. Charles F. Dowd, A. M. | Non-sect | 7 | | 45 | 45 | | 35 | 10 | 3 | 8 | 4 | 5 | 2 | |
| 828 | Rockland College | Nyack-on-the-Hudson, N. Y. | 1878 | 1874 | William H. Bannister, A. M. | Non-sect | 5 | 5 | 131 | 84 | 47 | 97 | 42 | 26 | 17 | 2 | 4 | 0 | |
| 829 | Cary Collegiate Seminary | Oakfield, N. Y | 1845 | 1843 | Reginald H. Coe | P. E | 2 | 2 | 125 | 50 | 75 | | 15 | 6 | 3 | | | | |
| 830 | Onondaga Academy | Onondaga Valley, N. Y | 1813 | 1813 | Oliver W. Sturdevant | Non-sect | 3 | 4 | 173 | 98 | 75 | 104 | 26 | 43 | 24 | 3 | 2 | | |
| 831 | Oxford Academy | Oxford, N. Y | 1794 | 1794 | James Alverson Brown, A. B. | Non-sect | 2 | 4 | 126 | 74 | 52 | 99 | 8 | 19 | 9 | 3 | 2 | 2 | |
| 832 | Villa de Sales, Academy of the Visitation.* | Near Parkville, N. Y | 186– | 1864 | Mother Mary Clotilda Smith, superior. | R. C | | | 35 | | 35 | | | | | | | | |
| 833 | Pawling Seminary | Pawling, N. Y | 0 | 1880 | D. Young Hoyt | P. E | 1 | 1 | 51 | 23 | 28 | 51 | 2 | 0 | 2 | 2 | 2 | | |
| 834 | Peekskill Academy | Peekskill, N. Y | 1838 | 1838 | Charles J. Wright, A. M | Non-sect | 6 | 1 | 127 | 125 | 2 | 28 | 43 | 56 | 13 | 5 | 6 | 1 | |
| 835 | St. Gabriel's School | Peekskill, N. Y | | 1872 | Sisters of St. Mary | P. E | 3 | 11 | 60 | | 60 | | | | | | | | |
| 836 | Evans Academy | Peterboro', N. Y | b1853 | 1853 | Willis A. Ingalls, B. S | Non-sect | 1 | 1 | 89 | 43 | 46 | | 4 | 3 | 3 | 3 | 1 | | |
| 837 | Pike Seminary* | Pike, N. Y | 1856 | 1856 | Irving B. Smith, A. M. | Non-sect | 2 | 2 | 153 | 98 | 55 | 52 | 30 | 17 | 30 | 24 | 2 | 1 | |
| 838 | Seymour Smith Academy | Pine Plains, N. Y | 1879 | 1879 | Rev. Abraham Mattice, A. M. | Non-sect | 4 | 4 | 91 | 40 | 51 | 51 | 34 | 6 | 13 | 5 | 0 | 0 | |
| 839 | Pompey Academy c | Pompey, N. Y | 1811 | 1811 | J. H. Brinsmaid, A. M | | 2 | 1 | 77 | | | | 11 | | (3) | | | | |
| 840 | Port Byron Free School and Academy c | Port Byron, N. Y | | | Albert W. Morehouse, A. M. | Non-sect | 1 | 5 | 82 | | | | 19 | | (10) | | (3) | | |

*From Report of the Commissioner of Education for 1880.
a Boys admitted to Kindergarten and primary classes, 25.
b Rechartered in 1871.
c From the 93d Regents' Report, 1880.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 841 | Starr's Military Institute | Port Chester, N. Y. | ..... | 1854 | O. Winthrop Starr, A. M. | Non-sect | 5 | .... | 38 | 38 | .... | 35 | 3 | 5 | 3 | .... | .... | .... |
| 842 | Classical and Home Institute | Poughkeepsie, N. Y. | ..... | ..... | Miss Sarah V. H. Butler | ..... | 2 | 5 | 60 | ... | 60 | .... | .... | .... | .... | .... | .... | .... |
| 843 | Pelham Institute* | Poughkeepsie, N. Y. | 0 | 1864 | Stewart Pelham, A. M | Refor'd | 2 | 1 | 63 | 57 | 6 | 63 | 8 | 0 | 6 | 1 | 0 | 0 |
| 844 | St. Mary's School | Poughkeepsie, N. Y. | ..... | 1879 | Sister Teresa Evarista | R. C | .... | 5 | 170 | .... | 170 | 170 | .... | 3 | .... | .... | .... | .... |
| 845 | Dr. Warring's Military Boarding School. | Poughkeepsie, N. Y. | 0 | 1863 | C. B. Warring, PH. D. | Presb | 5 | 2 | 52 | 50 | 2 | 52 | 20 | 5 | .... | .... | 0 | 0 |
| 846 | Pulaski Academy | Pulaski, N. Y. | 1853 | 1855 | E. M. Wheeler | Meth | 1 | 5 | 146 | 72 | 74 | 89 | 72 | 26 | 18 | 20 | 70 | 8 |
| 847 | Chamberlain Institute and Female College. | Randolph, N. Y. | 1851 | 1849 | Prof. J. T. Edwards, D. D | M. E | 5 | 4 | 281 | 155 | 126 | 60 | 45 | 35 | 25 | 12 | 6 | 2 |
| 848 | Red Creek Union Seminary | Red Creek, N. Y | 1839 | 1840 | L. W. Baker | Non-sect | 2 | 2 | 90 | 40 | 50 | 80 | 10 | .... | 3 | .... | .... | .... |
| 849 | Rensselaerville Academy | Rensselaerville, N. Y | 1844 | 1844 | Benjamin F. Eaton, A. M. | Presb | 1 | 1 | 66 | 34 | 32 | 66 | 7 | 1 | 6 | .... | .... | .... |
| 850 | De Garmo Institute | Rhinebeck, N. Y. | 0 | 1864 | James M. De Garmo, A. M., PH. D. | Non-sect | 4 | 6 | 133 | 65 | 68 | 133 | 56 | 18 | 8 | 1 | 2 | 1 |
| 851 | Academy of the Sacred Heart | Rochester, N. Y. (No. 2 Prince street). | 1858 | 1855 | Mme. A. Pardow, sup't | R. C | .... | 16 | 150 | .... | 150 | 150 | .... | .... | .... | .... | .... | .... |
| 852 | Nazareth Academy | Rochester, N. Y | 0 | 1871 | Mary Stanislaus | R. C | .... | 11 | 105 | .... | 105 | 90 | 20 | 35 | .... | .... | .... | .... |
| 853 | Rochester Female Academy *a* | Rochester, N. Y | 1836 | 1836 | Mrs. S. J. Nichols | Non-sect | .... | 6 | 59 | .... | .... | .... | 14 | .... | .... | .... | .... | .... |
| 854 | Rochester Realschule | Rochester, N. Y. (7 and 9 Mortimer street). | ..... | 1855 | Hermann Pfaefflin | Non-sect | 2 | 5 | 105 | 55 | 50 | 105 | .... | 105 | .... | 4 | 2 | .... |
| 855 | St. Peter's Academy | Rome, N. Y | ..... | 1865 | Mother Ignatius, sup'r | R. C | .... | 10 | 150 | .... | 150 | 150 | .... | 50 | .... | .... | .... | .... |
| 856 | Rye Seminary* | Rye, N. Y. | ..... | 1869 | Rev. William Life, pres't | Presb | 2 | 7 | 94 | .... | 94 | .... | .... | .... | .... | .... | .... | .... |
| 857 | Washington Academy *a* | Salem, N. Y. | 1791 | 1780 | John A. McFarland, A. M. | ..... | 2 | 2 | 142 | .... | .... | .... | .... | .... | (3) | .... | .... | .... |
| 858 | Saugerties Institute | Saugerties, N. Y | 1866 | 1866 | William Wight | Non-sect | 1 | 2 | 56 | 26 | 30 | 50 | 6 | 7 | 6 | 0 | 0 | 0 |
| 859 | Sauquoit Academy | Sauquoit, N. Y. | 1847 | 1843 | T. H. Roberts, A. M | Non-sect | 1 | 4 | 175 | 90 | 85 | 110 | 65 | 50 | 12 | 8 | 4 | 2 |
| 860 | Holbrook's Military School | Sing Sing, N. Y. | ..... | 1866 | Rev. D. A. Holbrook | Presb | 6 | 1 | 50 | 50 | .... | .... | .... | .... | 3 | 6 | .... | .... |
| 861 | Ossining Institute | Sing Sing, N. Y. | 0 | 1867 | Rev. C. D. Rice, A. M. | Presb | 2 | 7 | 99 | 11 | 88 | 85 | 12 | 25 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 862 | Vireün | Sing Sing, N. Y | 0 | 1870 | Col. H. C. Symonds | P. E | 3 | .... | 30 | 30 | .... | 30 | .... | 13 | 4 | .... | .... | .... |
| 863 | Sodus Academy* | Sodus, N. Y | 1855 | 1857 | Elisha Curtiss, M. A | Non-sect | 2 | 3 | 150 | 80 | 70 | 90 | 20 | 40 | 4 | .... | 2 | .... |
| 864 | Rogersville Union Seminary *a* | South Dansville, N. Y | 1852 | 1851 | Lewis McHenry | Non-sect | 1 | 1 | 49 | .... | .... | .... | 5 | .... | .... | .... | .... | .... |
| 865 | Southold Academy | Southold, N. Y | ..... | 1867 | L. Whitaker, A. B | Presb | 1 | .... | 40 | 22 | 18 | 40 | 18 | .... | 3 | .... | .... | .... |
| 866 | Griffith Institute and Springville Union School. | Springville, N. Y | 1827 | 1830 | W. A. Robinson | Non-sect | 1 | 7 | 450 | 200 | 250 | 75 | 45 | 10 | 8 | 1 | 4 | 0 |
| 867 | German-American Institute | Stapleton, N. Y. (Staten Island). | ..... | 1878 | Dr. G. Odendall and H. Sterzing. | Non-sect | 3 | 1 | 65 | 31 | 34 | 65 | .... | 65 | 1 | 1 | 3 | .... |
| 868 | Syracuse Classical School | Syracuse, N. Y | 1867 | 1867 | Wesley Curtis Ginn, A. M | Non-sect | 1 | 4 | 35 | 28 | 7 | 14 | 17 | 13 | 6 | 2 | 4 | 0 |
| 869 | Miss Bulkley's School | Tarrytown, N. Y | ..... | 1859 | Miss H. L. Bulkley | Non-sect | 3 | 7 | 50 | .... | 50 | 50 | 12 | 50 | .... | .... | .... | .... |
| 870 | Mount Hope Ladies' Seminary | Tarrytown, N. Y | 0 | 1859 | Robert C. Flack, A. M | Non-sect | 2 | 2 | 7 | 0 | 7 | 7 | 3 | 6 | 0 | 0 | 0 | 0 |
| 871 | Troy Academy | Troy, N. Y | 1834 | 1835 | T. Newton Willson, A. M | Non-sect | 3 | 1 | 82 | 82 | 0 | 57 | 25 | 0 | 7 | 19 | 5 | 5 |
| 872 | Troy Female Seminary | Troy, N. Y | 1837 | 1814 | Emily T. Wilcox | Non-sect | 1 | 5 | 90 | .... | 90 | 90 | 20 | 14 | .... | .... | .... | .... |
| 873 | Unadilla Academy* | Unadilla, N. Y | 1852 | 1850 | Emmet Belknap, A. B | Non-sect | 1 | 4 | 106 | 45 | 61 | 67 | 6 | 10 | 3 | .... | .... | .... |
| 874 | Oakwood Seminary | Union Springs, N. Y | 1860 | 1858 | Elijah Cook, jr | Friends | 2 | 5 | 104 | 55 | 49 | .... | 26 | 9 | 4 | 5 | 0 | 0 |
| 875 | Walworth Academy | Walworth, N. Y | 1842 | 1842 | J. Carlton Norris | Non-sect | 2 | 2 | 90 | 50 | 40 | 80 | 10 | .... | 10 | .... | .... | .... |
| 876 | Warrensburgh Academy | Warrensburgh, N. Y | 1860 | 1856 | Clayton L. Morey | Non-sect | 1 | 2 | 75 | 40 | 35 | 62 | 10 | 3 | 2 | .... | .... | .... |
| 877 | Warwick Institute *a* | Warwick, N. Y | 1854 | 1854 | A. G. McAllister, A. M | ..... | 1 | 1 | 29 | .... | .... | .... | 23 | .... | (4) | .... | .... | .... |
| 878 | Riverside Seminary | Wellsville, N. Y | 1879 | 1871 | Anson W. Cummings, D. D., LL. D. | Non-sect | 2 | 2 | 48 | 30 | 18 | .... | .... | .... | 5 | .... | 2 | 0 |
| 879 | West Winfield Academy | West Winfield, N. Y | 1851 | 1851 | Leigh R. Hunt, M. A | Non-sect | 3 | 2 | 122 | 62 | 60 | 106 | 8 | 8 | 6 | 0 | 0 | .... |
| 880 | Alexander Institute | White Plains, N. Y | 0 | 1845 | Oliver R. Willis, A. M., PH. D | Non-sect | 5 | 0 | 28 | 28 | 0 | 18 | 10 | 9 | 2 | 2 | 2 | 0 |
| 881 | Whitestown Seminary | Whitestown, N. Y | 1845 | *b*1827 | M. Earl Dunham, D. D., PH. D. | Non-sect | 4 | 3 | 225 | 150 | 75 | 50 | 20 | 10 | 10 | .... | 5 | .... |
| 882 | Middlebury Academy | Wyoming, N. Y | 1816 | 1819 | Thomas S. Cushing, trustee | Non-sect | 1 | 2 | 98 | 40 | 58 | 85 | 6 | 7 | 1 | .... | 1 | .... |
| 883 | Yates Academy | Yates, N. Y | 1840 | 1841 | Lloyd Crossett | Non-sect | 1 | 1 | 78 | 52 | 26 | 78 | .... | .... | .... | .... | .... | .... |
| 884 | School for Young Ladies and Children. | Yonkers, N. Y | ..... | 1876 | Mrs. K. T. Holbrook | Non-sect | 1 | 5 | 53 | 8 | 45 | .... | .... | .... | .... | .... | .... | .... |
| 885 | Albemarle Academy | Albemarle, N. C | ..... | 1875 | H. W. Spinks, A. M | Non-sect | 2 | 2 | 108 | 58 | 50 | 82 | 26 | .... | .... | .... | 3 | .... |
| 886 | Belvidere Academy* | Belvidere, N. C | ..... | 1840 | George Wilson White | Friends | 1 | 1 | 53 | 34 | 19 | 48 | 5 | .... | 1 | 1 | 3 | .... |
| 887 | Brevard Classical School | Brevard, N. C | ..... | ..... | Prof. S. G. Sterling | Non-sect | 1 | 2 | 65 | 30 | 35 | 64 | 1 | .... | 1 | 0 | 0 | 0 |
| 888 | Cary High School | Cary, N. C | ..... | 1880 | Rev. Solomon Pool, D. D | Meth | 2 | 1 | 70 | 30 | 40 | 50 | 20 | .... | .... | .... | .... | .... |
| 889 | Hughes' Academy | Cedar Grove, N. C | ..... | 1846 | Samuel W. Hughes | Presb | 1 | 1 | 57 | 53 | 4 | 20 | 37 | 0 | 0 | 0 | .... | .... |
| 890 | Charlotte Female Institute | Charlotte, N. C | 0 | 1857 | Rev. William R. Atkinson | Presb | 2 | 8 | 173 | .... | 173 | 173 | 12 | 30 | .... | .... | .... | .... |
| 891 | Concord Male High School | Concord, N. C | ..... | 1881 | Robert S. Arrowood | Non-sect | 1 | . | 40 | 40 | .... | 40 | 6 | .... | 8 | .... | .... | .... |
| 892 | Scotia Seminary* | Concord, N. C | 1870 | 1870 | Rev. Luke Dorland, A. M | Presb | 1 | 6 | 181 | .... | 181 | 181 | .... | .... | .... | .... | .... | .... |
| 893 | Bethel Academy* | Davidson College, N. C | ..... | 1876 | Rev. L. K. Glasgow, A. M | Presb | 1 | 1 | 44 | 24 | 20 | 25 | 12 | 6 | 5 | .... | .... | .... |
| 894 | Denver Seminary | Denver, N. C | 1874 | 1873 | D. Matt. Thompson, A. M | Non-sect | 1 | 1 | 112 | 63 | 49 | 112 | .... | .... | .... | 4 | .... | .... |
| 895 | East Bend Academy* | East Bend, N. C | .... | 1856 | J. M. Matthews | Non-sect | 1 | .... | 33 | 27 | 6 | 25 | 0 | .... | .... | .... | .... | .... |
| 896 | Union High School | East Bend, N. C | ..... | 1881 | T. S. Whittington | Non-sect | 2 | .... | 43 | 35 | 8 | 40 | 3 | .... | .... | .... | .... | .... |
| 897 | Elizabeth City Academy | Elizabeth City, N. C | ..... | 1878 | S. L. Sheep | Non-sect | 1 | 2 | 97 | 60 | 37 | 80 | 17 | .... | 2 | 0 | 0 | .... |
| 898 | Fremont Institute | Fremont, N. C | ..... | 1868 | Gray C. Garriss | ..... | 2 | .... | 93 | 56 | 37 | 93 | 5 | 2 | .... | .... | .... | .... |
| 899 | St. Mary's College | Garibaldi, N. C | ..... | 1875 | Rev. F. Alban, O. S. B | R. C | 5 | .... | 32 | 32 | .... | 32 | 5 | 10 | .... | .... | .... | .... |
| 900 | Woodland Academy | Goldsbo'o', N. C | ..... | 1878 | Cyrus P. Frazier, A. M | Friends | 1 | 2 | 75 | 44 | 31 | .... | .... | .... | 8 | 3 | 5 | 1 |
| 901 | Bennett Seminary | Greensboro', N. C | ..... | 1874 | Rev. Wilbur F. Steele, B. D | M. E | 1 | 3 | 148 | (148) | | | | | .... | .... | .... | .... |
| 902 | Hayesville Academy | Hayesville, N. C | 1871 | 1871 | N. A. Fessenden | Non-sect | 2 | 1 | 122 | 86 | 36 | 109 | 13 | 2 | 2 | 0 | 2 | 0 |
| 903 | Hopewell Academy | Hopewell (Charlotte P.O.), N. C. | ..... | 1879 | Hugh A. Grey | Presb | 2 | 1 | 100 | 70 | 30 | 50 | 22 | .... | 70 | .... | 4 | .... |
| 904 | Somerville Institute | Leasburg, N. C | ..... | 1840 | Rev. Solomon Lea, A. M | M. E. So | 1 | 2 | 26 | 14 | 12 | 26 | .... | 4 | .... | .... | 1 | .... |
| 905 | Brown Seminary | Leicester, N. C | ..... | 1880 | H. F. Ketron, A. B | M. E | 1 | 1 | 109 | 61 | 48 | 108 | 1 | .... | .... | .... | .... | .... |
| 906 | Bingham School | Mebaneville, N. C | 1864 | 1793 | Maj. Robert Bingham, A. M | Non-sect | 6 | .... | 258 | 258 | .... | 258 | 175 | 20 | 100 | .... | 10 | 2 |

* From Report of the Commissioner of Education for 1880. *a* From 93d Regents' Report, 1880. *b* As Oneida Seminary; rechartered as Whitestown Seminary in 1845.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 907 | Monroe High School | Monroe, N. C | 1875 | 1875 | W. J. Scroggs, A. M | Non-sect | 1 | 2 | 83 | 46 | 37 | 70 | 11 | 6 | 8 | 5 | 9 | 1 |
| 908 | Moravian Falls Academy | Moravian Falls, N. C | | | | | | | | | | | | | | | | |
| 909 | Mt. Airy Academy* | Mt. Airy, N. C | 0 | 1858 | E. C. Foy | Non-sect | 1 | 1 | 75 | .... | .... | 30 | 7 | 1 | .... | .... | .... | .... |
| 910 | Mt. Pleasant Female Seminary* | Mt. Pleasant, N. C | 1870 | 1858 | Lewis H. Rothrock | Luther'n | 1 | 2 | 53 | .... | 53 | 38 | 15 | .... | .... | .... | .... | .... |
| 911 | New Garden Boarding School | New Garden, N. C | 1833 | 1837 | L. Lyndon Hobbs, A. B | Friends | 2 | 2 | 85 | 52 | 33 | .... | 10 | .... | 1 | 2 | 2 | .... |
| 912 | Catawba High School | Newton, N. C | 1853 | 1851 | Rev. J. C. Clapp, A. M., and Rev. J. A. Foil. | Ref. Ger. | 3 | 5 | 135 | 75 | 60 | 135 | 20 | 10 | .... | .... | .... | .... |
| 913 | Horner School | Oxford, N. C | 0 | 1850 | J. H. and J. C. Horner | Non-sect | 4 | .... | 81 | 81 | .... | 24 | 57 | 20 | .... | .... | 15 | 0 |
| 914 | Oxford Home School | Oxford, N. C | .... | 1879 | Mrs. J. W. Hays | M. E | 1 | 2 | 32 | 6 | 26 | 32 | 5 | 2 | 4 | .... | .... | .... |
| 915 | Yadkin Mineral Springs Institute | Palmersville (Kirk's Mills) N. C. | 0 | 1875 | O. C. Hamilton | Non-sect | 2 | 1 | 105 | 69 | 36 | 86 | 19 | .... | 3 | .... | 2 | .... |
| 916 | Carolina Academy | Pineville, N. C | 0 | 1874 | L. Shurley | Non-sect | 2 | .... | 66 | 36 | 30 | 56 | 10 | 0 | 9 | 1 | 0 | 0 |
| 917 | Pittsboro' Scientific Academy | Pittsboro', N. C | .... | .... | James S. Manning | Non-sect | 1 | 1 | 50 | 34 | 16 | .... | .... | 6 | 4 | .... | .... | .... |
| 918 | Princeton School* | Princeton, N. C | .... | 1880 | J. Wilson Lucas, A. B | F. W. Bap | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 919 | Raleigh Male Academy | Raleigh, N. C | .... | 1878 | John J. Fray and Hugh Morson. | Non-sect | 3 | 0 | 116 | 116 | 0 | 116 | 51 | 12 | 40 | 6 | 6 | .... |
| 920 | Reynoldson Male Institute | Reynoldson, N. C | .... | 1855 | T. E. Waff | Baptist | 1 | .... | 41 | 41 | .... | 28 | 13 | .... | 10 | .... | 2 | .... |
| 921 | Salem Female Academy | Salem, N. C | 1866 | 1804 | Rev. J. T. Zorn | Moravi'n | 3 | 12 | 130 | .... | 130 | 130 | 10 | 30 | .... | .... | .... | .... |
| 922 | Misses Welfare's Private School | Salem, N. C | .... | 1870 | Theo. A. Welfare | Non-sect | .... | 3 | 70 | 30 | 40 | 70 | .... | 6 | .... | .... | .... | .... |
| 923 | Vine Hill Academy* | Scotland Neck, N. C | 1807 | 1807 | W. H. Ransdale | Non-sect | 1 | 2 | 66 | 32 | 34 | 25 | 4 | 8 | 6 | 1 | 8 | 0 |
| 924 | Sylvan Academy* | Snow Camp, N. C | .... | 1866 | W. V. Marshburn, A. B | Friends | 1 | 1 | 65 | 35 | 30 | 50 | 15 | 0 | 20 | 5 | 1 | 4 |
| 925 | Summerfield High School | Summerfield, N. C | 0 | 1872 | F. S. Blair | Friends | 1 | 2 | 30 | 14 | 16 | 30 | 5 | 0 | 4 | 0 | 0 | .... |
| 926 | Trap Hill Institute* | Trap Hill, N. C | 1877 | 1877 | C. W. White, A. M | Meth | 1 | 2 | 125 | 88 | 37 | 125 | 43 | 18 | 22 | 27 | 10 | .... |
| 927 | Warrenton Female Institute | Warrenton, N. C | .... | 1841 | Mrs. M. J. Wilcox | .... | .... | 3 | 10 | .... | 10 | .... | .... | .... | .... | .... | .... | .... |
| 928 | Whiteville High School | Whiteville, N. C | .... | 1880 | H. A. McEachern | Non-sect | 2 | 1 | 85 | 50 | 35 | 65 | 15 | 6 | 12 | .... | .... | .... |
| 929 | Cape Fear Academy | Wilmington, N. C | .... | .... | Washington Catlett | Non-sect | 2 | .... | 49 | 49 | .... | 49 | 15 | 10 | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 930 | Rev. Daniel Morrelle's English and Classical School. | Wilmington, N. C | 0 | 1859 | Rev. Daniel Morrelle | P. E | 1 | | 10 | 10 | | 6 | 4 | 3 | 2 | 1 | | 1 |
| 931 | Wilson Collegiate Institute* | Wilson, N. C | 1872 | 1872 | Sylvester Hassel, A. M | Non-sect | 3 | 2 | 124 | 79 | 45 | 97 | 20 | 7 | 4 | 0 | 0 | 0 |
| 932 | Winston Male Academy | Winston, N. C | 1860 | 1860 | J. A. Monroe, A. M | Non-sect | 3 | 0 | 60 | 60 | 0 | 40 | 20 | 6 | 15 | 6 | 20 | |
| 933 | The Grange High School | Woodland, N. C | 1878 | 1878 | Julien Henri Picot, A.M., LL. D | Non-sect | 1 | 1 | 70 | 50 | 20 | 40 | 10 | 10 | 10 | 10 | 10 | |
| 934 | Yadkin College | Yadkin, N. C | 1868 | 1856 | Rev. S. Simpson, A. M., president. | Meth. P. | 3 | 1 | 80 | 50 | 30 | 30 | 40 | 15 | | | | |
| 935 | Albany Enterprise Academy | Albany, Ohio (P. O. Lee) | 1863 | 1863 | T. J. Furguson | Non-sect | 2 | 1 | 61 | 28 | 33 | 61 | 0 | 0 | 4 | 6 | 2 | 1 |
| 936 | Grand River Institute* | Austinburg, Ohio | 1832 | 1831 | J. Tuckerman, M. A., PH. D | Non-sect | 3 | 2 | 291 | 164 | 127 | 185 | 106 | 10 | 25 | | 4 | |
| 937 | Beverly College* | Beverly, Ohio | 1842 | 1842 | R. J. Smith | | 2 | 1 | 45 | 28 | 17 | 35 | 10 | 0 | 5 | | | |
| 938 | Academy of Central College | Central College, Ohio | 1842 | 1840 | Rev. George Fraser, D. D | Presb | 2 | 2 | 45 | 29 | 16 | 35 | 10 | 0 | 7 | | 2 | |
| 939 | Geauga Seminary | Chester Cross Roads (Geauga County), Ohio. | 1842 | 1842 | G. L. Ensign, M. A | | 1 | 2 | 70 | 38 | 32 | 40 | | 6 | | 11 | | |
| 940 | Academy of the Sisters of Notre Dame. | Cincinnati, Ohio (East 6th street). | 1843 | 1841 | Sister Louise, S. N. D | R. C | | 16 | 170 | | 170 | | | | | | | |
| 941 | Day School | Cincinnati, Ohio (166 West 7th street). | | 1881 | Miss Storer and Miss Lupton | | 1 | 9 | | | | | | | | | | |
| 942 | Mt. St. Vincent's Academy | Cincinnati, Ohio (Cedar Grove). | | 1857 | Mother Regina Mattingly | R. C | | | | | | | | | | | | |
| 943 | St. Francis' Gymnasium | Cincinnati, Ohio | 0 | 1858 | Rev. Joseph M. Roesl | R. C | 8 | | 46 | 46 | | | (46) | | | (46) | 16 | 4 |
| 944 | Clermont Academy* | Clermontville, Ohio | | 1839 | James K. Parker | Baptist | 1 | 3 | 48 | 27 | 21 | | | | 2 | | | |
| 945 | Cleveland Academy | Cleveland, Ohio | 1865 | 1866 | Isaac Bridgman, A. M | Non-sect | 1 | 3 | 55 | 35 | 20 | 12 | 43 | 7 | 20 | 2 | 3 | 1 |
| 946 | St. Joseph's Academy | Columbus, Ohio | | 1875 | Sister Josephine Ignatius, S. N. D. | R. C | | 13 | 115 | 35 | 80 | | 14 | | | | | |
| 947 | St. Mary's Institute | Dayton, Ohio | | 1850 | Rev. George Meyer | R. C | 14 | | 124 | 124 | | 124 | | | | 15 | | |
| 948 | Ewington Academy | Ewington, Ohio | 1857 | 1857 | I. N. McCash | Non-sect | 1 | | | | | | | | | | | |
| 949 | Fostoria Academy | Fostoria, Ohio | 1879 | 1879 | Rev. William T. Jackson, PH. D. | U. B | 6 | 1 | 192 | 117 | 75 | 138 | 48 | 6 | 48 | 15 | 2 | |
| 950 | Gallia Academy | Gallipolis, Ohio | 1811 | 1810 | A. Baird, jr | Non-sect | 1 | 1 | 150 | 87 | 63 | | | | | | | |
| 951 | Harcourt Place Academy | Gambier, Ohio | | 1851 | John D. H. McKinley, A. M | P. E | 4 | | 42 | 42 | | 3 | 39 | 13 | 10 | 2 | 6 | |
| 952 | Goshen Seminary | Goshen, Ohio | 1861 | 1861 | C. M. Riggs | Non-sect | 1 | 1 | 66 | 36 | 30 | 40 | 20 | 6 | 5 | 15 | 4 | 7 |
| 953 | Harlem Springs College | Harlem Springs, Ohio | 1867 | 1857 | John R. Steeves, A. M | Non-sect | 1 | 2 | 75 | 40 | 35 | 54 | 10 | 2 | | | | |
| 954 | Hartford Academic Institute | Hartford, Ohio | 1872 | 1871 | John H. J. Rice | Non-sect | 1 | 1 | 37 | 19 | 18 | 37 | | | | | | |
| 955 | Vermillion Institute* | Hayesville, Ohio | 1845 | 1846 | Rev. Sanders Diefendorf, D. D | Presb | *a*8 | | 110 | | 110 | | 30 | 18 | | | | |
| 956 | Atwood Institute | Lee, Ohio | | 1856 | Lyman C. Chase, A. M | F. W. B | 3 | 2 | 60 | 40 | 20 | | | | 4 | 6 | | |
| 957 | Lexington Male and Female Seminary. | Lexington, Ohio | 0 | 1851 | Rev. J. K. Martin, A. M | U. P | 1 | | 31 | 17 | 14 | 21 | 10 | 1 | 6 | 3 | 4 | |
| 958 | Madison Seminary* | Madison, Ohio | 1846 | 1846 | E. B. Olmsted | | 1 | 2 | 52 | 27 | 25 | 42 | 10 | | 5 | | 2 | |
| 959 | Boarding School of the Visitation | Minster, Ohio | | 1853 | Sister Christina, directress | R. C | | 4 | 56 | | 56 | 50 | 12 | | | | | |
| 960 | New Hagerstown Academy | New Hagerstown, Ohio | 1837 | 1837 | J. Howard Brown | Presb | 1 | 1 | 40 | 25 | 15 | | | | | | | |
| 961 | Ursuline College* | Nottingham, Ohio | | | Mother St. Mary | R. C | | | 53 | | 53 | | | | | | | |
| 962 | Poland Union Seminary | Poland, Ohio | 1861 | 1861 | William H. Tibbals, M. A | Presb | 1 | 2 | 75 | 40 | 35 | 71 | 6 | 8 | 6 | 8 | 1 | |
| 963 | Ursuline Academy for Young Ladies. | St. Martin's, Ohio | 1847 | 1845 | Sister M. Ursula, superior | R. C | | 20 | 55 | | 55 | 55 | 6 | 35 | | | | |
| 964 | Savannah Academy* | Savannah, Ohio | 1859 | 1856 | T. A. Sawhill | Non-sect | 1 | 1 | | | | | | | | | | |
| 965 | Starr's Institute | Seven Mile, Ohio | | 1861 | B. Starr, A. M | M. E | 1 | 0 | 10 | 10 | 0 | 7 | 3 | 0 | 2 | 1 | 0 | 0 |
| 966 | Smithville High School | Smithville, Ohio | | 1865 | J. B. Eberly, M. A | Non-sect | 3 | 1 | 173 | 115 | 58 | | | | | | 19 | 20 |
| 967 | Northern Ohio Collegiate Institute. | South New Lyme, Ohio | | 1879 | Rev. D. J. H. Ward, A. M., president. | | 4 | 2 | 170 | 94 | 76 | | | | | | | |
| 968 | Springfield Seminary | Springfield, Ohio | 1874 | 1873 | Mrs. Ruth A. Worthington | Non-sect | | 5 | 56 | 4 | 52 | 11 | 11 | 37 | 1 | | 1 | |

* From Report of the Commissioner of Education for 1880.

*a* Sex not reported.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 969 | Steubenville Seminary* | Steubenville, Ohio | ..... | 1829 | Rev. A. M. Reid, PH. D | Presb | 3 | 9 | 126 | .... | 126 | .... | ... | .... | .... | .... | .... | .... |
| 970 | College of Ursuline Sisters* | Tiffin, Ohio | 1878 | 1863 | Sister Ignatius | R. C | ... | 7 | 85 | .... | 85 | .... | .... | .... | .... | .... | .... | .... |
| 971 | Ursuline Convent of the Sacred Heart.* | Toledo, Ohio | 1873 | 1854 | Mother M. Amadeus, superioress. | R. C | .... | .... | 200 | .... | 200 | .. | .... | .... | .... | .... | .... | .... |
| 972 | Plains Seminary* | Tupper's Plains, Ohio | ..... | 1860 | Morris Bowers | Non-sect | 1 | 1 | 54 | 29 | 25 | .... | .... | .... | .... | .... | .... | .... |
| 973 | Twinsburgh Institute | Twinsburgh, Ohio | ..... | 1828 | Samuel Bissell | Presb | 1 | 1 | 50 | ..... | ..... | 50 | .... | .... | 2 | .... | .... | .... |
| 974 | Western Reserve Seminary | West Farmington, Ohio | 1855 | 1829 | Rev. E. B. Webster, M. A | ..... | 7 | 2 | 211 | (211) | .... | .... | .... | .... | .... | (24) | .... | .... |
| 975 | Rayen High School | Youngstown, Ohio | 1856 | 1867 | M. S. Campbell | Non-sect | 2 | 2 | 116 | 34 | 82 | 0 | 116 | 13 | 6 | .... | 1 | .... |
| 976 | Putman Classical Institute | Zanesville, Ohio | 1836 | 1835 | D. J. Evans, A. M | Presb | 2 | 5 | 63 | 0 | 63 | .... | .... | .... | .... | .... | .... | .... |
| 977 | Albany Collegiate Institute* | Albany, Oreg | ..... | .... | Elbert N. Condit | Presb | 2 | 3 | 90 | 40 | 50 | 63 | 27 | .... | 4 | 2 | .... | 1 |
| 978 | Ashland College and Normal School. | Ashland, Oreg | 1879 | 1873 | Rev. Lowell L. Rogers, A. M | M. E | 2 | 3 | a142 | 74 | 68 | 72 | 43 | 27 | 45 | 52 | 2 | .... |
| 979 | Grace Church Parish School | Astoria, Oreg | ..... | 1866 | Miss C. L. Hewett | P. E | ..... | 1 | 35 | 16 | 19 | 34 | 1 | 2 | 1 | .... | .... | 1 |
| 980 | Notre Dame Academy | Baker City, Oreg | 0 | 1875 | Sister Mary Justina | R. C | ..... | 5 | 77 | .... | 77 | 77 | 0 | 8 | 0 | 0 | 0 | 0 |
| 981 | La Creole Academic Institute | Dallas, Oreg | 1856 | 1853 | S. A. Randle | ..... | 2 | 4 | 187 | 105 | 82 | 153 | 28 | 6 | 17 | 25 | 7 | 2 |
| 982 | Linnean Academy | Harrisburg, Oreg | ..... | 1879 | S. S. Train | ..... | 1 | 1 | 70 | 35 | 35 | 70 | .. | .... | .... | .... | 2 | 2 |
| 983 | St. Mary's Academy for Young Ladies.* | Jacksonville, Oreg | ..... | ..... | Sister M. Angel Guardian, superioress. | R. C | ..... | 4 | 55 | .... | 55 | .... | .... | .... | .... | .... | .... | .... |
| 984 | Santiam Academy | Lebanon, Oreg | 1854 | 1854 | J. L. Gilbert | M. E | 1 | 2 | 100 | 50 | 50 | 100 | .... | .... | .... | .... | .... | .... |
| 985 | Bishop Scott Grammar School | Portland, Oreg | 1870 | 1870 | J. W. Hill, M. D | P. E | 5 | 2 | 78 | 78 | ..... | 78 | 5 | ... | 5 | 8 | 2 | 1 |
| 986 | Independent German School | Portland, Oreg | 1870 | 1870 | J. H. H. Maenner | Non-sect | 1 | 1 | 29 | 15 | 14 | 29 | 0 | 29 | 0 | 0 | 0 | 0 |
| 987 | St. Mary's Academy* | Portland, Oreg | 1866 | 1859 | Mother Dolores, superior provincial. | R. C | ..... | .... | 165 | .... | 165 | .... | .... | .... | .... | .... | .... | .... |
| 988 | St. Michael's College | Portland, Oreg | 1871 | 1871 | Rev. A. J. Glorieux | R. C | 4 | .... | 80 | 80 | .... | 80 | 5 | 5 | .... | .... | .... | .... |
| 989 | St. Paul's Academy* | St. Paul, Oreg | ..... | ..... | Sister M. Margaret, superioress. | R. C | ..... | 6 | 40 | .... | 40 | .... | .... | .... | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 990 | Academy of the Sacred Heart | Salem, Oreg | 1866 | 1863 | Sister M. Assumption | R. C | 11 | 150 | 150 | 125 | | 14 | | | | |
| 991 | Sheridan Academy | Sheridan, Oreg | 1874 | 1875 | Rev. J. H. Skidmore | Meth | 2 | 2 | 85 | 35 | 50 | 80 | 5 | 4 | 1 | 2 |
| 992 | Wasco Independent Academy | The Dalles, Oreg | 1860 | 1861 | Thomas M. Gatch, PH. D | | 2 | 3 | 180 | 77 | 103 | 140 | 40 | 37 | | |
| 993 | Umpqua Academy | Wilbur, Oreg | 1857 | 1854 | Henry L. Benson, A. M | M. E | 3 | 2 | 92 | 42 | 50 | 67 | 25 | 8 | 5 | 2 |
| 994 | School for Girls | Allegheny, Pa | | 1872 | Miss Mary Maitland | Non-sect | | 3 | 13 | 2 | 11 | 13 | 9 | 0 | | 1 |
| 995 | St. Xavier's Academy* | Beatty, Pa | | 1845 | Sister M. Liguori McCaffrey, directress. | R. C | | 17 | 90 | | 90 | | | | | |
| 996 | Beaver College and Musical Institute. | Beaver, Pa | 1853 | 1856 | Rev. R. T. Taylor | M. E | 3 | 6 | 116 | 0 | 116 | 51 | 38 | 27 | | |
| 997 | Bellefonte Academy | Bellefonte, Pa | 1806 | 1807 | Rev. James P. Hughes | Non-sect | 2 | 2 | 70 | 30 | 40 | 50 | 20 | 0 | 10 | 2 |
| 998 | Bishopthorpe School | Bethlehem, Pa | 1871 | 1868 | Miss F. I. Walsh | P. E | | 5 | | | | | | | | |
| 999 | Mountain Seminary | Birmingham, Pa | 1853 | 1854 | L. G. Grier | Presb | 2 | 6 | 100 | 30 | 70 | 100 | 30 | 10 | | |
| 1000 | Bristol Seminary | Bristol, Pa | | 1875 | Miss Amelia Merriam | Non-sect | 1 | 6 | 38 | | 38 | 38 | 7 | 10 | 1 | |
| 1001 | Witherspoon Institute | Butler, Pa | 1849 | b1851 | P. S. Bancroft, A. M | Non-sect | 2 | 2 | 150 | 71 | 79 | 150 | 50 | 60 | | |
| 1002 | Penn's Valley Institute | Centre Hall, Pa | | 1877 | W. P. Hosterman, A. B | | 1 | | 31 | 13 | 18 | 31 | 5 | | 2 | |
| 1003 | Chester Academy | Chester, Pa | | 1862 | George Gilbert | | 1 | 5 | 79 | 45 | 34 | 76 | 3 | 11 | 3 | |
| 1004 | Maplewood Institute | Concordville, Pa | 1870 | 1862 | Joseph Shortlidge, A. M | Friends | 10 | 4 | | | | | | | | |
| 1005 | Chester Valley Academy | Downingtown, Pa | | 1870 | F. Donleavy Long, A. M | Non-sect | 2 | 3 | 35 | 35 | | | | 4 | 3 | 1 |
| 1006 | Doylestown Seminary | Doylestown, Pa | 1876 | 1868 | A. C. Winters, A. M | Non-sect | 3 | 4 | 160 | 75 | 85 | 100 | 55 | 40 | 10 | 3 |
| 1007 | Trach's Academy and Commercial School.* | Easton, Pa | | 1872 | R. H. Trach | | 3 | 2 | 131 | 93 | 38 | 115 | 10 | 6 | 7 | 2 |
| 1008 | Eldersridge Academy for Males and Females. | Eldersridge, Pa | 1876 | 1847 | Rev. Alexander Donaldson, D. D. | Presb | 3 | 0 | 68 | 58 | 10 | 45 | 28 | 1 | 23 | 0 |
| 1009 | Erie Academy | Erie, Pa | 1817 | 1823 | Alaric Stone, A. M | Non-sect | 1 | 3 | 91 | 54 | 37 | 71 | 20 | 27 | 12 | 0 |
| 1010 | St. Benedict's Academy | Erie, Pa | 1868 | 1854 | M. Gregoria, O. S. B | R. C | | 9 | 76 | | 76 | 27 | | 49 | | |
| 1011 | Keystone Academy | Factoryville, Pa | 1868 | 1869 | Rev. John H. Harris, A. M | Baptist | 7 | 2 | 154 | 87 | 67 | | | | | |
| 1012 | Friends' School* | Germantown, Pa. (Green and School streets). | | 1861 | Sallie J. Ackley | Friends | | 2 | 45 | 23 | 22 | 45 | | 22 | | |
| 1013 | Germantown Day College* | Germantown, Pa | | | | R. C | | | 21 | 21 | | | | | | |
| 1014 | Glade Academy | Glade, Pa | 0 | 1881 | Rev. W. W. Deatrick | Ref'm'd | 3 | 1 | 74 | 48 | 26 | 58 | 16 | 4 | | |
| 1015 | Greensburg Seminary for Young Ladies and Young Men. | Greensburg, Pa | 0 | 1875 | Rev. Lucian Cort, A. M | Ref'm'd | 3 | 4 | 99 | 48 | 51 | 50 | 48 | 12 | 28 | |
| 1016 | Hollidaysburg Young Ladies' Seminary. | Hollidaysburg, Pa | 1866 | 1869 | Joseph Waugh and Robert S. Hitchcock, | Presb | 3 | 6 | 70 | | 70 | 50 | 6 | 6 | | |
| 1017 | Eclectic Institute | Jersey Shore, Pa | 1852 | 1852 | A. H. Lackey | Presb | 4 | 2 | 55 | | | | 8 | | 2 | |
| 1018 | Martin Academy | Kennett Square, Pa | | 1873 | Lewis W. Brosius | Friends | 1 | 1 | 56 | 28 | 28 | 56 | | | 1 | |
| 1019 | Pickering Institute | Kimberton, Pa | 0 | 1880 | Rev. J. R. Dimm, A. M | Lutheran | 2 | 2 | 30 | 24 | 6 | 28 | 2 | | 2 | |
| 1020 | St. Aloysius Academy* | Loretto, Pa | | 1850 | Mother M. de Sales Ihmsen, superior. | R. C | | 10 | 40 | | 40 | | | | | |
| 1021 | Swithin C. Shortlidge's Media Academy for Boys. | Media, Pa | | 1866 | Swithin C. Shortlidge, A. M | Non-sect | 12 | | 100 | 100 | | | (100) | | 10 | 15 |
| 1022 | Hazzard's Academy* | Monongahela City, Pa | | 1866 | Thomas L. Hazzard, AM., M. D. | Non-sect | 1 | 2 | 55 | 34 | 21 | 55 | 29 | 12 | 31 | |
| 1023 | Western Pennsylvania Classical and Scientific Institute. | Mt. Pleasant, Pa | 1873 | 1873 | Rev. Leroy Stephens, A. M., president. | Baptist | 3 | 5 | 147 | 72 | 75 | 129 | 22 | 6 | 15 | |
| 1024 | Laird Institute* | Murrysville, Pa | 0 | 1862 | Rev. George M. Spargrove | Non-sect | 2 | | 50 | 30 | 20 | 38 | 12 | | 12 | |
| 1025 | Nazareth Hall | Nazareth, Pa | 1863 | 1785 | Rev. Eugene Leibert | Non-sect | 11 | | 74 | 74 | | 74 | 6 | 30 | 6 | |
| 1026 | Union Seminary | New Berlin, Pa | 1880 | 1855 | Rev. Aaron E. Gobble, A. B | Ev. Ass | 3 | 2 | 84 | 66 | 18 | 68 | 16 | 11 | 2 | 1 |
| 1027 | McElwan Institute | New Lebanon, Pa | 0 | 1880 | Erving L. Richardson, A. M | Non-sect | 4 | 1 | 144 | 62 | 82 | 60 | 20 | 0 | 2 | |
| 1028 | Oaklandi Female Institute | Norristown, Pa | 1845 | 1847 | W. P. Hussey, A. M | Presb | 3 | 4 | 30 | | 30 | 30 | | 8 | | |

*From Report of the Commissioner of Education for 1880. *a* Including normal students reported in Table III. *b* Reorganized in 1879.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1881, *&c.*— Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 1029 | Treemount Seminary | Norristown, Pa | ..... | 1844 | John W. Loch, A. M., PH. D | Non-sect | 5 | 1 | 48 | 46 | 2 | 38 | 10 | 5 | 6 | 3 | 3 | 2 |
| 1030 | St. Mary's College | North East, Pa | ..... | 1881 | | | | | | | | | | | | | | |
| 1031 | Parkesburg Classical Institute | Parkesburg, Pa | ..... | 1857 | Caroline D. Michener | Non-sect | .... | 2 | 25 | 15 | 10 | 23 | 2 | 0 | .... | .... | .... | .... |
| 1032 | Academy of the Protestant Episcopal Church. | Philadelphia, Pa. (cor. Locust and Juniper streets). | 1787 | 1785 | Rev. James W. Robins, D. D., head master. | P. E | 12 | 0 | 170 | 170 | 0 | .... | .... | .... | .... | .... | .... | .... |
| 1033 | Agnes Irwin's School | Philadelphia, Pa. (1834 Spruce street). | ..... | 1866 | Agnes Irwin | ..... | 3 | 9 | 50 | .... | 50 | .... | 43 | 50 | .... | .... | 1 | .... |
| 1034 | Aldine Institute | Philadelphia, Pa | ..... | 1869 | Misses A. C. Webb and L. T. Scott. | ..... | 2 | 9 | 40 | .... | 40 | 40 | 20 | 40 | .... | .... | .... | .... |
| 1035 | Miss Anable's School for Young Ladies. | Philadelphia, Pa. (1350 Pine street). | ..... | 1850 | Misses I. and H. I. Anable | Non-sect | 2 | 9 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1036 | Broad Street Academy | Philadelphia, Pa. (337 S. Broad street). | ..... | 1872 | Edward Roth, A. M | R. C | 7 | 3 | 70 | 70 | .... | 70 | .... | .... | .... | .... | .... | .... |
| 1037 | Friends' Girard Avenue School* | Philadelphia, Pa. (Girard avenue and 17th street). | 0 | 1872 | Lizzie Pratt | Friends. | 0 | 5 | 113 | 50 | 63 | 113 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1038 | Friends' Select School for Boys* | Philadelphia, Pa., (820 Cherry street). | ..... | 1833 | John H. Dillingham | Friends. | 2 | 1 | 36 | 36 | .... | 25 | 11 | .... | 1 | 3 | .... | 1 |
| 1039 | Girard College for Orphans* | Philadelphia, Pa | ..... | 1848 | Wm. H. Allen, A. M., M D. LL. D. | Non-sect | 6 | 25 | 870 | 870 | 0 | 870 | 0 | 180 | 0 | 0 | 0 | 0 |
| 1040 | Langton Select Academy* | Philadelphia, Pa. (1613 Chestnut street). | ..... | 1859 | T. B. Langton | ..... | 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1041 | Lauderbach Academy | Philadelphia, Pa. (108 S. 10 street). | ..... | ..... | | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1042 | Mt. St. Joseph Academy | Philadelphia, Pa. (Chestnut Hill). | 1858 | 1858 | Sisters of St. Joseph | R. C | .... | 12 | 71 | 12 | 59 | 71 | .... | .... | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1043 | Philadelphia Seminary | Philadelphia, Pa. (1325 N. Broad street). | | 1871 | Rebecca E. Judkins | | 3 | 11 | 113 | | 113 | 113 | 31 | 100 | 4 | | 1 | |
| 1044 | Rittenhouse Academy | Philadelphia, Pa. (n. e. cor. 13th & Chestnut sts.) | 0 | 1854 | De Benneville K. Ludwig, A. M. | Non-sect | 5 | | 50 | 50 | 0 | | | | | | | |
| 1045 | Schleigh Academy* | Philadelphia, Pa. (18th st. and Girard avenue). | | 1877 | Miss F. M. Schleigh | | | | | | | | | | | | | |
| 1046 | School for Young Ladies | Philadelphia, Pa. (4117 Walnut street). | | 1867 | Annie and Sarah Cooper | Friends. | 1 | 7 | 47 | | 47 | 47 | 9 | 47 | | | | |
| 1047 | Supplee Institute for Young Ladies.* | Philadelphia, Pa. (1713 Spruce street). | | 1855 | Rev. Enoch H. Supplee, A. M. | P. E | 3 | 4 | 40 | | 40 | 40 | 30 | 35 | | | | |
| 1048 | Ury House School | Philadelphia, Pa. (Fox Chase P. O.). | | 1863 | Mrs. Jane Crawford | P. E | 4 | 1 | 41 | 41 | 0 | | (41) | | | | | |
| 1049 | West Chestnut Street Institute | Philadelphia, Pa. (4035 Chestnut street). | | 1873 | Mrs. Julia A. Bogardus | Non-sect | 2 | 7 | 50 | | 50 | | | | | | | |
| 1050 | West Chestnut Street Seminary* | Philadelphia, (Pa. (1707 Chestnut street). | | 1878 | Miss M. B. Cochran | Meth | 2 | 7 | 53 | | 53 | 53 | | 40 | | | | |
| 1051 | West Green Street Seminary | Philadelphia, Pa. (1602 Green street). | | | Miss M. Laird | | | | | | | | | | | | | |
| 1052 | West Walnut Street Seminary for Young Ladies. | Philadelphia, Pa. (2045 Walnut street). | | 1867 | Mrs. Henrietta Kutz | Presb | 9 | 5 | 40 | | 40 | 40 | 28 | 39 | | | | |
| 1053 | William Penn Charter School | Philadelphia, Pa. (No. 8 South Twelfth street). | 1711 | 1689 | Richard M. Jones, M. A | Friends. | 2 | 5 | 124 | 124 | | | (124) | | 15 | 8 | 8 | 2 |
| 1054 | Young Ladies' Academy and Select School for Children. | Philadelphia, Pa. (1313 Poplar street). | | 1851 | Miss Mary Ann Fisher | P. E | | 2 | 51 | 21 | 30 | 51 | | | | | | |
| 1055 | The Bishop Bowman Institute* | Pittsburgh, Pa | 1866 | 1862 | Rev. Robert J. Coster, A. M | P. E | 3 | 4 | 92 | | 92 | 22 | 42 | 28 | | | | |
| 1056 | St. Mary's Academy* | Pittsburgh, Pa | | | Mother M. Stanislaus, directress. | R. C | | 6 | 120 | | 120 | | | | | | | |
| 1057 | St. Ursula's Academy | Pittsburgh, Pa | 1871 | 1870 | Sister Marie Alphonse, sup'r | R. C | | 12 | 60 | | 60 | | | | | | | |
| 1058 | Cottage Seminary for Young Ladies. | Pottstown, Pa | 1850 | 1850 | George G. Butler, A. M | Non-sect | 2 | 5 | 30 | 0 | 30 | 30 | 5 | 15 | | | | |
| 1059 | Reid Institute | Reidsburg, Pa | 1862 | 1862 | C. A. Gilbert, A. M | Baptist | 1 | 2 | 73 | 34 | 39 | 60 | 7 | | 2 | | 1 | |
| 1060 | Ridley Park Seminary* | Ridley Park, Pa | | | Rev. John Wilson, A M., PH.D | Non-sect | | | | | | | | | | | | |
| 1061 | Clarion Collegiate Institute | Rimersburg, Pa | a1859 | 1858 | Rev. J. J. Pennepacker, A. M | Ref'm'd. | 3 | 1 | 33 | 15 | 18 | | | | 2 | | | |
| 1062 | St. Cecelia's Academy | Scranton, Pa | | 1872 | Mother M. Francis | R. C | | 10 | 325 | | 325 | 325 | | 10 | | | | |
| 1063 | Classical Department of Missionary Institute. | Selinsgrove, Pa | 1859 | 1858 | Rev. John B. Focht, A. M | Lutheran | 4 | | 62 | 50 | 12 | 20 | 42 | | 16 | | | |
| 1064 | Sewickley Academy* | Sewickley, Pa | 0 | 1838 | John Way, jr., superintendent. | | 4 | 5 | 118 | 49 | 69 | 46 | 14 | | | | | |
| 1065 | Academy of the Holy Child Jesus | Sharon Hill, Pa | 1866 | 1864 | Mother M. Walburga | R. C | | 7 | 40 | | 40 | 40 | 3 | 40 | | | | |
| 1066 | Cheltenham Academy | Shoemakertown, Pa | 0 | 1871 | Rev. Samuel Clements, A. M., D. D. | P. E | 6 | 0 | 63 | 63 | 0 | | 63 | 25 | | | 2 | |
| 1067 | George's Creek Academy | Smithfield, Pa | 1856 | 1856 | J. M. Hantz, M. A | Non-sect | 2 | 1 | 95 | 55 | 40 | 90 | 5 | | 5 | | | |
| 1068 | Stewartstown English and Classical Institute. | Stewartstown, Pa | 1855 | 1855 | Charles T. Wright | Non-sect | 1 | 1 | 75 | 42 | 33 | 75 | 3 | | | | | |
| 1069 | Toughkenamon Boarding School. | Toughkenamon, Pa | | 1867 | Hanna M. Cope | Friends. | | 5 | 60 | 20 | 40 | | | | | | | |
| 1070 | Susquehanna Collegiate Institute | Towanda, Pa | 1850 | 1854 | Edwin E. Quinlan, A. M | Presb | 3 | 4 | 219 | 116 | 103 | 152 | 12 | 12 | 12 | 3 | | |
| 1071 | Washington Hall Collegiate Institute. | Trappe, Pa | | 1830 | Abel Rambo, A. M., PH. D | | 2 | 2 | 46 | 27 | 19 | 46 | 7 | 4 | 5 | | 1 | |
| 1072 | Unionville Academy | Unionville, Pa | 0 | 1830 | A. A. Meader | Non-sect | 1 | | 22 | 13 | 9 | 21 | 12 | 3 | 0 | 1 | 0 | 0 |
| 1073 | Trinity Hall | Washington, Pa | | 1879 | Rev. Samuel Earp, PH. D | P. E | 5 | 2 | 64 | 64 | | | | | | | | |

* From Report of the Commissioner of Education for 1880.

*a* Revised in 1871.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 1074 | Darlington Seminary for Young Ladies. | West Chester, Pa | ..... | 1854 | Richard Darlington, jr | Friends. | 2 | 5 | 60 | 0 | 60 | 60 | 20 | 10 | 2 | .... | 2 | .... |
| 1075 | Home School for Girls* | West Philadelphia, Pa. (3511 Hamilton, street). | ..... | 1870 | Mrs. Annie M. Sutton | ..... | 3 | 5 | 50 | .... | 50 | 50 | 10 | 50 | .... | .... | .... | .... |
| 1076 | Lucretia M. B. Mitchell's School for Girls. | West Philadelphia, Pa. (315 North Thirty-fifth street). | ..... | 1877 | Mrs. Lucretia M. B. Mitchell | Friends. | 1 | 6 | 36 | 6 | 30 | .... | 20 | 30 | .... | .... | .... | .... |
| 1077 | Young Ladies' Seminary | West Philadelphia, Pa. (204 North Thirty-fifth st.) | ..... | 1881 | Miss Edna Spalding | P. E | .... | 3 | 18 | .... | 18 | 18 | 16 | 18 | .... | .... | .... | .... |
| 1078 | Westtown Boarding School | Westtown, Pa. (Street Road Station). | ..... | 1799 | Jonathan G. Williams, superintendent. | Friends. | 7 | 7 | 175 | 100 | 75 | .... | .... | .... | .... | .... | .... | .... |
| 1079 | Williamsport Dickinson Seminary | Williamsport, Pa | 1848 | 1848 | Rev. Edward J. Gray, A. M., president. | M. E | 7 | 5 | 210 | 116 | 94 | .... | .... | .... | 9 | 1 | 2 | .... |
| 1080 | School of St. John the Evangelist | Barrington Centre, R. I | ..... | 1880 | Rev. William M. Chapin | P. E | 1 | 1 | 27 | 9 | 18 | 27 | 5 | .... | .... | .... | .... | .... |
| 1081 | Family and Day School for Girls | Newport, R. I | ..... | 1874 | Mrs. Helena L. Gilliat | P. E | .... | 4 | 30 | 4 | 26 | 30 | 12 | 30 | .... | .... | .... | .... |
| 1082 | Island High School | New Shoreham (Block Island), R. I. | ..... | 1876 | Charles E. Perry | Non-sect | 1 | .... | 30 | 16 | 14 | 30 | 6 | .... | 1 | .... | .... | .... |
| 1083 | Female Academy of the Sacred Heart. | Providence, R. I | 1873 | 1872 | Ellen White | R. C | .... | 15 | 45 | .... | 45 | 45 | 7 | 45 | .... | .... | .... | .... |
| 1084 | Friends' New England Boarding School. | Providence, R. I | 1823 | 1819 | Augustine Jones, A. M | Friends. | 11 | 7 | 198 | 105 | 93 | 151 | 73 | 47 | 15 | 0 | 4 | 0 |
| 1085 | St. Mary's Young Ladies' Seminary. | Providence, R. I. (Bayview, box 866). | 1875 | 1874 | Sister Mary Leo | R. C | .... | 7 | 40 | .... | 40 | 40 | 12 | 35 | .... | .... | .... | .... |
| 1086 | Polytechnic and Industrial Institute. | Bluffton, S. C | 1880 | 1878 | Rev. J. Douglas Robertson | Presb | 5 | 2 | 265 | 141 | 124 | .... | 3 | .... | 3 | .... | 1 | .... |
| 1087 | Wallingford Academy | Charleston, S. C | 1868 | 1865 | Rev. Thomas A. Grove | Presb | 2 | 5 | 548 | 253 | 295 | 535 | 13 | .... | 13 | 8 | 1 | 2 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1088 | Brainerd Institute* | Chester, S. C | | 1871 | Rev. S. Loomis, A. M | Presb | 2 | 3 | 306a | | | 43 | 6 | | 5 | | 0 | |
| 1089 | Clinton College | Clinton, S. C | | 1872 | Prof. William S. Lee, A. M | Non-sect | 1 | 2 | 63 | 35 | 28 | 63 | 7 | 1 | | | 1 | |
| 1090 | Benedict Institute | Columbia, S. C | 0 | 1870 | Rev. C. E. Becker, A. M., president. | Baptist | (6) | | 232 | 126 | 106 | | | | | | | |
| 1091 | Cooper-Limestone Institute | Gaffney City, S. C | | 1881 | H. P. Griffith and R. O. Sams | Baptist | 2 | 3 | 45 | | 45 | 45 | 6 | 9 | | | | |
| 1092 | Gowensville Seminary | Gowensville, S. C | 0 | 1859 | Thomas J. Earle | Baptist | 1 | 2 | 80 | 37 | 43 | 80 | 0 | | 3 | | | |
| 1093 | Brewer Normal School* | Greenwood, S. C | | | J. D. Backenstose | Cong | 1 | | 75 | | | | | | | | | |
| 1094 | Lexington High School | Lexington, S. C | | 1875 | W. D. Schoenberg | Non-sect | 2 | | 65 | 34 | 31 | 65 | 35 | 35 | 10 | | 4 | 1 |
| 1095 | Penn School | St. Helena, S. C. (Beaufort P. O.). | 0 | 1862 | Laura M. Towne and Ellen Murray. | Non-sect | 0 | 9 | 230 | 110 | 120 | 230 | | 0 | 0 | 0 | 0 | 0 |
| 1096 | Williamston Male Academy | Williamston, S. C | | 1848 | Walter W. Brown, A. M | Non-sect | 1 | | 35 | 35 | | | 10 | | | | | |
| 1097 | Johntown Academy | Williston, S. C | | 1880 | Boynton O'Brien, B. A | Non-sect | 2 | 1 | 130 | 74 | 56 | 107 | 25 | 8 | 25 | 34 | 15 | 23 |
| 1098 | King's Mountain Military School | Yorkville, S. C | 1881 | 1855 | Col. Asbury Coward | Non-sect | 3 | | 46 | 46 | | 46 | 20 | 15 | | | | 4 |
| 1099 | Yorkville Female College | Yorkville, S. C | | | Rev. W. G. White | | 2 | 5 | 107 | | | | | | | | | |
| 1100 | Masonic Male and Female Academy. | Alexandria, Tenn | 1857 | 1857 | H. L. W. Gross and J. L. Boon. | Non-sect | 2 | 1 | 160 | 100 | 60 | 90 | 20 | | 20 | 50 | | |
| 1101 | Kingsley Seminary | Arcadia, Tenn | | 1877 | Joseph H. Ketron, A. M | M. E | 4 | 2 | 117 | 75 | 42 | 94 | 23 | 1 | 16 | 1 | 1 | |
| 1102 | Beech Grove College | Beech Grove, Tenn | 1869 | 1870 | Joseph G. Didiot | Non-sect | 2 | 2 | 85 | 50 | 35 | 25 | 10 | 10 | 0 | 0 | 0 | 0 |
| 1103 | Sullins College | Bristol, Tenn | 1874 | 1868 | Rev. D. S. Hearon, A. M., president. | M. So | 2 | 7 | 189 | | 189 | 189 | 30 | 6 | | | | |
| 1104 | Centreville High School | Centreville, Tenn | 1842 | 1842 | William H. Gardiner, A. M | Non-sect | 1 | 2 | 31 | 17 | 14 | 31 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1105 | Chapel Hill Academy* | Chapel Hill, Tenn | | 1855 | Simeon V. Wall | Non-sect | 1 | 2 | 67 | 36 | 31 | 40 | 28 | | | | | |
| 1106 | Chatata High School | Chatata, Tenn | 1868 | 1867 | N. G. Jacks | Christian | 2 | | 40 | 25 | 15 | 38 | 2 | | 2 | | 0 | |
| 1107 | Clarksville Female Academy | Clarksville, Tenn | 1846 | 1846 | John S. Collins, A. B | M. E. So | 1 | 4 | 60 | | 60 | 60 | | | | | | |
| 1108 | Cleveland Masonic Institute | Cleveland, Tenn | 1854 | 1855 | Thomas C. Blakeney | Non-sect | 1 | 2 | 83 | 38 | 45 | | 12 | | 8 | | | |
| 1109 | Clifton Masonic Academy | Clifton, Tenn | 1856 | 1856 | A. L. Whitaker | Non-sect | 1 | 1 | 105 | 50 | 55 | | | | | | | |
| 1110 | Cog Hill Collegiate Institute | Cog Hill, Tenn | 1870 | 1869 | W. J. J. Terrell | Non-sect | 2 | 1 | 116 | 50 | 66 | 116 | 7 | | | | | |
| 1111 | Columbia Normal School | Columbia, Tenn | | 1881 | S. P. Grey | | 2 | 1 | 26 | 23 | 3 | 16 | 7 | | 6 | 8 | | |
| 1112 | Tipton Female Seminary | Covington, Tenn | 1852 | 1855 | George D. Holmes, A. M | Non-sect | 1 | 3 | 115 | 15 | 100 | 100 | 10 | | | | | |
| 1113 | Dickson Seminary | Dickson, Tenn | | | | | | | | | | | | | | | | |
| 1114 | Hatchie Academy | Durhamville, Tenn | 0 | 1880 | Isaac L. Case, A. M | Non-sect | 1 | 0 | 24 | 14 | 10 | 21 | 3 | 0 | 0 | 1 | 0 | 0 |
| 1115 | Masonic Institute | Fall Branch, Tenn | | 1879 | L. Lee Dye | Non-sect | 1 | 1 | 118 | 60 | 58 | 80 | 38 | 113 | 7 | | 22 | |
| 1116 | Flag Pond Seminary | Flag Pond, Tenn | | | John C. McEwen, A. M | Baptist | 2 | 1 | 140 | 80 | 60 | 140 | 20 | | 5 | 2 | | |
| 1117 | Friendsville Academy | Friendsville, Tenn | b1855 | 1855 | W. V. Marshburn | Friends | 2 | 1 | 107 | 58 | 49 | 30 | 5 | | | | | 7 |
| 1118 | Edwards Academy* | Greenville, Tenn | 1879 | 1877 | S. C. Hanson | U. Br | 1 | 3 | 82 | 52 | 30 | 29 | 1 | 6 | 1 | | 1 | |
| 1119 | Henderson Masonic Male and Female Institute.* | Henderson, Tenn | | | G. M. Savage, chairman | | 4 | 6 | 149 | | | | | | | | | |
| 1120 | Central Tennessee Conference Seminary. | Hollow Rock, Tenn | | | | | | | | | | | | | | | | |
| 1121 | West Tennessee Seminary | Hollow Rock, Tenn | 1874 | 1874 | Rev. Joseph J. Losier | M. E | 2 | 1 | 70 | 30 | 40 | 50 | 10 | | | | | |
| 1122 | Odd Fellows' Male and Female College. | Humboldt, Tenn | 1871 | 1872 | J. W. Conger, A. B | Non-sect | 2 | 1 | 85 | 30 | 55 | 50 | 25 | 4 | 20 | 35 | 20 | 12 |
| 1123 | Sam Houston Academy | Jasper, Tenn | 1855 | 1856 | A. F. Moore | Non-sect | 2 | 2 | 200 | 90 | 110 | 200 | | 0 | | | | |
| 1124 | Martin Academy | Jonesborough, Tenn | | c1840 | Rev. W. G. Barker | | 1 | 2 | 75 | 35 | 40 | 50 | 25 | | 2 | 3 | 2 | |
| 1125 | La Grange Female School | La Grange, Tenn | | 1881 | L. H. Milliken | | 1 | 1 | | | | | | | | | | |
| 1126 | Greenwood Seminary | Near Lebanon, Tenn | | 1852 | Mrs. N. Lawrence Lindsley | Presb | | 3 | 30 | | 30 | 30 | 4 | 6 | | | | |
| 1127 | Masonic Academy | Liberty, Tenn | 1879 | 1869 | James F. Turner | | 1 | 1 | 110 | 60 | 50 | 105 | 5 | | 10 | | | |
| 1128 | Savannah Grove Academy | Long Savannah, Tenn | | 1875 | William F. Anderson | Non-sect | 1 | | 50 | 28 | 22 | 40 | 10 | | 10 | 8 | 4 | |
| 1129 | Loudon High School | Loudon, Tenn | 1869 | 1870 | Rev. E. J. McCroskey | Cumb. P | 2 | 2 | 94 | 43 | 51 | 80 | 14 | | | | | |
| 1130 | New Male and Female Institute | Lynchburg, Tenn | | 1881 | Henry D. Fetzer | | 7 | 2 | 40 | 18 | 22 | 34 | 6 | 20 | | | | |
| 1131 | Waters and Walling College* | McMinnville, Tenn | 1879 | 1870 | H. B. Northcut | Campb | 2 | 1 | 105 | 63 | 42 | 105 | 5 | 0 | | | 6 | 0 |

* From Report of the Commissioner of Education for 1880. *a* Includes normal students. *b* As an institute; as an academy in 1880. *c* Reorganized in 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 1132 | Martin Male and Female Academy.* | Martin, Tenn | 1875 | 1874 | W. E. Bowden | Non-sect | .... | 2 | 95 | 45 | 50 | 85 | 10 | 10 | 15 | 5 | 3 | .... |
| 1133 | West Tennessee Seminary | Mason, Tenn | 0 | 1877 | Rev. Charles E. Alexander | M. E | 1 | 1 | 75 | 41 | 34 | 74 | .... | .... | .... | .... | .... | .... |
| 1134 | Miss Higbee's School* | Memphis, Tenn | ..... | 1879 | Miss Jenny M. Higbee | Non-sect | 1 | 7 | 146 | 6 | 140 | 116 | 15 | 15 | 15 | .... | .... | .... |
| 1135 | Memphis Institute | Memphis, Tenn | ..... | 1879 | Lyon G. Tyler, M. A | Non-sect | 1 | 2 | 75 | 75 | 0 | 55 | 20 | 0 | 5 | 0 | 1 | 0 |
| 1136 | St. Mary's School | Memphis, Tenn. (352 Poplar street). | ..... | 1873 | Sisters of St. Mary | P. E | 2 | 7 | 50 | 0 | 50 | 50 | 30 | 30 | .... | .... | .... | .... |
| 1137 | Fairmount* | Mont Eagle, Tenn | 1872 | 1873 | Mrs. H. B. Kells | P. E | 4 | 6 | 45 | .... | 45 | 45 | 7 | 45 | 7 | .... | .... | .... |
| 1138 | Morristown Female High School. | Morristown, Tenn | ..... | 1867 | Rev. T. P. Summers, A. M | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1139 | Mt. Pleasant Male and Female Academy. | Mount Pleasant, Tenn | 1867 | ..... | S. A. R. Swann | Non-sect | 1 | 3 | 61 | 25 | 36 | 50 | 10 | 2 | 0 | 0 | 0 | 0 |
| 1140 | Montgomery Bell Academy | Nashville, Tenn | ..... | 1867 | J. W. Yeatman, M. A | Non-sect | 4 | 1 | 93 | 93 | 0 | 28 | 30 | .... | 5 | .... | 3 | .... |
| 1141 | Alpine Academy | Nettle Carrier, Tenn | ..... | 1880 | William P. Smith | .... | 3 | 3 | 94 | .... | 94 | 48 | .... | .... | 20 | 12 | .... | .... |
| 1142 | Union Seminary* | Newbern, Tenn | ..... | ..... | H. A. Dean | Non-sect | 1 | 4 | 140 | 65 | 75 | 120 | 20 | .... | 6 | 5 | .... | .... |
| 1143 | Holston Seminary | New Market, Tenn | 1838 | 1838 | S. P. Fowler, A. M | M. E | 2 | 2 | 119 | 62 | 57 | 98 | 22 | .... | 20 | 10 | .... | 2 |
| 1144 | Oak Hill Institute | Norris Creek, Tenn | 1868 | 1868 | P. Himebaugh | Non-sect | 1 | 2 | 88 | 48 | 40 | 88 | 6 | 3 | 2 | 4 | 0 | 0 |
| 1145 | Ooltewah Academy | Ooltewah, Tenn | 1867 | 1869 | W. S. Johnson | .... | 1 | .... | 140 | 65 | 75 | 140 | .... | .... | .... | .... | .... | .... |
| 1146 | Bledsoe Institute | Orme's Store, Tenn | 0 | 1873 | A. C. Muncie | M. E. So | 1 | 1 | 55 | 30 | 25 | 45 | .... | .... | 10 | .... | 5 | .... |
| 1147 | Paris Male High School | Paris, Tenn | 0 | 1840 | T. H. M. Hunter | Non-sect | 1 | 1 | 40 | 40 | .... | 40 | 8 | 0 | 0 | 0 | 3 | 0 |
| 1148 | The Mrs. S. H. Welch High School | Paris, Tenn | 1877 | 1869 | Mrs. S. H. Welch | Non-sect | 1 | 2 | 100 | 52 | 48 | 100 | 7 | .... | .... | .... | .... | .... |
| 1149 | Parrottsville College | Parrottsville, Tenn | ..... | 1877 | J. W. Lucas, M. A | Non-sect | 2 | 2 | 160 | 90 | 70 | 147 | 13 | .... | 13 | .... | 3 | .... |
| 1150 | People's College | Pikeville, Tenn | 1872 | 1872 | Rev. William B. Stradley, A.M | M. E. So | 2 | 2 | 102 | 53 | 49 | 92 | 20 | 8 | .... | .... | .... | .... |
| 1151 | Arlington Academy* | Powder Spring Gap, Tenn | 1880 | 1879 | George Patton | Non-sect | 1 | 0 | 50 | 30 | 20 | 50 | 10 | 0 | 0 | 0 | 4 | 0 |
| 1152 | Giles College | Pulaski, Tenn | 0 | 1854 | W. T. Mann and W. C. Guthrie. | Non-sect | 3 | .... | 63 | 63 | .... | 63 | 25 | 0 | .... | .... | 0 | 0 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1153 | Clear Spring Academy* | Rheatown, Tenn | 1849 | 1849 | J. E. L. Seneker | C. Presb | 3 | .... | 71 | 46 | 25 | .... | 9 | 2 | 7 | .... | 5 | .... |
| 1154 | Greeneville District Seminary | Rheatown, Tenn | 1880 | 1880 | Rev. J. C. Wright, A. M | M. E | 2 | 2 | 147 | 83 | 64 | 122 | 45 | .... | 45 | 52 | .... | .... |
| 1155 | Ripley Academy | Ripley, Tenn | 0 | ..... | Prof. I. D. Cameron | Non-sect | 1 | 1 | 50 | 25 | 25 | 45 | 5 | .... | .... | .... | .... | .... |
| 1156 | Sequachee College | Roberson's Cross Roads, Tenn. | 1858 | 1858 | Prof. W. E. Stephens, president. | Non-sect | 5 | 5 | 145 | 94 | 51 | .... | .... | .... | .... | .... | .... | .... |
| 1157 | Madison Academy* | Rutledge, Tenn | 1840 | 1840 | J. M. Davidson | Non-sect | 2 | 1 | 125 | 75 | 50 | 75 | 25 | 25 | 25 | .... | 10 | .... |
| 1158 | Hardin College | Savannah, Tenn | 1879 | 1879 | H. P. Walker | Non-sect | 3 | 2 | 130 | 70 | 60 | 125 | 3 | 4 | 5 | 20 | 10 | .... |
| 1159 | Fulton Academy* | Smithville, Tenn | ..... | ..... | P. A. Pearson | ..... | 1 | 1 | 65 | 35 | 30 | 60 | 5 | .... | 15 | .... | .... | .... |
| 1160 | Nourse Seminary | Sparta, Tenn | 1853 | ..... | John H. Denton | ..... | 1 | 1 | 63 | 32 | 31 | 58 | 5 | 0 | .... | .... | .... | .... |
| 1161 | Tazewell College | Tazewell, Tenn | 1840 | ..... | B. G. Manard, A. B | Non-sect | 4 | 2 | 202 | 130 | 72 | 180 | 22 | .... | 22 | .... | 55 | .... |
| 1162 | Pleasant Grove Seminary | Tyner, Tenn | 1880 | 1874 | W. J. Hixson | Non-sect | 2 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1163 | Washington College | Washington College, Tenn | 1795 | 1795 | Rev. J. E. Alexander | Presb | 2 | 2 | 65 | 35 | 30 | 55 | 10 | 0 | .... | .... | .... | .... |
| 1164 | Watauga Academy | Watauga, Tenn | 1881 | 1820 | L. N. Shoun | Non-sect | 2 | .... | 90 | 50 | 40 | 90 | 10 | .... | 5 | .... | 3 | .... |
| 1165 | Powell's Valley Seminary | Well Spring, Tenn | ..... | ..... | W. A. Wright, A. B | ..... | 3 | 2 | 170 | .... | .. | .... | .... | .... | .... | .... | .... | .... |
| 1166 | University of West Tennessee | White Haven, Tenn | 1868 | 1874 | Horatio N. Rankin, president | Meth | 3 | 4 | 142 | 142 | .... | 142 | .... | .... | .... | .... | .... | .... |
| 1167 | Texas German and English Academy. | Austin, Tex | ..... | 1877 | Jacob Bickler, A. M | Non-sect | 6 | .... | 120 | 120 | .... | 102 | 18 | 85 | 3 | .... | 2 | .... |
| 1168 | West Texas Conference Seminary.* | Austin, Tex | ..... | ..... | ..... | M. E | *a*3 | .... | 101 | .... | .. | .... | .... | .... | .... | .... | .... | .... |
| 1169 | Calvert Academy | Calvert, Tex | ..... | 1875 | S. B. McJunkin | Non-sect | 2 | 2 | 117 | 56 | 61 | 117 | 12 | 0 | .... | .... | .... | .... |
| 1170 | Corsicana Female College* | Corsicana, Tex | ..... | 1879 | A. J. Robert, A. M., LL. B | ..... | 4 | 3 | 83 | .... | 83 | .... | .... | .... | .... | .... | .... | .... |
| 1171 | Davilla Masonic Institute | Davilla, Tex | 0 | 1874 | Milton Ragsdale | Non-sect | 2 | 2 | 100 | 60 | 40 | 80 | 20 | 4 | 10 | 5 | .... | .... |
| 1172 | Live Oak Seminary | Gay Hill, Tex | 0 | 1853 | Rev. J. W. Miller, D. D | Presb | 1 | 1 | 33 | 15 | 18 | 33 | 5 | 0 | 6 | 4 | 2 | 0 |
| 1173 | Gonzales Male and Female School* | Gonzales, Tex | 0 | 1855 | P. H. Hensley | Non-sect | 1 | 1 | 55 | 25 | 30 | 55 | 4 | 0 | 2 | .... | 0 | 0 |
| 1174 | Sabine Valley University | Hemphill, Tex | 1879 | 1877 | T. G. Arnold | Non-sect | 1 | 1 | 55 | 25 | 30 | 30 | 25 | .... | 0 | 0 | 3 | 2 |
| 1175 | Homer Male and Female High School. | Homer, Tex | 1880 | 1880 | C. D. Snead | ..... | 1 | 2 | 110 | 60 | 50 | 105 | 5 | .... | 2 | .... | 1 | .... |
| 1176 | Walcott Institute | Honey Grove, Tex | 0 | 1881 | J. S. Kendall | Non-sect | 2 | 2 | 113 | 63 | 50 | 113 | 12 | 4 | 10 | 10 | .... | .... |
| 1177 | Lancaster Masonic Institute* | Lancaster, Tex | ..... | 1876 | W. E. Clark and C. M. Lyon. | Non-sect | 2 | .... | 60 | 20 | 40 | 58 | 2 | .... | 2 | .... | 20 | .... |
| 1178 | Ursuline Academy* | Laredo, Tex | ..... | ..... | Madame de St. Claude, superior. | R. C | .... | .... | 101 | .... | 101 | .... | .... | .... | .... | .... | .... | .... |
| 1179 | East Texas Academic Institute | Leesburg, Tex | 0 | 1880 | Maj. John M. Richardson | Non-sect | 1 | 1 | 79 | 44 | 35 | 79 | 9 | .... | 9 | 9 | 1 | 0 |
| 1180 | Linn Flat Academy* | Linn Flat, Tex | ..... | 1876 | George I. Watkins | ..... | 1 | 1 | 45 | 25 | 20 | 43 | 2 | .... | 2 | 4 | 2 | .... |
| 1181 | Bishop Baptist College | Marshall, Tex | 0 | 1881 | Rev. S. W. Culver, A. M., president. | Baptist | 3 | 2 | 208 | 104 | 104 | .... | 20 | .... | 100 | .... | .... | .... |
| 1182 | Wiley University* | Marshall, Tex | 0 | 1873 | Rev. W. H. Davis | M. E | 2 | 1 | 216 | 109 | 107 | .... | .... | .... | .... | .... | .... | .... |
| 1183 | Mexia Polytechnic Institute | Mexia, Tex | 1880 | 1876 | Milton Park | Non-sect | 2 | 6 | 184 | 79 | 105 | .... | .... | .... | .... | .... | .... | .... |
| 1184 | Hubbard College* | Overton, Tex | ..... | 1880 | W. M. Crow, A. M | Non-sect | 2 | 2 | 170 | 90 | 80 | 170 | 10 | 4 | 12 | 10 | .... | .... |
| 1185 | Pine Hill Academy | Pine Hill, Tex | 0 | 1865 | George F. Ross | Non-sect | 1 | 1 | 49 | 25 | 24 | 49 | .... | .... | 5 | 0 | 3 | 0 |
| 1186 | Alamo German-English School | San Antonio, Tex | ..... | 1874 | William Schuwirth | Non-sect | 1 | .... | 56 | 34 | 22 | 56 | .... | 56 | .... | .... | .... | .... |
| 1187 | Alamo Military and Commercial Academy.* | San Antonio, Tex | ..... | 1880 | Capt. W. H. Coit | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1188 | German-English School | San Antonio, Tex | 1860 | 1857 | William Barbeck | ..... | 3 | 3 | 214 | 122 | 92 | 214 | .... | 214 | .... | .... | .... | .... |
| 1189 | St. Mary's Hall | San Antonio, Tex | ..... | 1880 | Philippa G. Stevenson | P. E | 1 | 5 | 45 | 0 | 45 | .... | 1 | 10 | 1 | .... | .... | .... |
| 1190 | St. Mary's Institute | San Antonio, Tex | 0 | 1852 | Brother Charles Francis | R. C | 16 | .... | 360 | 360 | .... | 360 | .... | 200 | .... | 25 | .... | .... |
| 1191 | Ursuline Convent* | San Antonio, Tex | ..... | 1851 | Mother Mary Magdalen | R. C | .... | 15 | 160 | .... | 160 | 150 | 20 | 100 | .... | .... | .... | .... |
| 1192 | Coronal Institute | San Marcos, Tex | 1879 | 1869 | R. O. Rounsavall, A. M | M. E. So. | 3 | 5 | 233 | 94 | 139 | .... | .... | .... | .... | .... | .... | .... |
| 1193 | District Conference High School | Sulphur Springs, Tex | ..... | ..... | F. Z. T. Jackson | M. E. So. | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1194 | Add Ran College | Thorp's Spring, Tex | 1873 | 1873 | Addison Clark, president | Christian | 9 | 3 | 300 | 200 | 100 | .... | 40 | 15 | .... | .... | .... | .... |
| 1195 | East Texas University | Tyler, Tex | 1876 | 1878 | A. R. Horne, D. D., president | Non-sect | 4 | .... | 115 | 115 | .... | 75 | 40 | .... | .... | .... | .... | .... |

* From Report of the Commissioner of Education for 1880.

*a* Sex not reported.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 1196 | McIndoes Falls Academy | Barnet, Vt | 1850 | 1857 | George W. Bailey | Cong | 3 | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 1197 | Barre Academy | Barre, Vt | 1849 | 1852 | A. N. Wheelock, A. M | Non-sect | 2 | 2 | 180 | 106 | 74 | 89 | 91 | 15 | 17 | 6 | 4 | ... |
| 1198 | Goddard Seminary | Barre, Vt | 1863 | 1870 | Henry Priest | Univer | 4 | 6 | 92 | 48 | 44 | 26 | 12 | 18 | 9 | 6 | 4 | 2 |
| 1199 | St. Agnes' Hall | Bellows Falls, Vt | ..... | 1868 | Miss Jane Hapgood | P. E | ... | 4 | 20 | ... | 20 | 20 | 10 | 12 | ... | ... | ... | ... |
| 1200 | Mt. Anthony Seminary* | Bennington Centre, Vt | ..... | 1830 | George W. Yates, A. M | Non-sect | 2 | 2 | 25 | 25 | 0 | 25 | 8 | 5 | ... | ... | ... | ... |
| 1201 | Bristol Graded School | Bristol, Vt | ..... | ..... | Charles S. Dennett, A. B | ..... | 1 | 3 | 151 | 80 | 71 | 144 | 7 | .... | 2 | ... | ... | ... |
| 1202 | Vermont Episcopal Institute | Burlington, Vt | 1857 | 1860 | Henry H. Ross | P. E | 3 | 1 | 35 | 35 | 0 | 17 | 18 | 4 | 11 | 5 | ... | ... |
| 1203 | Derby Academy | Derby, Vt | 1809 | 1839 | H. B. Lawrence, A. M | Non-sect | 1 | 4 | 233 | 123 | 110 | 200 | 30 | 3 | 4 | 2 | 2 | ... |
| 1204 | Essex Classical Institute | Essex, Vt | a1853 | 1854 | William A. Deering, A. M | Non-sect | 2 | 2 | 150 | 73 | 77 | 121 | 29 | 6 | 3 | 26 | ... | ... |
| 1205 | New Hampton Institution* | Fairfax, Vt | ..... | 1825 | W. A. Buxton | ..... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 1206 | Orleans Liberal Institute | Glover, Vt | 1845 | 1845 | T. L. Jeffords | Univer | 1 | 3 | 75 | 30 | 45 | 75 | 7 | 0 | 0 | 0 | 0 | 2 |
| 1207 | Champlain Hall* | Highgate, Vt | 0 | 1877 | Rev. Josiah Swett, D. D | P. E | 2 | 1 | 75 | 30 | 45 | 75 | 4 | 4 | 0 | 0 | 0 | 0 |
| 1208 | Lamoille Central Academy* | Hyde Park, Vt | ..... | ..... | H. M. McFarland | Non-sect | 1 | 1 | 88 | 43 | 45 | 86 | 2 | 0 | 0 | 0 | 0 | 0 |
| 1209 | Black River Academy | Ludlow, Vt | 1834 | 1834 | Charles G. Farwell, A. M | Baptist | 1 | 4 | 162 | 92 | 70 | 30 | 12 | .... | 12 | 1 | 2 | .... |
| 1210 | Morgan Academy | Morgan, Vt | 1866 | 1868 | Miss Emma Colburn | Non-sect | ... | ... | 23 | 10 | 13 | 23 | ... | ... | ... | ... | ... | ... |
| 1211 | Newbury Seminary and Ladies' Institute. | Newbury, Vt | ..... | ..... | ..... | ..... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 1212 | Beeman Academy* | New Haven, Vt | 1869 | 1869 | C. C. Gove, A. M | Non-sect | 2 | 2 | 90 | 50 | 40 | 60 | 24 | 6 | 15 | 2 | 4 | .... |
| 1213 | Caledonia County Grammar School. | Peacham, Vt | 1795 | 1797 | C. A. Bunker, A. M | Non-sect | 1 | 4 | 100 | 43 | 57 | 65 | 35 | 0 | 12 | 1 | 0 | 0 |
| 1214 | Troy Conference Academy* | Poultney, Vt | 1834 | 1837 | Rev. C. H. Dunton, A. M | M. E | 5 | 6 | 175 | 90 | 85 | 105 | 48 | 22 | 35 | .... | 4 | .... |
| 1215 | Villa Barlow Boarding and Select School of the Sisters of Notre Dame.* | St. Albans, Vt | ..... | 1870 | Sister St. Wilfrid | R. C | .... | 8 | 260 | .... | 260 | 200 | ... | 260 | .... | .... | .... | .... |
| 1216 | St. Johnsbury Academy* | St. Johnsbury, Vt | 1842 | 1843 | Rev. Homer T. Fuller, PH. D. | Non-sect | 5 | 6 | 232 | 115 | 117 | 102 | 130 | 25 | .... | .... | 15 | .... |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1217 | Vermont Academy* | Saxton's River, Vt | ..... | 1876 | Horace M. Willard, A. M | Baptist | 4 | 5 | 136 | 76 | 60 | 81 | 36 | 30 | 36 | .... | 4 | .... |
| 1218 | Green Mountain Perkins Academy. | South Woodstock, Vt | 1848 | 1848 | Irving S. Cook | Univer | 3 | 3 | 94 | 51 | 43 | 79 | 15 | 5 | 4 | .... | .... | .... |
| 1219 | Thetford Academy | Thetford, Vt | 1819 | 1819 | David Turner, A. M | Cong | 2 | 1 | 110 | 50 | 60 | ... | .... | .... | 4 | ... | 1 | 0 |
| 1220 | Leland and Gray Seminary* | Townshend, Vt | ..... | ..... | | | b3 | .... | 115 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1221 | Bell Institute* | Underhill, Vt | 1852 | 1852 | Davis R. Dewey | C. & M | 1 | 1 | 72 | 40 | 32 | 72 | 30 | .... | 10 | 2 | 4 | 1 |
| 1222 | Glenwood Classical Seminary | West Brattleboro', Vt | 1876 | 1861 | Clarence E. Blake, A. M | Non-sect | 1 | 4 | 72 | .... | .... | .... | .... | .... | 3 | .... | .... | .... |
| 1223 | School of the Bluestone Mission | Abbyville, Va | ..... | 1880 | J. A. Littell | U. P | 1 | 3 | 247 | 136 | 111 | 247 | .... | .... | .... | .... | .... | .... |
| 1224 | Abingdon Male Academy* | Abingdon, Va | 1823 | 1823 | R. P. Carson | Non-sect | 1 | 0 | 40 | 40 | 0 | 24 | 16 | 6 | 10 | 2 | 4 | .... |
| 1225 | Stonewall Jackson Institute | Abingdon, Va | 1868 | 1868 | Alexander Q. Holladay | Presb | 2 | 4 | 58 | 0 | 58 | 50 | 14 | 18 | .... | .... | .... | .... |
| 1226 | Alexandria Academy* | Alexandria, Va | ..... | 1880 | William H. Greenwell | ..... | 1 | 1 | 90 | 90 | .... | 90 | 3 | .... | 0 | 0 | 0 | 0 |
| 1227 | Belle Haven Institute* | Alexandria, Va | ..... | 1859 | Giles A. Penick | Non-sect | 3 | 2 | 60 | .... | 60 | 40 | 25 | 15 | .... | .... | .... | .... |
| 1228 | Clarens Home School | Near Alexandria, Va. (box 305). | ..... | 1877 | Miss Virginia Mason | P. E | 3 | 3 | 17 | .. | 17 | 17 | 5 | 10 | .. | .... | .... | .... |
| 1229 | Episcopal High School of Virginia.* | Near Alexandria, Va | 0 | 1839 | L. M. Blackford, M. A | P. E | 5 | 0 | 86 | 86 | 0 | .... | .... | .... | 17 | 5 | 10 | 3 |
| 1230 | Potomac Academy | Alexandria, Va | ..... | 1869 | John S. Blackburn | | 2 | .... | 42 | 42 | .... | 42 | 23 | 12 | .... | .... | .... | .... |
| 1231 | St. John's Academy | Alexandria, Va | 0 | 1833 | Richard L. Carne, A. M | R. C | 3 | .... | 81 | 81 | .... | 58 | 23 | .... | 9 | 1 | 1 | .... |
| 1232 | St. Mary's Academy | Alexandria, Va | ..... | 1869 | Mother M. of the Compassion. | R. C | ... | 6 | 85 | .... | 85 | .... | .... | .... | .... | .... | .... | .... |
| 1233 | Mt. Pisgah Academy | Aylett's, Va | ..... | 1871 | Miss F. Page Robinson | Baptist | .... | 3 | 16 | ... | 16 | 14 | 11 | 14 | 12 | 1 | 4 | 2 |
| 1234 | Yeates' Lower Free Schoolc | Belleville, Va | 0 | 1731 | A. P. Gomer | Non-sect | 1 | .. | 22 | 13 | 9 | 17 | 5 | .... | 3 | .... | 1 | .... |
| 1235 | Yeates' Upper Free Schoolc | Belleville, Va | 1803 | 1731 | | Non-sect | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1236 | Bethel Classical and Military Academy. | Bethel Academy, Va | 0 | 1869 | Maj. Albert G. Smith | Non-sect | 7 | 0 | 65 | 65 | 0 | 43 | 41 | 22 | 8 | 3 | 11 | 2 |
| 1237 | Pantops Academy | Charlottesville, Va | ..... | 1877 | Rev. Edgar Woods | | 3 | .... | 30 | 30 | .... | 10 | 24 | 5 | .... | .... | .... | .... |
| 1238 | Piedmont Female Institute | Charlottesville, Va | ..... | 1853 | Rev. and Mrs. R. K. Meade | P. E | 1 | 8 | 55 | .... | 55 | 50 | 5 | 21 | .... | .... | .... | .... |
| 1239 | Thyne Institute | Chase City, Va | ..... | 1876 | Rev. Matthew Clarke, rector | U. P | 1 | 2 | 210 | .... | .... | 210 | .... | .... | .... | .... | .... | .... |
| 1240 | Elk Creek Academy | Elk Creek, Va | ..... | 1869 | Ellis W. C. Ward, A. B | M.E. So | 1 | 1 | 75 | 42 | 33 | 75 | 2 | 3 | 2 | 3 | 1 | 0 |
| 1241 | Gordonsville Female Institute | Gordonsville, Va | 1878 | 1878 | Wm. R. Vaughan, A. M., M. D | | 2 | 6 | 82 | .... | 82 | 82 | 20 | 17 | .... | .... | .... | .... |
| 1242 | Herndon Female Seminary | Herndon, Va | ..... | 1876 | Mrs. M. M. Castleman | P. E | .... | 2 | 10 | 5 | 5 | 10 | 2 | 2 | 1 | 1 | 1 | .... |
| 1243 | Villanova Academy | Lewinsville, Va | ..... | 1878 | Andrew J. Shipman, A. B | Non-sect | 1 | 1 | 15 | 8 | 7 | 10 | 5 | 6 | 0 | 0 | 0 | 0 |
| 1244 | Locust Dale Academy* | Locust Dale, Va | ..... | 1858 | P. Major | ..... | 3 | .... | .... | .... | .... | 35 | 20 | 10 | 10 | 3 | 4 | .... |
| 1245 | Church School | Norfolk, Va | ..... | 1874 | Miss Mary E. Rowland | Non-sect | 1 | 4 | 60 | .... | 60 | 60 | 15 | 26 | .... | .... | .... | .... |
| 1246 | Norfolk Academy | Norfolk, Va | ..... | 1804 | | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1247 | Rodman School | Norfolk, Va | ..... | 1879 | James H. Dillard | | 1 | .... | 30 | 30 | .... | .... | .... | .... | 10 | 2 | 3 | 1 |
| 1248 | Webster Scientific and Literary Institute. | Norfolk, Va | 0 | 1869 | Prof. N. B. Webster, A. M | Non-sect | 3 | .... | 64 | 64 | .... | 64 | 20 | 0 | 6 | 3 | .... | .... |
| 1249 | Richmond Institute | Richmond, Va | 1876 | 1867 | Rev. Charles H. Corey, A. M., D. D., president. | Baptist | 3 | 1 | 94 | 87 | 7 | 84 | 10 | .... | 3 | .... | .... | .... |
| 1250 | Suffolk Collegiate Institute | Suffolk, Va | 1872 | 1872 | P. J. Kernodle, A. M | Christian | 2 | 2 | 96 | 46 | 50 | .... | .... | .... | .... | .... | .... | .... |
| 1251 | Suffolk Female Institute | Suffolk, Va | 1880 | 1869 | Sally A. Finney | Meth | .... | 6 | 98 | .... | 98 | .... | .... | .... | .... | .... | .... | .... |
| 1252 | Fairfax Hall | Winchester, Va | ..... | 1869 | Miss Mary E. Billings | Presb | 1 | 10 | 94 | 13 | 81 | 94 | 28 | 40 | .... | .... | .... | .... |
| 1253 | Prince Edward Academy | Worsham, Va | 1875 | 1874 | Rev. Thomas Wharey, D. D | Presb | 2 | .... | 27 | 27 | .... | 27 | 24 | 5 | 24 | 0 | 4 | 0 |
| 1254 | St. Mary's Academy | Charleston, W. Va | ..... | 1871 | Sister Mary Vincent, directress. | R. C | .... | 3 | 55 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1255 | Academy of the Sisters of St. Joseph.* | Clarksburg, W. Va | ..... | 1873 | Mother M. Liguori, superioress. | R. C | .... | 5 | 90 | .... | .... | .... | .... | .... | .... | .... | .... | .... |

* From Report of the Commissioner of Education for 1880.
*a* Reorganized in 1876.
*b* Sex not reported.
*c* The Yeates' schools are about six miles apart; they have the same board of trustees and are supported by private endowment.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 1256 | French Creek Institute* | French Creek, W. Va | 1871 | 1871 | C. E. Bailey | | 1 | 1 | 28 | 13 | 15 | .... | .... | .... | .... | .... | .... | .... |
| 1257 | Academic department of Storer College. | Harper's Ferry, W. Va | 1868 | 1867 | Rev. N. C. Brackett, A. M. | F. W. B. | 3 | 4 | a202 | 102 | 100 | 202 | 40 | 1 | 10 | 2 | 2 | .... |
| 1258 | Morgantown Female Seminary | Morgantown, W. Va | .... | 1869 | Mrs. J. R. Moore | .... | .... | 4 | 30 | .... | 30 | 30 | 8 | .... | .... | .... | .... | .... |
| 1259 | Academy of the Visitation | Parkersburg, W. Va | 1867 | 1864 | Sister Mary Agnes Myers | R. C | .... | 10 | 100 | .... | 100 | 100 | .... | 10 | .... | .... | .... | .... |
| 1260 | St. Joseph's Academy* | Wheeling, W. Va | .... | .... | Sister M. St. John, directress | R. C | .... | .... | 170 | .... | 170 | .... | .... | .... | .... | .... | .... | .... |
| 1261 | Seguin Collegiate Institute | Wheeling, W. Va | .... | 1868 | Miss Pauline H. Seguin | Non-sect | 1 | 3 | 70 | .... | 70 | 70 | 5 | 10 | .... | .... | .... | .... |
| 1262 | Evansville Seminary | Evansville, Wis | .... | 1855 | J. Emory Coleman | Fr. Meth | b3 | .... | 61 | .... | 1 | 5 | .... | .... | (3) | .... | .... | .... |
| 1263 | Merrille Institute | Fond du Lac, Wis | 1869 | 1866 | Ida C. V. Martin | .... | .... | 3 | 52 | .... | 52 | 52 | 5 | .... | .... | .... | .... | .... |
| 1264 | Fox Lake Seminary | Fox Lake, Wis | 1855 | 1856 | Sarah O. Sheppard | .... | .... | 3 | 64 | 22 | 42 | .... | .... | .... | .... | .... | .... | .... |
| 1265 | College of the Mission House | Franklin, Wis | 1868 | 1860 | Rev. H. A. Muehlmeier, D. D | Ref'm'd | 6 | 0 | 50 | 50 | 0 | .... | 40 | .... | 9 | .... | 8 | .... |
| 1266 | Lake Geneva Seminary | Geneva, Wis | 1871 | 1869 | Mrs. Julia A. Warner | Non-sect | 3 | 7 | 103 | 32 | 71 | .... | .... | .... | .... | .... | 1 | 1 |
| 1267 | Janesville English Academy | Janesville, Wis | .... | 1880 | J. B. Silsbee | .... | b4 | .... | 125 | .... | .... | .... | .... | .... | 10 | 14 | 1 | 2 |
| 1268 | Dupont Academy* | Marion, Wis | .... | .... | Julia F. Bliss | Cong | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1269 | Marshall Academy* | Marshall, Wis | .... | 1869 | F. W. Denison | Nor-Luth | b4 | .... | 32 | 18 | 14 | 14 | 11 | 7 | .... | .... | .... | .... |
| 1270 | St. Lawrence College | Marshfield, Wis | .... | 1865 | F. Luke, guardian | R. C | 11 | .... | 73 | 73 | .... | 73 | 63 | 73 | 10 | .... | .... | .... |
| 1271 | German and English Academy | Milwaukee, Wis | 1851 | 1851 | I. Keller | Non-sect | 9 | 4 | 256 | 147 | 109 | 256 | 85 | 125 | .... | .... | .... | .... |
| 1272 | Marquette College | Milwaukee, Wis | 1864 | 1881 | Rev. Jos. F. Rigge, S. J | R. C | 5 | .... | 67 | 67 | .... | 45 | 22 | 35 | .... | .... | .... | .... |
| 1273 | St. Mary's Convent Day School | Milwaukee, Wis | 1869 | 1850 | Sister Mary Ernesta, SS. DE N. D. | R. C | 2 | 13 | 306 | 23 | 283 | 296 | .... | 45 | .... | .... | .... | .... |
| 1274 | St. Mary's Institute* | Milwaukee, Wis | 1869 | 1850 | Sister M. F. Seraphica, S. S. N. D. | R. C | 4 | 18 | 121 | 0 | 121 | 113 | 18 | 101 | .... | .... | .... | .... |
| 1275 | Oconomowoc Seminary | Oconomowoc, Wis | 1856 | 1856 | Grace P. Jones | P. E | .... | b5 | 37 | .... | 37 | .... | .... | .... | .... | .... | .... | .... |
| 1276 | College of the Sacred Heart | Prairie du Chien, Wis | 1881 | 1880 | Rev. William Becker, S. J | R. C | 10 | .... | 150 | 150 | .... | 150 | 110 | 150 | .... | .... | 95 | .... |
| 1277 | St. Mary's Institute | Prairie du Chien, Wis | 1877 | 1872 | Sister N. Seraphia | R. C | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1278 | The Home School* | Racine, Wis | .... | 1877 | Mary S. McMurphy | P. E | b10 | .... | 63 | .... | 63 | 57 | 6 | 7 | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1279 | St. Catharine's Female Academy | Racine, Wis | 1874 | 1866 | Sister M. Hyacintha, O. S. D. | R. C | | 9 | 115 | | 115 | | 5 | 60 | | | | | |
| 1280 | Rochester Seminary | Rochester, Wis | 1867 | 1867 | A. E. Schaub, A. B | F. W. Bap | 2 | 2 | 90 | 53 | 37 | 62 | 2 | 26 | 2 | 2 | 0 | 0 | |
| 1281 | Seminary of St. Francis of Sales* | St. Francis Station, Wis | | 1856 | A. Zeininger | R. C | 12 | | 254 | 254 | | 170 | 170 | 170 | | | 35 | | |
| 1282 | University of Our Lady of the Sacred Heart. | Watertown, Wis | 1872 | 1872 | Rev. John O'Keeffe, C. S. C | R. C | 11 | | 100 | 100 | | 75 | 40 | 50 | 40 | 8 | 6 | | |
| 1283 | Carroll College | Waukesha, Wis | | 1846 | George H. Read | Presb | 1 | | 60 | | | | | | | | | | |
| 1284 | Dakota College | Spearfish, Dak | | 1880 | H. H. Gay | Cong | 1 | 0 | | | | | | | | | 0 | | |
| 1285 | Academy of the Holy Cross | Washington, D. C. (601 East Capitol street). | 1877 | 1868 | Sister M. Perpetua | R. C | | 13 | 135 | 40 | 95 | | | | | | | | |
| 1286 | Academy of the Sacred Heart of Mary.* | Washington, D.C. (Eighth and C streets, southwest). | | | Sisters of St. Dominic | R. C | | | 95 | | | | | | | | | | |
| 1287 | Academy of the Visitation | Washington, D. C. (Connecticut avenue and L street). | 1853 | 1850 | Sister Mary Augustine Dyer | R. C | | 16 | 125 | | 125 | | | | | | | | |
| 1288 | Arlington Academy | Washington, D. C. (Corcoran building). | | 1880 | Burton MacAfee, A. M | Baptist | 2 | | 36 | 36 | | 27 | 9 | | 5 | 3 | 3 | 2 | |
| 1289 | Boys' English and Classical High School. | Washington, D. C. (Lock box 535). | | 1868 | John W. Hunt, A. M | Non-sect | 1 | 0 | 29 | 29 | 0 | 29 | 20 | 0 | 5 | 2 | 3 | | |
| 1290 | Miss Calkins's Select School* | Washington, D. C. (209 Pennsylvania avenue southeast). | | | Miss R. N Calkins | | | 2 | 33 | 18 | 15 | | | | | | | | |
| 1291 | Eclectic Seminary *c* | Washington, D. C. (1434 Q street). | 0 | 1878 | Z. Richards | Non-sect | 1 | 1 | 29 | 15 | 14 | 29 | | | 0 | 0 | 0 | 0 | |
| 1292 | Incarnation Church School | Washington, D. C. (1213 Twelfth street northwest). | | 1869 | Miss Euphemia H. MacLeod | P. E | 2 | 3 | 30 | 5 | 25 | 30 | | 4 | | | | | |
| 1293 | Metropolitan Seminary and Kindergarten.* | Washington, D. C. (1803 H street, northwest). | | 1876 | Miss B. C Graves | | 2 | 8 | 80 | 20 | 60 | 80 | | 10 | | | | | |
| 1294 | Mt. Vernon Seminary | Washington, D. C. (1100 M street). | | 1875 | Mrs. J. E. Somers | Non-sect | 2 | 7 | 78 | | 78 | 66 | 12 | 32 | | | 2 | | |
| 1295 | Osborne Seminary | Washington, D. C. (943 M street). | | 1870 | Laura L. Osborne | P. E | 7 | 6 | 40 | | 40 | | 6 | 11 | | | | | |
| 1296 | Rittenhouse Academy | Washington, D. C. (306 Indiana avenue). | | 1840 | O. C. Wight | | 2 | | 29 | 29 | | 8 | 21 | 3 | 7 | 3 | 1 | | |
| 1297 | St. John's Collegiate Institute | Washington, D. C. (Vermont avenue). | | 1880 | Brother Tobias, president | R. C | 8 | | 180 | 180 | | 180 | 25 | 150 | | | | | |
| 1298 | Washington Collegiate Institute. | Washington, D. C. (1023 Twelfth street). | | 1874 | Mrs. Z. D. Butcher and Miss M. C. Douglas. | Non-sect | 5 | 7 | 83 | | 83 | 83 | 25 | 15 | | | | | |
| 1299 | Waverley Seminary | Washington, D. C. (1412 *a* street northwest). | | 1878 | Miss S. A. Lipscomb | Non-sect | 5 | 8 | 60 | | 60 | 60 | 7 | 28 | | | | | |
| 1300 | West End Seminary | Washington, D. C. (1915 H street). | | 1873 | Miss Faust | | | 3 | 25 | | 25 | | | | | | | | |
| 1301 | Young Ladies' Seminary* | Washington, D. C. (1336 I street). | | 1856 | Miss M. J. Harrover | P. E | | 2 | 20 | | 20 | | | | | | | | |
| 1302 | Collegiate Institute for Young Ladies. *d* | West Washington, D. C. (3100 N street northwest). | | 1872 | Miss Lucy Stephenson | | 3 | 4 | 70 | | 70 | 70 | 20 | 10 | | | | | |
| 1303 | West Washington School for Girls. | West Washington, D. C. (P street). | | | | | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1880.

*a* Includes normal students reported in Table III.

*b* Sex not reported.

*c* Return is for the year ending July 1, 1881, at which time the school was closed.

*d* This institute is identical with the Georgetown Collegiate Institute, reported in 1880, and the figures here given are for that year.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Male instructors. | Female instructors. | Number of students. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Total. | Male. | Female. | In English course. | In classical course. | In modern languages. | Preparing for classical course in college. | Preparing for scientific course in college. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 1304 | Levering Mission School | Creek Nation, Ind. Ter | ..... | 1881 | Rev. J. H. Trenchard | Baptist | 2 | 1 | 120 | 60 | 60 | .... | .... | .... | .... | .... | .... | .... |
| 1305 | Cherokee Female Seminary* | Near Tahlequah, Ind. Ter. | 1847 | 1848 | Miss J. E. Gray | Non-sect | 0 | 5 | 120 | 0 | 120 | 100 | 20 | 0 | .... | .... | .... | .... |
| 1306 | Indian University | Tahlequah, Ind. Ter | 1881 | 1880 | A. C. Bacone, A. M., president. | Baptist | 1 | 2 | 56 | 28 | 28 | 45 | 11 | .... | .... | .... | .... | .... |
| 1307 | The Albuquerque Academy* | Albuquerque, N. Mex | 1879 | 1879 | Charles S. Howe, B. S | Non-sect | 1 | 4 | 81 | 34 | 47 | 81 | .... | .... | .... | .... | .... | .... |
| 1308 | St. Nicholas School | Bernalillo, N. Mex | ..... | 1872 | Rev. Brother Gabriel of Mary | R. C | 2 | 0 | 130 | 130 | .... | 45 | .... | 25 | 15 | .... | 5 | .... |
| 1309 | Academy of the Visitation | Las Cruces, N. Mex | ..... | 1870 | Sister M. Praxedes | R. C | .... | 8 | 115 | 35 | 80 | .... | .... | .... | .... | .... | .... | .... |
| 1310 | Las Vegas Academy | Las Vegas, N. Mex | 1880 | 1880 | Walter H. Ashley, A. M., M. D. | Non-sect | 3 | 2 | 183 | 105 | 78 | .... | .... | .... | .... | .... | .... | .... |
| 1311 | Las Vegas College | Las Vegas, N. Mex | 0 | 1877 | Rev. S. Personé, S. J., president | R. C | 10 | .... | 225 | 225 | .... | 213 | 12 | .... | .... | 55 | 3 | .... |
| 1312 | Academy of Our Lady of Light | Santa Fé, N. Mex | 1874 | 1853 | Mother Francisca Lamy | R. C | .... | .... | 300 | .. | 300 | .. | .... | .... | .... | .... | .... | .... |
| 1313 | Christian Brothers' College* | Santa Fé, N. Mex | 1874 | 1874 | Brother Botulph | R. C | 7 | 0 | 132 | 132 | 0 | 126 | 0 | 130 | 20 | 0 | 50 | .... |
| 1314 | Santa Fé Academy | Santa Fé, N. Mex | 1878 | 1878 | Arthur J. Clough, A. B. | Non-sect | 1 | 2 | 63 | 35 | 28 | 55 | 6 | 2 | 5 | 5 | 3 | 0 |
| 1315 | Brigham Young College *a* | Logan, Utah | 0 | 1878 | Miss Ida Ione Cook | Lat. D. S. | 1 | 1 | 67 | 38 | 29 | 67 | .... | .... | .... | .... | .... | .... |
| 1316 | Cache Valley Seminary | Logan, Utah | 0 | 1878 | Mrs. C. M. Parks | Presb | 1 | 2 | 91 | 61 | 30 | 91 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1317 | St. John's School | Logan, Utah | 1873 | 1873 | Miss Ellen M. Thompson | P. E | .... | 1 | 40 | 25 | 15 | .... | .... | .... | .... | .... | .... | .... |
| 1318 | Wahsatch Academy | Mount Pleasant, Utah | ..... | 1875 | C. Pierce, F. B. Stayers, and M. Fishback. | Presb | .... | 4 | 126 | 53 | 73 | 122 | 4 | 122 | 3 | 0 | 2 | .... |
| 1319 | Ogden Academy | Ogden, Utah | ..... | ..... | A. W. Adkinson | M. E | 1 | 2 | 74 | 36 | 38 | .... | .... | .... | .... | .... | .... | .... |
| 1320 | Sacred Heart Academy | Ogden, Utah | 0 | 1878 | Sister Francis | R. C | 0 | 14 | 225 | 75 | 150 | 200 | 0 | 12 | 8 | 20 | 2 | 5 |
| 1321 | School of the Good Shepherd | Ogden, Utah | ..... | 1870 | Charles G. Davis | P. E | 4 | 2 | 140 | 65 | 75 | 140 | 7 | 2 | 1 | .... | .... | .... |
| 1322 | Brigham Young Academy | Provo City, Utah | 1875 | 1876 | Karl G. Maeser | Lat. D. S | 5 | 2 | 371 | 217 | 154 | 40 | 10 | 10 | .... | .... | .... | .... |
| 1323 | Provo Seminary | Provo, Utah | ..... | 1875 | George E. Jayne | M. E | 2 | 1 | 80 | 40 | 40 | .... | .... | .... | .... | .... | .... | .... |
| 1324 | Rowland Hall *b* | Salt Lake City, Utah | ..... | 1871 | Mary E. Seymour | P. E | .... | 3 | 62 | .... | 62 | 62 | 10 | 5 | 5 | .... | .... | .... |
| 1325 | St. Mark's School *c* | Salt Lake City, Utah | ..... | 1867 | Rev. G. D. B. Miller, A. M. | P. E | 3 | 11 | 426 | 208 | 218 | 399 | 27 | 5 | 10 | .... | 2 | .... |
| 1326 | St. Mary's Academy* | Salt Lake City, Utah | 0 | 1875 | Sister Superior | R. C | 0 | 18 | 270 | 80 | 190 | 100 | .... | 60 | .... | 80 | .... | .... |
| 1327 | Salt Lake Academy | Salt Lake City, Utah | 1878 | 1878 | Edward Benner, A. M | Cong | 2 | 3 | 145 | 75 | 70 | 120 | 25 | 6 | 10 | 3 | .... | .... |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1328 | Salt Lake Collegiate Institute | Salt Lake City, Utah | 1877 | 1875 | John M. Coyner, PH. D | Presb | 2 | 6 | 206 | 98 | 108 | 188 | 18 | 6 | 6 | 4 | 0 | 0 |
| 1329 | Salt Lake Seminary | Salt Lake City, Utah | 1871 | 1870 | T. W. Lincoln, A. M., acting | M. E | 2 | 4 | 145 | 70 | 75 | 108 | .... | .... | 10 | .... | .... | .... |
| 1330 | University of Utah | Salt Lake City, Utah | 1881 | 1881 | Rev. Theophilus B. Hilton, A. M., president. | M. E | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1331 | Tooele Seminary | Tooele, Utah | ..... | 1871 | Mrs. J. P. Morris | ..... | 1 | 1 | 85 | 43 | 42 | .... | .... | .... | .... | .... | .... | .... |
| 1332 | Alden Academy | Anacortes, Fidalgo Island, Wash. Ter. | 0 | 1879 | Rev. E. O. Tade | Cong | 1 | 2 | 38 | 20 | 18 | 38 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1333 | Colville Indian Industrial Boarding School for Boys. | Fort Colville, Wash. Ter. | ..... | 1880 | Rev. Joseph M. Caruana, S. S. | R. C | 5 | .... | 40 | 40 | .... | 38 | 2 | 20 | 2 | 8 | .... | .... |
| 1334 | St. Paul's School | Walla Walla, Wash. Ter. | ..... | 1872 | Mrs. Lemuel H. Wells | P. E | 1 | 8 | 80 | .... | 80 | .... | .... | .... | .... | .... | .... | .... |
| 1335 | Whitman Seminary | Walla Walla, Wash. Ter. | 1859 | 1866 | ..... | Non-sect | 1 | 1 | 60 | .... | .... | .... | .... | .... | 3 | 5 | .... | .... |
| 1336 | St. Mary's School | Laramie City, Wyo. Ter | ..... | 1870 | Sister Alberta | R. C | .... | 4 | 73 | .... | .... | .... | .... | .... | .... | .... | .... | .... |

* From Report of the Commissioner of Education for 1880.
*a* These statistics are from a return for the year 1880.
*b* The figures here given are for the year ending June 24, 1881, up to which time the school was known as "St. Mark's School for Girls."
*c* The figures here given are for the year ending June 24, 1881, up to which time the school was known as "St. Mark's Grammar School."

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 1 | Andrews Institute | ..... | × | × | × | 0 | ..... | ..... | ..... | $10–30 | $4, 500 | ..... | ..... | ..... | 20 | Jan., 2d Monday. |
| 2 | Trinity Normal School | × | × | × | × | 0 | 0 | 300 | 0 | 9 | 10, 000 | ..... | ..... | ..... | 40 | October 1. |
| 3 | Wilcox Female Institute | × | × | × | × | × | × | ..... | ..... | *20–45 | 6, 000 | ..... | ..... | ..... | ..... | Oct., 1st Monday. |
| 4 | Carrollton Male and Female Academy.* | 0 | 0 | × | × | 0 | 0 | 0 | 0 | *a*3 | 1, 500 | $0 | $0 | $1, 200 | 36 | Oct., 1st Monday. |
| 5 | Male High School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 6 | Gaylesville High School | × | ..... | × | × | 0 | 0 | 0 | 0 | 13½–31½ | 1, 200 | 0 | 0 | 1, 700 | 36 | Oct., 1st Monday. |
| 7 | Greene Springs School | 0 | 0 | 0 | × | ..... | ..... | 2, 000 | ..... | 45 | 2, 000 | 0 | 0 | 700 | 39 | October 1. |
| 8 | Hamner Hall | ..... | × | × | × | × | × | 500 | 26 | 30–60 | 20, 000 | 0 | 0 | 3, 000 | 36 | Oct., 1st Monday. |
| 9 | William and Emma Austin College. | 0 | 0 | × | × | 0 | 0 | ..... | ..... | 20–50 | 5, 000 | 0 | 0 | ..... | 40 | Sept., 1st week. |
| 10 | Talladega College | ..... | ..... | × | × | ..... | × | 2, 000 | 500 | 11½ | 75, 000 | 15, 000 | ..... | ..... | 34 | Oct., 1st Tuesday. |
| 11 | Talladega Male High School | 0 | ..... | 0 | 0 | 0 | 0 | ..... | ..... | 50 | 1, 500 | ..... | ..... | ..... | 40 | Sept., 1st Monday. |
| 12 | Mountain Spring High School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 50 | 10, 000 | ..... | ..... | 1, 000 | 20 | September 20. |
| 13 | Park High School | 0 | 0 | 0 | 0 | 0 | ..... | 2, 850 | 345 | 40 | 5, 000 | 0 | 0 | ..... | 39 | September 15. |
| 14 | Arkadelphia Baptist High School* | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 0 | 40 | 4, 000 | ..... | ..... | ..... | 40 | Sept., 1st Monday. |
| 15 | Austin Institute | ..... | × | ..... | × | 0 | 0 | 0 | ..... | 10–25 | 1, 200 | 3, 600 | 900 | 150 | 40 | November 1. |
| 16 | Independent High School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 20–40 | *b*1, 500 | ..... | ..... | 1, 000 | 40 | Jan., 2d Monday. |
| 17 | Evening Shade College | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 5, 000 | 0 | 0 | 1, 500 | 20 | Sept., 1st Monday. |
| 18 | Lee High School | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | 25 | 1, 500 | 0 | 0 | 400 | 40 | September 12. |
| 19 | Walden Seminary* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 20 | Searcy Female Institute* | ..... | ..... | ..... | × | ..... | × | ..... | ..... | 25–50 | 2, 500 | ..... | ..... | ..... | 40 | August. |
| 21 | Centennial Institute | ..... | ..... | × | × | 0 | × | 0 | 0 | 20–50 | 2, 000 | 0 | 0 | 1, 500 | 40 | Sept., 1st Monday. |
| 22 | St. Catherine's Convent | ..... | × | × | × | × | 0 | 400 | ..... | *c*225 | 40, 000 | ..... | ..... | ..... | 40 | August 1. |
| 23 | St. Mary's Hall | 0 | 0 | × | × | 0 | × | 300 | ..... | 40–350 | 40, 000 | 0 | 0 | 3, 000 | 40 | August 3. |
| 24 | Litton Springs College | × | × | 0 | × | × | × | 200 | ..... | 360 | 60, 000 | ..... | ..... | 12, 000 | 40 | August 1. |
| 25 | Convent of Mary Immaculate | 0 | × | × | × | 0 | 0 | ..... | ..... | *c*200 | 7, 000 | ..... | ..... | 1, 400 | 42 | August 1. |
| 26 | Gilroy Seminary | 0 | 0 | 0 | × | 0 | × | 400 | 10 | 30, 40, 50 | 6, 000 | 0 | 0 | 1, 000 | 40 | August 1. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 27 | College of Notre Dame | × | ..... | × | × | ..... | ..... | 400 | ..... | ..... | ..... | ..... | ..... | ..... | 40 | Sept., 1st Monday. |
| 28 | Napa Collegiate Institute | × | × | × | × | × | × | 340 | 20 | 50 | 47,000 | ..... | ..... | c14,896 | 40 | July, last Wed. |
| 29 | Convent of Our Lady of the Sacred Heart. | × | × | × | × | ..... | × | 1,300 | 100 | c250 | ..... | ..... | ..... | ..... | 44 | Aug., 1st Monday. |
| 30 | Golden Gate Academy | ..... | × | × | × | 0 | × | 200 | 20 | c280 | 50,000 | ..... | ..... | ..... | 40 | May 20. |
| 31 | St. Joseph's Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 32 | Snell Seminary for Young Ladies | ..... | × | × | × | × | × | ..... | ..... | 60 | 25,000 | ..... | ..... | 8,000 | 40 | July 26. |
| 33 | Placerville Academy | × | ..... | × | × | × | × | 1,000 | 700 | 50 | 10,000 | ..... | ..... | 5,000 | 40 | August 24. |
| 34 | Goethe's German School d | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 35 | Howe's High School and Normal Institute.* | ..... | × | ..... | × | 0 | 0 | 260 | 5 | 72 | ..... | ..... | ..... | ..... | 52 | January 1. |
| 36 | Sacramento Select School | 0 | × | × | 0 | ..... | ..... | ..... | ..... | 11–55 | ..... | ..... | ..... | ..... | 46 | January 1. |
| 37 | Sacramento Seminary | ..... | × | × | × | × | ..... | 500 | ..... | c340 | 15,000 | ..... | ..... | ..... | 20 | August 2. |
| 38 | St. Joseph's Academy | 0 | × | × | × | 0 | 0 | 2,000 | 0 | ..... | 30,000 | 0 | 0 | 1,300 | 44 | October 1. |
| 39 | Mrs. Colgate Baker's English, French, and German Boarding and Day School for Young Ladies. | 0 | × | × | × | 0 | 0 | 625 | 15 | 50–150 | e1,500 | ..... | ..... | 4,105 | 40 | July 18. |
| 40 | College of Notre Dame of San Francisco. | × | × | × | × | × | × | 1,600 | 150 | c260 | ..... | ..... | ..... | ..... | 44 | July 15. |
| 41 | Irving Institute | × | × | × | × | 0 | 0 | 500 | 50 | 100 | 18,000 | ..... | ..... | 5,000 | 40 | Jan., 1st Monday. |
| 42 | Sacred Heart College | × | × | × | × | × | ..... | 2,000 | ..... | ..... | ..... | ..... | ..... | ..... | 45 | July 12. |
| 43 | University (City) College | ..... | × | ..... | × | ..... | ..... | ..... | ..... | a75 | 10,000 | ..... | ..... | ..... | 42 | July 6. |
| 44 | Urban Academy* | ..... | × | 0 | 0 | 0 | 0 | ..... | ..... | 100–200 | 50,000 | 0 | 0 | 8,500 | 44 | July. |
| 45 | Miss West's School for Girls | 0 | × | 0 | × | 0 | 0 | 50 | ..... | 80–150 | ..... | ..... | ..... | 7,250 | 40 | August 1. |
| 46 | Madame Zeitska's Institute | × | × | × | × | × | × | 700 | 100 | 72–144 | ..... | ..... | ..... | ..... | 44 | July 24. |
| 47 | Laurel Hall | ..... | × | × | × | ..... | ..... | 300 | ..... | 50–100 | 30,000 | ..... | ..... | ..... | 40 | Aug., 1st Thurs. |
| 48 | St. Matthew's Hall* | × | × | 0 | × | × | × | 300 | 50 | c500 | 50,000 | 0 | 0 | ..... | 40 | July. |
| 49 | School of the Holy Cross | ..... | × | × | × | 0 | 0 | 220 | 7 | 150 | 15,000 | ..... | ..... | 2,795 | 40 | July 15. |
| 50 | California Normal and Scientific School. | ..... | ..... | × | × | ..... | ..... | 2,000 | ..... | 48–64 | ..... | ..... | ..... | ..... | 40 | August. |
| 51 | Washington College | ..... | ..... | ..... | ..... | ..... | ..... | 700 | ..... | 60–100 | 36,000 | ..... | ..... | ..... | ..... | ..... |
| 52 | Colorado Seminary | ..... | × | × | × | × | × | ..... | ..... | 50 | ..... | ..... | ..... | ..... | 40 | September 1. |
| 53 | Wolfe Hall | × | × | × | × | × | × | 600 | 30 | 40–60 | 50,000 | 0 | 0 | 24,000 | 40 | September 4. |
| 54 | Trinidad Academy | ..... | × | × | ..... | ..... | ..... | ..... | ..... | 25 | ..... | ..... | ..... | 800 | 37 | Sept., 1st Monday. |
| 55 | Academy of the Holy Family | ..... | × | × | × | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September 1. |
| 56 | The Curtis School for Girls | × | × | ..... | × | ..... | ..... | 200 | 23 | c360 | ..... | ..... | ..... | ..... | 38 | September 15. |
| 57 | Commercial and Military Institute | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 58 | Golden Hill Institute and Family Boarding School.* | × | × | × | × | 0 | × | 1,606 | 30 | 60–100 | 25,000 | 0 | 0 | 540 | 40 | September 1. |
| 59 | Golden Hill Seminary* | ..... | × | × | × | 0 | × | 1,000 | 100 | 50–100 | 25,000 | ..... | ..... | ..... | 38 | September 15. |
| 60 | Hillside Seminary | × | × | × | × | × | × | 400 | 100 | 40–100 | 18,000 | ..... | ..... | ..... | 38 | September 14. |
| 61 | Morgan School* | × | × | ..... | × | ..... | ..... | ..... | ..... | f12–24 | g75,000 | 200,000 | ..... | ..... | ..... | September. |
| 62 | Bacon Academy | 0 | 0 | × | 0 | 0 | × | 300 | 20 | 18–24 | 5,000 | 32,000 | 1,600 | 38 | 40 | Sept., 1st Monday. |
| 63 | Fitch's Home School | ..... | × | × | × | 0 | 0 | 3,000 | 75 | 15 | 40,000 | 14,000 | 842 | 800 | 40 | September. |
| 64 | Durham Academy | ..... | ..... | × | × | × | × | 1,300 | 100 | 25–60 | 5,000 | 0 | ..... | 1,000 | 40 | Sept., 1st Monday. |
| 65 | Glastonbury Academy | 0 | 0 | 0 | 0 | × | × | 400 | 50 | 36 | 9,900 | 0 | 0 | 1,500 | 40 | September 1. |
| 66 | Greenwich Academy | ..... | × | × | × | × | × | ..... | ..... | c500 | ..... | ..... | ..... | ..... | 40 | September 20. |

* From Report of the Commissioner of Education for 1880.
*a* Average charge.
*b* Grounds and buildings.
*c* Includes board.
*d* Reported as closed in 1880; reopened September, 1881.
*e* Excluding house.
*f* For non-residents; free to residents.
*g* Estimated.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 67 | Miss Haines's School for Young Ladies and Girls. | ..... | × | × | × | ..... | ..... | 300 | ..... | ..... | ..... | ..... | ..... | ..... | 38 | September 22. |
| 68 | Seminary of Mt. St. Joseph* | ..... | × | × | × | ..... | ..... | ..... | ..... | *a*$200 | ..... | ..... | ..... | ..... | ..... | |
| 69 | Rocky Dell Institute | × | × | × | × | × | × | 300 | 25 | 40 | ..... | ..... | ..... | $2,000 | 40 | Sept., 1st Mon. |
| 70 | Mrs. Robert H. Griswold's School | ..... | × | × | × | ..... | ..... | 400 | ..... | *a*300 | ..... | ..... | ..... | ..... | 36 | |
| 71 | Young Ladies' Seminary | ..... | × | × | × | 0 | 0 | 1,500 | ..... | 40–60 | ..... | ..... | ..... | 3,000 | 38 | September. |
| 72 | Mystic Valley English and Classical Institute. | × | × | × | × | × | × | 500 | 110 | 50 | $10,000 | $0 | $0 | 2,250 | 40 | August, last Mon. |
| 73 | New Britain Seminary | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 60–100 | 10,000 | ..... | ..... | ..... | 40 | September. |
| 74 | The Elderage School | ..... | × | × | × | ..... | ..... | 500 | ..... | 50–70 | 22,000 | ..... | ..... | ..... | 36 | September 22. |
| 75 | Miss Nott's English and French Family and Day School. | ..... | × | × | × | 0 | 0 | 500 | 25 | 70–106 | ..... | ..... | ..... | 6,000 | 36 | September 20. |
| 76 | West End Institute | × | × | × | × | ..... | ..... | ..... | ..... | 36–60 | 20,000 | ..... | ..... | ..... | 40 | September 22. |
| 77 | Waramang Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 78 | Miss Meeker's School | ..... | × | × | × | ..... | ..... | ..... | ..... | 40–100 | 30,000 | ..... | ..... | ..... | 39 | September 20. |
| 79 | Our Lady of Perpetual Help* | ..... | ..... | × | × | ..... | ..... | ..... | ..... | *a*125 | ..... | ..... | ..... | ..... | ..... | |
| 80 | Seabury Institute | × | × | × | × | 0 | × | 100 | ..... | 20 | 25,000 | 0 | 0 | 1,000 | 40 | September 6. |
| 81 | Day School for Boys | 0 | × | 0 | 0 | 0 | 0 | 100 | ..... | 100–150 | 5,000 | ..... | ..... | ..... | 38 | September 19. |
| 82 | Select Boarding and Day School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 50–100 | ..... | ..... | ..... | ..... | 44 | September 1. |
| 83 | English and Classical School | 0 | 0 | 0 | 0 | 0 | × | ..... | ..... | 26 | 8,000 | 0 | 0 | 468 | 40 | Sept., 2d Mon. |
| 84 | Stratford Institute for Young Ladies. | ..... | × | ..... | × | ..... | ..... | ..... | ..... | 48, 60 | ..... | ..... | ..... | 800 | 40 | September 20. |
| 85 | Lewis Academy | ..... | ..... | ..... | ..... | × | × | 310 | ..... | 13½–22 | 8,000 | 10,106 | 516 | 613 | 36 | August 1. |
| 86 | The Gunnery | ..... | × | ..... | × | ..... | ..... | ..... | ..... | *a*400 | ..... | ..... | ..... | ..... | 38 | Sept., 2d Wed. |
| 87 | St. Margaret's Diocesan School for Girls. | ..... | × | × | × | × | 0 | 700 | 100 | 30–54 | 80,000 | 15,000 | 1,000 | *a*18,000 | 40 | September. |
| 88 | Wilton Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 89 | Wilton Boarding Academy | × | × | ..... | × | ..... | ..... | ..... | ..... | 50 | ..... | ..... | ..... | ..... | 48 | |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 90 | Parker Academy | | | | | | × | | | 40, 50 | 7, 500 | | | 1, 200 | 40 | Sept., 1st week. |
| 91 | Wilmington Conference Academy | × | × | × | × | × | × | 600 | 200 | 40, 45 | 50, 000 | 0 | 0 | 4, 000 | 40 | Sept., 1st Mon. |
| 92 | St. John's School | | | × | | 0 | 0 | 400 | 25 | *a*350 | 35, 000 | | | 4, 000 | 40 | September. |
| 93 | Felton Seminary | × | × | × | × | | | | | 20–40 | | | | | 40 | Sept., 1st Mon. |
| 94 | Georgetown Academy | | | | | | | | | 30–4*c* | | | | | 40 | September 1. |
| 95 | Laurel Select School | | | | | | | | | | | | | | | |
| 96 | Milford Seminary | × | | × | × | 0 | 0 | 0 | 0 | 18–40 | | | | 800 | 40 | September 1. |
| 97 | Milton Academy* | × | × | × | × | 0 | 0 | 0 | 0 | 24–40 | 1, 200 | | | 700 | 40 | Sept., 2d Wed. |
| 98 | Academy of Newark | | × | × | × | 0 | × | 500 | | 25–45 | 10, 000 | 7, 000 | | | 38 | Sept., 1st Tues. |
| 99 | Academy of the Visitation* | | × | × | × | | | | | *a*250 | | | | | | |
| 100 | Brandywine Academy | | | | | | | | | | | | | | | |
| 101 | Rugby Academy | × | × | 0 | 0 | × | × | 500 | | | | | | | 39 | Sept., 1st Mon. |
| 102 | Wilmington Academy | × | × | × | × | 0 | 0 | 200 | 50 | 35 | | | | | 40 | Sept., 1st Mon. |
| 103 | Wyoming Institute of Delaware | 0 | 0 | 0 | × | 0 | × | 200 | | 30–32½ | 400 | | | | 40 | Sept., 1st week. |
| 104 | Limetta Academy | 0 | × | × | 0 | 0 | × | | | 15–25 | | | | | 32 | October 1. |
| 105 | Cookman Institute | 0 | 0 | × | × | 0 | | 200 | 0 | (*b*) | 10, 000 | 0 | | 159 | 28 | October 17. |
| 106 | Convent of Mary Immaculate | × | × | × | × | 0 | 0 | 490 | | 20 | 40, 000 | | | | 40 | Sept., 1st Mon. |
| 107 | Florida Institute | 0 | 0 | × | × | 0 | 0 | 300 | 50 | 8–9 | 4, 000 | 0 | 0 | 397 | 36 | |
| 108 | Santa Rosa County Graded Free School. | 0 | × | × | 0 | 0 | 0 | 0 | 0 | *c*30 | 4, 000 | 0 | 0 | 200 | 32 | July 1. |
| 109 | West Florida Institute* | × | × | × | 0 | 0 | × | 600 | 10 | 0 | 2, 000 | 0 | 0 | | 34 | October 1. |
| 110 | Academy of the Sacred Heart | | × | × | × | | | | | | 10, 000 | | | | 38 | September 15. |
| 111 | Christ Church School*d* | | | | | | | | | | *e*3, 000 | | | 1, 000 | 36 | October 1. |
| 112 | West Florida Seminary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 6¾ | 10, 000 | 40, 000 | 2, 800 | 0 | 44 | October, 1st Mon. |
| 113 | Bartow Classical Institute | × | | × | × | | × | | | 30 | 1, 500 | | | | 40 | August 17. |
| 114 | Sterne's Institute | | × | × | × | 0 | 0 | | | | | | | | 40 | Sept., 2d week. |
| 115 | Home School* | | × | × | × | | | | | | | | | | 39 | |
| 116 | Atlanta Baptist Seminary | | | | | | | | | | 15, 000 | | | | 35 | May 31. |
| 117 | Atlanta Female Institute | × | × | × | × | 0 | 0 | 1, 000 | 50 | 55 | 40, 000 | | | 6, 000 | 40 | Sept., 1st Mon. |
| 118 | Storrs School | | × | × | 0 | 0 | 0 | 0 | | 10 | 4, 000 | | | 2, 150 | 40 | Sept., 1st Mon. |
| 119 | Summerville Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5, 000 | 80, 000 | 6, 000 | 0 | 40 | September 15. |
| 120 | Bairdstown Academy* | × | | | × | 0 | 0 | 0 | 0 | 25 | *f*500 | 0 | 0 | 200 | (*g*) | January 1. |
| 121 | Gordon Institute | × | × | × | × | × | × | 2, 000 | 0 | 40 | 12, 500 | 0 | 0 | 5, 000 | 40 | September 1. |
| 122 | Union Academy | 0 | 0 | 0 | × | 0 | 0 | 0 | | 15 | 800 | 0 | 0 | | 40 | Jan., 2d Mon. |
| 123 | Jackson Academy | | × | × | | 0 | 0 | 100 | 20 | 25 | 2, 000 | | | 1, 000 | 40 | January 16. |
| 124 | Blackshear Academy | | | | × | 0 | 0 | 0 | | 20 | 2, 000 | | | | 40 | Jan., 1st Mon. |
| 125 | Grooverville Academy* | × | | × | × | 0 | 0 | 0 | | *h*32 | 600 | 0 | 0 | 700 | 35 | February 2. |
| 126 | Buena Vista High School* | | × | × | × | 0 | 0 | 0 | 0 | 20–40 | 2, 000 | 0 | 0 | 1, 800 | 40 | Jan., 2d Mon. |
| 127 | Peach Orchard Academy* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | *i*2–3 | 250 | 0 | 0 | 200 | 20 | January 12. |
| 128 | Butler Female College and Male Institute. | × | × | × | × | 0 | 0 | | | 12½ | 10, 000 | | | 1, 500 | 40 | August. |
| 129 | Calhoun Academy* | 0 | 0 | × | × | 0 | 0 | 0 | | 20 | 2, 000 | 0 | | 1, 100 | 40 | January. |
| 130 | Mrs. Fields' Select School | | × | × | × | | | | | 25 | | | | 500 | 40 | January 12. |
| 131 | Camak Academy | × | × | × | × | 0 | 0 | 0 | 0 | 27 | 800 | | | 600 | 36 | January 16. |
| 132 | Carroll Masonic Institute | | | | × | | | | | 20 | 4, 000 | | | 1, 200 | 40 | January 4. |
| 133 | The African Methodist Episcopal High School.* | 0 | × | × | × | 0 | 0 | 500 | 0 | *i*1 | 4, 000 | 0 | 0 | 300 | 40 | October. |

* From Report of the Commissioner of Education for 1880.
*a* Includes board.
*b* Free to all over twelve years of age.
*c* For non-residents.
*d* These figures are for the year 1880
*e* Value of grounds and buildings.
*f* Value of building.
*g* Only three months' school in 1880.
*h* Average charge.
*i* Average monthly charge.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 134 | Cartersville Female Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*$1\frac{1}{2}$ | ..... | ..... | ..... | ..... | ..... | |
| 135 | Cartersville High School | ..... | ..... | × | × | 0 | 0 | ..... | ..... | ..... | $1,600 | ..... | ..... | $1,100 | 40 | January. |
| 136 | Erwin Street School* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*2 | ..... | ..... | ..... | ..... | ..... | |
| 137 | Wofford Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*2. 16 | ..... | ..... | ..... | ..... | 34 | |
| 138 | Female Seminary* | 0 | 0 | .... | × | 0 | 0 | 0 | 0 | ..... | 800 | $0 | $0 | 250 | 40 | September 1. |
| 139 | Hearn Manual Labor School | ..... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 10,000 | 9,000 | 600 | 900 | 40 | Aug., last Mon. |
| 140 | Cedartown High School | 0 | × | × | × | × | × | ..... | ..... | ..... | 1,800 | ..... | ..... | 1,500 | 38 | January 2. |
| 141 | Cedartown Male and Female Academy. | ..... | × | × | × | 0 | × | ..... | ..... | 20-40 | 1,100 | ..... | ..... | 1,700 | 40 | January. |
| 142 | Plenitude Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | ..... | ..... | ..... | ..... | 36 | March 1. |
| 143 | St. Joseph's Academy | ..... | ..... | × | × | 0 | ..... | 400 | ..... | 30 | 20,000 | ..... | ..... | ..... | ..... | September 15. |
| 144 | Slade's School for Boys | ..... | ..... | ..... | ..... | × | × | 0 | ..... | 60 | 2,000 | ..... | ..... | ..... | 40 | September 15. |
| 145 | Concord Academy | 0 | ..... | 0 | ..... | 0 | 0 | 0 | 0 | 14 | ..... | ..... | ..... | ..... | 32 | Jan., 3d Mon. |
| 146 | Conyers Female Seminary* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*1$\frac{3}{4}$ | ..... | ..... | ..... | ..... | ..... | |
| 147 | Conyers Male Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*2$\frac{1}{2}$ | ..... | ..... | ..... | ..... | 40 | |
| 148 | Conyers Male and Female High School. | 0 | ..... | 0 | × | 0 | 0 | 0 | 0 | 20 | 1,500 | 0 | 0 | 0 | 36 | January 10. |
| 149 | Crawford Academy | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 20-35 | *b*1,000 | ..... | ..... | 900 | 40 | December 16. |
| 150 | Collegiate Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 151 | Grange Male and Female College *c* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 152 | Crawford High School | 0 | 0 | 0 | 0 | 0 | × | 200 | 0 | 10-30 | 8,000 | ..... | ..... | 2,000 | 40 | Aug., 1st Mon. |
| 153 | Delhi High School | ..... | ..... | × | ..... | 0 | 0 | 0 | 0 | 12$\frac{1}{2}$-35 | 400 | 0 | 0 | 280 | 41 | Jan., 2d Mon. |
| 154 | Decatur High School | 0 | 0 | ..... | × | 0 | 0 | 0 | 0 | 25 | 3,500 | 0 | 0 | 600 | 40 | September 1. |
| 155 | Dirt Town Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15-35 | 800 | ..... | ..... | ..... | 32 | Jan., 1st Mon. |
| 156 | Farmersville Academy | 0 | 0 | ..... | × | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | 500 | 40 | Nov., last Mon. |
| 157 | Elbert Male High School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ..... | 20 | 2,000 | ..... | ..... | 857 | 32 | January 10. |
| 158 | Elberton Female Collegiate Institute.* | × | × | × | × | 0 | 0 | 0 | ..... | 20, 35, 45 | 2,000 | 0 | 0 | ..... | 40 | January 19. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 159 | Moss Hill Academy | | | | | 0 | 0 | | | 30 | 300 | | | 200 | 40 | January 1. |
| 160 | Ellijay Seminary | | | | × | | | | | 15 | 6,000 | | | 400 | 40 | July 10. |
| 161 | Mt. Paran Academy* | | | × | × | 0 | 0 | 0 | 0 | *d*16 | 1,000 | 0 | 0 | 274 | 36 | Jan., 1st Mon. |
| 162 | Fairburn Academy | | | × | × | | | | | 15–40 | 2,000 | | | 1,000 | 40 | Jan., 1st Mon. |
| 163 | Fairmount Academy* | 0 | 0 | × | × | 0 | 0 | | | | 1,000 | 0 | | 400 | 40 | Jan., 1st Mon. |
| 164 | Fayetteville Seminary* | | | | | | | | | *a*1, 16 | | | | | 25 | |
| 165 | Forsyth Male and Female Institute. | × | × | × | × | 0 | 0 | 0 | | 20–35 | 3,000 | 0 | 0 | 1,500 | 40 | August 24. |
| 166 | Fort Valley Female Seminary* | | | | | | | | | 25 | 1,500 | | | | | |
| 167 | Franklin Institute*. | | | | | | | | | 20 | *b*2,500 | | | | 40 | August, 1st Mon. |
| 168 | Gainesville College* | | | | | | | | | | 8,000 | | | | | |
| 169 | Methodist College | | | | | | | 250 | | 10–40 | 3,000 | 0 | 0 | 2,500 | 40 | June 14. |
| 170 | Oak Grove Academy | 0 | 0 | 0 | 0 | 0 | | 0 | | 20 | 1,000 | | | | 40 | January, 1st Mon. |
| 171 | Greensboro' Male and Female Coöperative School. | | | | | | | | | 30 | | | | | 40 | Sept., 1st Mon. |
| 172 | Miss Porter's High School | 0 | 0 | × | × | 0 | 0 | 0 | | 20–50 | 3,000 | | | 2,000 | 40 | January 16. |
| 173 | Samuel Bailey Male Institute | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 18,000 | | | 2,700 | 40 | August, last Mon. |
| 174 | Hartwell High School | | | × | × | 0 | 0 | 0 | | 15–40 | 1,500 | | | | 40 | January. |
| 175 | Hawkinsville Institute | × | × | × | × | 0 | 0 | | | 20 | 5,000 | | | 2,578 | 40 | January, 1st Mon. |
| 176 | Hephzibah High School* | 0 | 0 | 0 | × | 0 | × | 500 | 0 | 20–40 | 8,000 | 0 | 0 | | 40 | January 20. |
| 177 | Bradwell Institute | | | × | × | × | × | 420 | 110 | 30 | 2,500 | | | 1,200 | 40 | July, 1st Thurs. |
| 178 | Jasper Institute | | | × | | 0 | 0 | 50 | 0 | 12–20 | 1,200 | | | 600 | 40 | January, 1st Mon. |
| 179 | Martin Institute* | | | | | | | | | 17–34 | 1,200 | 15,000 | | | | |
| 180 | Auburn Institute | 0 | 0 | × | × | 0 | 0 | 0 | | 20–36 | 600 | | | 1,000 | 40 | January 9. |
| 181 | Middle Georgia College* | | | | | | | | | 50 | | | | | | |
| 182 | Juniper High School | × | × | × | × | × | × | 1,000 | 300 | 35 | 6,000 | | | 3,675 | 40 | February 15. |
| 183 | Kingston High School* | | | | × | | | | | 40 | | | | 650 | 40 | January 3. |
| 184 | La Grange Seminary | | × | × | × | 0 | 0 | 50 | | *e*$^{mo}_{5}$ | 4,000 | | | 400 | 36 | October 1. |
| 185 | Meson Academy | | 0 | × | × | | | 200 | 0 | 16–32 | 6,000 | 2,000 | 400 | 1,100 | 40 | January. |
| 186 | Liberty Hill High School* | | | | | | | | | 20 | | | | | 32 | |
| 187 | Adams' Practical Normal School *f*. | × | | × | × | × | × | 100 | 0 | 25 | | 0 | 0 | 500 | 36 | January, 1st Mon. |
| 188 | Washington Institute | 0 | 0 | × | × | × | × | | | 40 | 8,000 | | | | 40 | January, 2d Tues. |
| 189 | Hunter's School for Boys *g* | × | | | | | | | | 60 | | | | | | September 15. |
| 190 | Lewis High School | × | | × | × | 0 | 0 | 2,000 | 600 | 8 | | 0 | 0 | 604 | 33 | October 1. |
| 191 | Mount de Sales Academy* | × | × | × | × | | | | | 30–40 | | | | | 40 | September. |
| 192 | Forest Home Institute | | | × | × | | | 180 | | 25 | 4,500 | | | 450 | 42 | September 1. |
| 193 | Madison Male High School | × | 0 | 0 | 0 | 0 | 0 | 50 | 0 | 40 | 2,500 | 0 | 0 | 1,800 | 40 | Sept., 1st Wed. |
| 194 | Temperance Hill High School | | | | | 0 | 0 | 0 | 0 | 15 | | | | | | |
| 195 | Howard Institute* | × | × | 0 | 0 | × | × | 100 | 25 | *d* 50 | 5,000 | | | 2,000 | 44 | January. |
| 196 | Kennesaw High School | | × | × | | | | | | 6 | 1,000 | | | | 36 | October 1. |
| 197 | Marietta Institute | × | × | 0 | 0 | | 0 | | | 21–51 | | | | 1,200 | 40 | January. |
| 198 | Marshallville High School | | × | × | × | 0 | 0 | 100 | 35 | 30 | 5,000 | 0 | | 1,735 | 40 | January 10. |
| 199 | Milner High School | | | 0 | 0 | | | | | | | | | | 32 | January, 1st Mon. |
| 200 | Montezuma High School | 0 | 0 | | × | 0 | 0 | 0 | 0 | 25–35 | 500 | 0 | 0 | 950 | 40 | January, 1st Mon. |
| 201 | Spalding Seminary* | 0 | 0 | | × | 0 | 0 | 0 | | 25 | 3,000 | 0 | 0 | | 40 | Sept., 1st Mon. |
| 202 | Morganton Academy | | | | | 0 | 0 | 0 | 0 | 10 | 1,000 | 0 | 0 | 300 | 40 | January 1. |

* From Report of the Commissioner of Education for 1880.
*a* Average monthly charge.
*b* Value of grounds and buildings.
*c* Merged in September, 1881, in the South Georgia Male and Female College at Dawson (see Table VII).
*d* Average charge.
*e* Charge for a month.
*f* Closed June, 1881; figures are for the previous school term.
*g* Figures are for the year ending June 30, 1881; school closed July 16, 1881.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 203 | Stonewall School | 0 | 0 | 0 | 0 | 0 | 0 | ..... | 0 | $16 | $200 | $0 | ..... | ..... | 40 | January 9. |
| 204 | Mountville Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16–20 | 500 | 0 | $0 | $622 | 32 | February 1. |
| 205 | Newnan Seminary | ..... | ..... | ..... | × | 0 | 0 | 0 | ..... | *a*25 | 1,500 | 0 | 0 | 1,100 | 40 | January 18. |
| 206 | Norcross High School | 0 | 0 | × | ..... | × | × | 0 | ..... | 25–40 | 2,000 | ..... | ..... | 600 | 36 | January. |
| 207 | Brinkley Academy | 0 | 0 | ..... | × | 0 | 0 | 0 | 0 | *a*20 | 1,000 | ..... | ..... | 900 | 36 | January 9. |
| 208 | Zion Academy* | ..... | ..... | ..... | ..... | ..... | ..... | 0 | 0 | *b*2½ | ..... | 0 | ..... | ..... | 36 | January 1. |
| 209 | Mercer High School | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | 16–40 | 30,000 | 0 | 0 | *c*750 | 40 | January, 2d Mon. |
| 210 | Perry Male Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*2–3 | ..... | ..... | ..... | ..... | ..... | ..... |
| 211 | Pine Log Masonic Institute | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ..... | ..... | 0 | 0 | ..... | 20 | January, 1st Mon. |
| 212 | Willis Institute | ..... | ..... | × | × | 0 | 0 | ..... | ..... | 20 | 500 | ..... | ..... | 600 | 10 | January. |
| 213 | Powelton Male and Female School.* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 20 | 300 | ..... | ..... | 500 | 36 | January, 2d Mon. |
| 214 | Quitman Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*3 | ..... | ..... | ..... | ..... | 40 | |
| 215 | Rabun Gap High School *d* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ..... | 20 | 1,000 | ..... | ..... | 500 | 20 | July 1. |
| 216 | Reynolds Academy* | 0 | 0 | 0 | 0 | ..... | ..... | ..... | ..... | 18–30 | ..... | ..... | ..... | ..... | ..... | ..... |
| 217 | Mt. Vernon Institute | ..... | ..... | ..... | × | 0 | 0 | 0 | ..... | ..... | 800 | ..... | ..... | ..... | 40 | January, 2d Mon. |
| 218 | Masonic Literary Institute | × | ..... | × | × | ..... | ..... | 0 | ..... | 10–30 | 10,000 | ..... | ..... | ..... | 40 | September 1. |
| 219 | Idle Wild Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 300 | ..... | ..... | ..... | 40 | January 18. |
| 220 | Rome Male High School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | 3,000 | ..... | ..... | ..... | 40 | January 8. |
| 221 | Rutledge High School | × | × | × | × | 0 | 0 | 0 | ..... | 37 | 400 | 0 | 0 | 800 | 40 | January, 1st Mon. |
| 222 | Beach Institute | 0 | ..... | × | 0 | 0 | 0 | 0 | ..... | 8 | 10,000 | ..... | ..... | 907 | 33 | October 1. |
| 223 | Scarboro' Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*2 | ..... | ..... | ..... | ..... | 26 | |
| 224 | Excelsior Academy | ..... | ..... | × | × | ..... | ..... | ..... | ..... | *a*25 | 1,200 | ..... | ..... | ..... | 40 | January. |
| 225 | Sharon Business Institute | 0 | × | × | × | 0 | 0 | ..... | ..... | 18 | 500 | 0 | 0 | 500 | 36 | January. |
| 226 | Oak Grove Male and Female Academy. | ..... | 0 | × | × | 0 | 0 | 0 | ..... | 16–32 | 1,500 | ..... | ..... | ..... | 40 | January. |
| 227 | Sparta Male and Female Academy | ..... | × | × | × | 0 | 0 | 0 | ..... | 20–50 | 2,000 | ..... | ..... | 1,000 | 20 | August, last Mon. |
| 228 | Stilesboro' Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 4.000 | ..... | ..... | 800 | 40 | January, 2d Mon. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 229 | Sumach Seminary | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 8 | 3,000 | 0 | 0 | 600 | 40 | July, 1st Mon. |
| 230 | Summerville Academy | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 15–24 | | 0 | 0 | 700 | 40 | January. |
| 231 | Sylvania Academy* | | | | | | | | | *b*2 | *e*1,000 | | | | 40 | |
| 232 | Collinsworth Institute and Le Vert College. | 0 | 0 | 0 | 0 | × | × | 200 | | 30 | 3,000 | | | | 40 | January 15. |
| 233 | Tazewell High School* | 0 | 0 | | × | 0 | 0 | 0 | | 20 | 1,000 | | | 700 | 40 | January, 1st Mon. |
| 234 | Tennille High School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20–35 | 1,500 | 0 | 0 | 1,300 | 40 | January, 2d Mon. |
| 235 | Thomaston High School* | × | × | × | × | | | | | | 3,500 | | | | 40 | January, 3d Mon. |
| 236 | Thomson High School | × | | × | × | 0 | 0 | | | 25 | 1,200 | | | | 36 | January. |
| 237 | Toccoa Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15–30 | 600 | 0 | 0 | 600 | 40 | February 1. |
| 238 | Fulton High School* | | | | | 0 | 0 | 0 | 0 | 20 | 1,000 | 0 | 0 | 400 | 32 | January, 1st Mon. |
| 239 | Walthourville Academy | 0 | 0 | | × | 0 | 0 | 0 | | 20–36 | *f*800 | 0 | | | 40 | January, 2d Mon. |
| 240 | Warrenton Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 15–30 | 3,500 | 0 | | 1,500 | 40 | January 16. |
| 241 | Washington Female Seminary | 0 | 0 | × | × | × | 0 | 0 | 0 | 30 | 4,500 | 0 | 0 | 1,000 | 40 | Sept., 1st Mon. |
| 242 | Washington Male Academy | | | | | 0 | 0 | | | 22½–45 | 1,500 | | | 800 | 40 | Jan., 2d Mon. |
| 243 | Way Cross High School* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 1,000 | 0 | 0 | 600 | 40 | Jan., 1st Mon. |
| 244 | Anthon Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 500 | 0 | 0 | 500 | 36 | January 1. |
| 245 | Bethel Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16–24 | | 0 | 0 | 400 | 32 | February. |
| 246 | Dawson Institute | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 32 | 1,200 | | | | | June, last Mon. |
| 247 | Philomath Institute* | | | | | | | | | | | | | 500 | 36 | |
| 248 | German Evangelical Lutheran School.* | | | × | | | × | | | 6 | 7,000 | | | 805 | 44 | September 1. |
| 249 | Aledo Academy | × | × | 0 | 0 | 0 | × | 200 | 0 | 31⅓ | 400 | 0 | | 1,100 | 40 | August, last Mon. |
| 250 | Jennings Seminary | × | × | × | × | × | × | 2,180 | 180 | 33 | 60,000 | | | 2,483 | 39 | September 15. |
| 251 | Institute of the Immaculate Conception. | × | × | × | × | | | 400 | | 24 | 80,000 | | | 3,000 | 42 | September 1. |
| 252 | Bunker Hill Academy | | | | | 0 | × | 0 | | 32–40 | 10,000 | 0 | | 1,000 | 40 | September. |
| 253 | St. Joseph's Female Academy* | | | | | | | | | | 2,650 | | | *g*2,052 | | |
| 254 | Ascension School | | × | × | × | | | | | 30–80 | | | | | 40 | September 4. |
| 255 | Chicago Ladies' Seminary | × | × | × | × | | | | | 100 | | | | | 40 | September 14. |
| 256 | Convent of the Immaculate Conception. | | | × | × | 0 | 0 | | | 10–20 | | | | | 40 | September 1. |
| 257 | Dearborn Seminary* | | | × | × | | × | 0 | | *a*90 | | | | 9,000 | 38 | September 12. |
| 258 | French and English School | | | × | × | | | 100 | | 80,100 | | | | 2,000 | 40 | Sept., 2d Mon. |
| 259 | German-American Institute | | × | × | × | | × | 60 | | 25–60 | | | | 2,000 | 52 | September 1. |
| 260 | German Institute | | × | × | | | | | | | | | | | | |
| 261 | Heimstreet's Classical Institute | × | × | × | × | | | 110 | 7 | 50–300 | | | | | 52 | January 2. |
| 262 | Miss Holmes' School for Young Ladies and Children. *h* | | × | × | × | | | | | *a*12 | | | | | 40 | September 15. |
| 263 | Kirkland School | | × | × | × | × | × | 1,000 | | 40–140 | 21,000 | | | 9,000 | 39 | September 14. |
| 264 | Lutheran Emanuel School | × | × | × | | 0 | 0 | | | 8, 9 | 28,500 | | | 4,863 | 40 | Mon. after Easter. |
| 265 | St. Francis Xavier's Academy | | × | × | × | × | × | 600 | | *i*300 | 200,000 | | | 25,000 | 40 | Sept., 1st Mon. |
| 266 | St. Patrick's Academy | 0 | 0 | 0 | 0 | 0 | 0 | 600 | 100 | 10 | 40,000 | 0 | 0 | 4,000 | 43 | September 1. |
| 267 | Danville Seminary | | × | × | × | 0 | 0 | 0 | 0 | 32–40 | | | | 3,000 | 45 | |
| 268 | German Lutheran School | | | | | | | | | | 3,000 | | | | 36 | Sept., 1st Mon. |
| 269 | St. Theresa's Ursuline Academy | | × | × | × | 0 | 0 | 150 | | 10 | 8,000 | 1,500 | | | 40 | September 1. |

* From Report of the Commissioner of Education for 1880.

*a* Average charge.

*b* Average monthly charge.

*c* Receipts from literary department.

*d* These statistics are for the year ending June, 1881, since which time this school has become Rabun Gap Institute.

*e* In 1878.

*f* Grounds and buildings.

*g* Total receipts for the year.

*h* Since closed; principal has charge of Ascension School, which was opened September, 1881.

*i* Includes board.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 270 | Teachers' Institute and Classical Seminary. | ..... | ..... | × | × | × | × | 125 | ..... | $21, 27 | $1, 500 | $0 | ..... | $1, 700 | 39 | September 1. |
| 271 | Howe Literary Institute | × | × | × | × | 0 | ..... | 300 | ..... | 24 | 22, 000 | 0 | $0 | ..... | 36 | September 1. |
| 272 | Elgin Academy | ..... | ..... | ..... | × | 0 | × | 350 | ..... | 21–36 | 10, 000 | 0 | ..... | ..... | 36 | Sept., 1st Mon. |
| 273 | Friendsville Seminary | 0 | 0 | 0 | × | 0 | × | 200 | ..... | 24 | ..... | ..... | ..... | ..... | 36 | September. |
| 274 | Northern Illinois College and Normal School. | 0 | 0 | × | × | × | × | 450 | 0 | 32 | ..... | ..... | ..... | ..... | 40 | September 4. |
| 275 | German-English College | 0 | 0 | × | × | × | × | 400 | 36 | 30 | ..... | ..... | ..... | ..... | 40 | August 29. |
| 276 | Monticello Ladies' Seminary | × | × | × | × | × | × | 2, 500 | ..... | 40 | 163, 000 | ..... | ..... | ..... | 38 | Sept., 2d week. |
| 277 | The Young Ladies' Athenæum | ..... | × | × | × | × | × | 300 | ..... | 50 | 30, 000 | 0 | 0 | 2, 000 | 36 | September 6. |
| 278 | St. Francis' Academy | ..... | × | × | × | 0 | 0 | 150 | 40 | 14 | 45, 000 | 16, 000 | 4, 000 | 2, 100 | 40 | Sept., 1st Mon. |
| 279 | St. Joseph's Seminary* | ..... | ..... | ..... | ..... | ..... | ..... | 317 | ..... | ..... | *a*30, 000 | ..... | *b*2, 027 | 344 | 45 | |
| 280 | McDonough Normal, Scientific, and Commercial College. | .... | ..... | ..... | ..... | × | ..... | ..... | ..... | 36 | ..... | ..... | ..... | 1, 817 | 37 | |
| 281 | Grand Prairie Seminary, Commercial College, and Conservatory of Music. | ..... | × | × | × | × | × | 1, 500 | ..... | 24 | 22, 000 | 16, 000 | 1, 000 | 4, 200 | 40 | Aug., 3d Tues. |
| 282 | Edgar Collegiate Institute | × | × | × | × | 0 | × | 400 | 20 | 30 | 400 | 0 | 0 | 1, 960 | 36 | Sept., 1st Mon. |
| 283 | German School of North Peoria | ..... | × | × | ..... | 0 | 0 | ..... | ..... | 9 | 1, 800 | ..... | ..... | 400 | 46 | January 1. |
| 284 | Pettengill Seminary | ..... | × | × | × | ..... | ..... | ..... | ..... | 50 | ..... | ..... | ..... | ..... | 41 | September 13. |
| 285 | St. Mary's Institute* | .. | × | × | × | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 41 | Sept., 1st Mon. |
| 286 | Bettie Stuart Institute* | × | × | × | × | × | × | 300 | ..... | 30–60 | 30, 000 | 0 | 0 | 6, 000 | 40 | September. |
| 287 | Lee's Academy | ..... | × | 0 | × | 0 | 0 | 500 | 12 | 30 | ..... | ..... | ..... | 1, 296 | 41 | July, last Mon. |
| 288 | Vermilion Academy | 0 | 0 | × | 0 | 0 | 0 | 100 | 40 | 18–27 | 7, 000 | 10, 000 | 925 | 200 | 36 | September 30. |
| 289 | Institute of Our Lady of the Sacred Heart. | × | × | × | × | × | × | 500 | ..... | 195 | 38, 000 | ..... | ..... | 10, 283 | 44 | Sept., 1st Mon. |
| 290 | Todd Seminary for Boys* | × | × | × | × | × | × | 600 | 20 | *c*300 | 20, 000 | ..... | ..... | *c*6, 000 | 40 | September 1. |
| 291 | Sand Creek Seminary | | 0 | 0 | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 30 | September 20. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 292 | Spicewood Graded School | 0 | 0 | × | 0 | 0 | 0 | 12 | 12 | 21–27 | | 0 | 0 | | 35 | September. |
| 293 | Battle Ground Collegiate Institute | | × | × | × | | × | | | 21 | 60,000 | | | | 40 | September 6. |
| 294 | Friends' Bloomingdale Academy | 0 | 0 | 0 | 0 | × | × | 500 | 16 | 19½ | 6,000 | 6,000 | 500 | 1,300 | 36 | Sept., last Tues. |
| 295 | Dover Hill Academy | × | | × | | 0 | × | | | 11 | | | | | 35 | Oct., 1st Mon. |
| 296 | St. Augustine's School | | × | × | × | | | | | | | | | | 40 | Sept., 1st Mon. |
| 297 | German-English Independent School.* | | × | × | | × | × | 300 | | *d*28 | 12,000 | | | 2,800 | 44 | August 15. |
| 298 | The Hadley and Roberts Academy | | | | | | | | | | | | | | | |
| 299 | Rich Square School* | 0 | 0 | 0 | 0 | 0 | × | | | 0 | 4,000 | | | | 28 | October 12. |
| 300 | Blue River Academy | × | | | | × | × | | | | 2,500 | | | 120 | 32 | October 6. |
| 301 | Spiceland Academy | × | × | × | 0 | × | × | 2,000 | 50 | 15 | 10,000 | 4,000 | | | 40 | September 4. |
| 302 | Stockwell Institute | | × | × | × | 0 | × | 100 | 0 | 18–24 | 10,000 | 0 | 0 | 1,600 | 36 | Sept., 1st Mon. |
| 303 | St. Paul's Academy | | × | × | × | | | *e*400 | | *e*135 | *e*10,000 | | | | 42 | Sept., 1st Mon. |
| 304 | St. Paul's Grammar School | | | | | | | | | 3½ | | | | | 42 | Sept., 1st Mon. |
| 305 | Academic Department of Vincennes University. | 0 | 0 | × | 0 | × | × | 3,500 | | 10–20 | 20,000 | 50,000 | 4,000 | 400 | 39 | Sept., 1st week. |
| 306 | St. Rose's Boarding and Day School.* | | × | × | | 0 | | | | | | | | | | Sept., 1st Mon. |
| 307 | Union High School* | | | | | | | | | | | | | | | |
| 308 | Ackworth Institute | | | | | 0 | × | 500 | 5 | 21–25 | 10,000 | | | 15,000 | 36 | September 14. |
| 309 | Albion Seminary | 0 | × | × | × | 0 | 0 | 230 | 35 | 20–30 | 5,000 | 10,000 | 500 | 1,000 | 36 | September 6. |
| 310 | Jones County Academy | | | | | | | | | | | | | | 36 | September. |
| 311 | Birmingham Academy and Boarding School. | 0 | 0 | | | 0 | 0 | 60 | 6 | 20–25 | 7,000 | | | 700 | 43 | August. |
| 312 | Blairstown Academy | 0 | 0 | × | × | × | × | 200 | 25 | 24 | 9,000 | 0 | 0 | 1,636 | 36 | Sept., 1st Mon. |
| 313 | First German Evangelical School | 0 | × | | 0 | | | 300 | | 9 | | | | 900 | 48 | |
| 314 | German Evangelical Zion School | 0 | × | × | 0 | | | | | 8½ | | | | 750 | 46 | August 1. |
| 315 | The Gordon School | × | × | | | × | × | 1,000 | 30 | 50–100 | 7,000 | | | 2,800 | 40 | Sept., 2d Mon. |
| 316 | Coe College | | × | × | × | | | *f*202 | | 25, 35 | *f*81,000 | *f*25,000 | | | 36 | September 13. |
| 317 | St. Joseph's Academy of the Sacred Heart.* | × | × | × | × | | | | | | *g*20,000 | | | | | |
| 318 | Friends' Select School* | | | | | | | | | | | | | | | |
| 319 | St. Francis' Academy for Young Ladies. | × | × | × | × | | | | | 10–25 | | | | | 36 | Sept., 1st Mon. |
| 320 | Decorah Institute | | × | | | × | × | | | 25 | | | | | 40 | Sept., 1st Mon. |
| 321 | Denmark Academy | | × | × | × | × | × | 575 | 50 | 27–30 | 20,000 | | | 3,000 | 39 | Sept., 1st Tues. |
| 322 | St. Joseph's Academy* | | | | | | | | | | | | | | | |
| 323 | Young Ladies' School | × | × | × | × | | × | 200 | 20 | 60 | | | | 1,000 | 40 | Sept., 1st Mon. |
| 324 | Danish High School* | × | 0 | × | | 0 | 0 | 100 | 0 | *h*14 | 2,500 | 0 | 0 | 230 | 32 | May and Nov. |
| 325 | Epworth Seminary | | × | × | × | 0 | × | 450 | 25 | 6½, 7½ | 1,000 | | | 2,600 | 36 | August 31. |
| 326 | Academy of Iowa College | 0 | 0 | × | × | | × | | | 24 | | | | 4,000 | 38 | September 6. |
| 327 | Lenox Collegiate Institute | 0 | 0 | × | × | 0 | × | 625 | 28 | 21 | 15,000 | 15,285 | 1,171 | 2,402 | 37 | Sept., 1st Wed. |
| 328 | Iowa City Academy* | × | | × | | | × | 300 | 100 | 27 | | 0 | 0 | 4,000 | 37 | September 16. |
| 329 | Preparatory and Normal School | | × | × | × | × | × | 100 | | 29 | 15,000 | | | | 40 | August 15. |
| 330 | Jefferson Academy | × | × | × | × | | | | | 12–24 | 5,000 | | | | 36 | Sept., 1st Mon. |
| 331 | Knoxville Academy | 0 | | 0 | | 0 | 0 | 200 | | 20, 30 | | | | | 40 | August 28. |
| 332 | Kossuth Normal Academy* | × | × | | | 0 | 0 | 170 | | 20 | 5,000 | | | | 36 | Sept., 1st week. |

* From Report of the Commissioner of Education for 1880.
*a* Includes value of library and furniture.
*b* Total receipts for the year.
*c* Includes board.
*d* Average charge.
*e* In 1879.
*f* Report of Coe Collegiate Institute for the year 1880; in 1881 this institute became Coe College.
*g* In 1878.
*h* Charge for tuition a month.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 333 | Friends' Academy | 0 | × | 0 | 0 | × | 0 | 144 | 43 | $19 | $7,000 | $0 | $0 | $870 | 38 | September 5. |
| 334 | Lettsville Academy | 0 | 0 | × | 0 | 0 | × | ..... | ..... | 22½–27 | ..... | ..... | ..... | ..... | 36 | Sept., 1st Mon. |
| 335 | Riverside Institute | ..... | ..... | × | × | 0 | 0 | 100 | ..... | 20–40 | a5,000 | ..... | ..... | 800 | 40 | Sept., 1st Mon. |
| 336 | Western Normal and Business Institute. | × | × | × | × | × | × | 500 | ..... | 27 | 30,000 | ..... | ..... | 2,000 | 44 | September. |
| 337 | Manchester Academy | ..... | × | 0 | 0 | 0 | 0 | 100 | ..... | 24 | 0 | 0 | 0 | ..... | 36 | September 1. |
| 338 | Howe's Academy and Teachers' Institute. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 36 | ..... | ..... | ..... | 4,000 | 45 | Aug., last week. |
| 339 | Hazel Dell Academy* | 0 | 0 | 0 | 0 | 0 | ..... | ..... | ..... | 20 | 2,000 | 0 | 0 | ..... | 38 | September. |
| 340 | Oelwein Seminary | ..... | ..... | ..... | × | 0 | 0 | ..... | ..... | 15 | ..... | ..... | ..... | 200 | 40 | Sept., 2d Tues. |
| 341 | Cedar Valley Seminary | ..... | ..... | × | × | × | × | ..... | ..... | 28 | 1,500 | 7,000 | 400 | ..... | 39 | September 20. |
| 342 | Ottumwa Seminary | ..... | × | × | × | ..... | ..... | ..... | ..... | 16, 20 | ..... | ..... | ..... | 205 | 40 | Sept., 1st Mon. |
| 343 | German Evangelical Lutheran School. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 344 | Tilford Collegiate Academy | × | × | × | × | 0 | 0 | 600 | 60 | 25 | 35,000 | 0 | 0 | 8,000 | 34 | Sept., 1st Mon. |
| 345 | Washington Academy* | 0 | 0 | × | 0 | 0 | 0 | 0 | 0 | 26–32 | 12,000 | 0 | 0 | 2,500 | 40 | September 1. |
| 346 | Ainsworth's Grammar and High School. | 0 | 0 | 0 | 0 | 0 | ..... | 0 | 0 | 20–25 | ..... | ..... | ..... | 1,500 | 32 | Sept., 1st Mon. |
| 347 | Wilton Academy | ..... | × | × | × | 0 | 0 | 308 | 273 | 25 | 20,000 | ..... | ..... | 2,120 | 38 | September 6. |
| 348 | Atchison Institute | × | × | × | × | × | × | 600 | 100 | 40 | 14,000 | ..... | ..... | 10,000 | 40 | September 1. |
| 349 | Geneva Academy *b* | ..... | ..... | ..... | ..... | × | × | 50 | ..... | ..... | 3,500 | 600 | ..... | ..... | ..... | ..... |
| 350 | Anchorage Classical and Military Institute. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *c*200 | ..... | ..... | ..... | ..... | 38 | Sept., 1st Mon. |
| 351 | Bellewood Seminary and Kentucky Presbyterian Normal School. | ..... | × | × | × | × | × | 100 | 40 | 40 | *50,000 | ..... | ..... | ..... | 39 | September. |
| 352 | Bracken Academy | ..... | ..... | ..... | × | 0 | 0 | 2,000 | ..... | 24–44 | 10,000 | ..... | ..... | ..... | 40 | September. |
| 353 | Union College | ..... | ..... | × | × | 0 | ..... | ..... | ..... | 30 | 16,000 | 0 | 0 | ..... | 40 | Sept., 1st Mon. |
| 354 | Bardstown Female Academy | ..... | ..... | × | × | × | ..... | ..... | ..... | 30–50 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Wed. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 355 | Bardstown Male and Female Institute. | × | × | × | × | × | × | ..... | ..... | 35 | 11,000 | 0 | 0 | 3,000 | 39 | Sept., 2d Mon. |
| 356 | Nazareth Literary and Benevolent Institution. | × | × | × | × | × | × | 3,000 | ..... | *c*154–176 | ..... | ..... | 0 | ..... | 40 | Sept., 1st Mon. |
| 357 | Alexander College | × | ..... | × | × | 0 | 0 | 1,000 | 0 | 25 | 14,000 | 10,000 | 400 | 1,600 | 39 | Sept., 1st Wed. |
| 358 | Carroll County Academy | ..... | ..... | ..... | ..... | ..... | × | ..... | ..... | 40 | 4,000 | ..... | *d*595 | 1,000 | 40 | September 1. |
| 359 | Elkton High School | ..... | ..... | ..... | × | 0 | 0 | 0 | ..... | 30 | 1,500 | ..... | ..... | 1,200 | 40 | September 1. |
| 360 | Kalamont High School | 0 | 0 | × | × | ..... | × | ..... | ..... | 40 | 10,000 | 0 | 0 | 1,400 | 38 | Sept., 2d Mon. |
| 361 | Greenwood Female Seminary | ..... | × | × | × | ..... | ..... | ..... | ..... | 30–50 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 362 | Kentucky Eclectic Institute | ..... | × | × | × | × | × | ..... | ..... | 60–80 | ..... | ..... | ..... | 3,000 | 40 | Sept., 1st Mon. |
| 363 | St. Aloysius Academy | ..... | × | × | 0 | 0 | 0 | 500 | 50 | 10–20 | 3,000 | ..... | ..... | 325 | 40 | Sept., 1st Mon. |
| 364 | St. Joseph's Academy | × | × | × | × | ..... | ..... | 600 | 50 | 10–80 | 6,000 | ..... | ..... | 1,000 | 40 | Sept., 1st Mon. |
| 365 | United Schools of the Abbey of Gethsemani for Boys. | 0 | 0 | 0 | 0 | 0 | 0 | 500 | 0 | 90 | *e*3,000 | ..... | ..... | ..... | 43 | Sept., 1st Mon. |
| 366 | Greenville College for Young Men } | ..... | × | × | × | × | × | 400 | ..... | 30–54 | 40,000 | ..... | ..... | ..... | 40 | September 4. |
| 367 | Greenville Female College } | | | | | | | | | | | | | | | |
| 368 | Harrisburgh High School | ..... | ..... | × | × | 0 | × | 568 | 0 | 40 | 8,000 | ..... | ..... | 3,000 | 40 | September 1. |
| 369 | Owen College *f* | ..... | ..... | ..... | ..... | 0 | 0 | 0 | ..... | 40–50 | 2,500 | ..... | ..... | ..... | 40 | September 1. |
| 370 | Henderson High School | ..... | ..... | × | × | × | × | ..... | ..... | 50 | ..... | ..... | 300 | 895 | 40 | Sept., 1st Mon. |
| 371 | Hodgenville Seminary | 0 | 0 | 0 | 0 | ..... | ..... | ..... | ..... | 32 | ..... | ..... | ..... | ..... | 40 | September 1. |
| 372 | High School | × | × | × | × | ..... | 0 | ..... | ..... | 30 | ..... | ..... | ..... | ..... | 36 | September 1. |
| 373 | Christian College | 0 | 0 | × | × | 0 | 0 | ..... | ..... | 30 | 12,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 374 | Calvary Academy* | ..... | × | × | × | ..... | ..... | 300 | ..... | 140 | ..... | ..... | ..... | ..... | 21 | Sept., 1st Mon. |
| 375 | Sayre Female Institute | × | × | × | × | × | × | ..... | ..... | 60 | 55,000 | ..... | 1,525 | 7,000 | 40 | Sept., 2d Mon. |
| 376 | Threlkeld Select School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 80 | 10,000 | ..... | ..... | 2,880 | 40 | Sept., 1st Mon. |
| 377 | Loretto Academy | ..... | ..... | × | × | 0 | ..... | 700 | ..... | ..... | ..... | ..... | ..... | ..... | 40 | September 1. |
| 378 | German and English School | ..... | × | × | ..... | × | × | ..... | ..... | 36–56 | ..... | ..... | ..... | ..... | ..... | ..... |
| 379 | Hampton Institute* | × | × | × | × | × | × | 500 | 50 | 100 | 50,000 | ..... | ..... | 3,000 | 38 | September 15. |
| 380 | Home School | ..... | × | × | × | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 38 | September 8. |
| 381 | Louisville Collegiate Institute | 0 | 0 | × | × | 0 | 0 | ..... | ..... | 60–100 | ..... | ..... | ..... | ..... | 40 | September 8. |
| 382 | Louisville Rugby School* | × | × | 0 | 0 | × | × | ..... | ..... | *g*105 | *h*1,250 | 0 | 0 | 7,857 | 40 | Sept., 1st Mon. |
| 383 | Normal and Theological Institute | ..... | ..... | ..... | ..... | ..... | ..... | 100 | ..... | ..... | 18,500 | ..... | ..... | *i*3,100 | ..... | ..... |
| 384 | Preparatory School for Girls* | ..... | × | × | × | ..... | ..... | ..... | ..... | 50, 60 | ..... | ..... | ..... | ..... | ..... | September. |
| 385 | Marion Academy* | ..... | ..... | × | × | × | × | 50 | 0 | 15–30 | 1,800 | 1,000 | ..... | 800 | 40 | Sept., 1st Mon. |
| 386 | Mayfield Seminary* | ..... | × | × | × | ..... | ..... | ..... | ..... | *j*2–5 | ..... | ..... | ..... | ..... | ..... | September. |
| 387 | Bethel Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40, 50, 60 | 10,000 | 1,500 | ..... | ..... | 40 | Sept., 1st Mon. |
| 388 | Oakland Seminary | ..... | × | 0 | 0 | 0 | ..... | 150 | 50 | *k*40 | 4,000 | ..... | ..... | ..... | 40 | September. |
| 389 | Browder Institute* | 0 | 0 | × | × | 0 | 0 | ..... | 3 | 18–27 | 3,000 | 0 | 0 | 800 | 36 | September 1. |
| 390 | Owenton High School | × | × | × | × | 0 | × | ..... | 0 | 22–42 | 3,000 | ..... | ..... | 3,000 | 44 | August 29. |
| 391 | Bath Seminary | ..... | ..... | × | × | 0 | × | 150 | 50 | 50 | 5,000 | 5,000 | 450 | 2,000 | 40 | September 9. |
| 392 | Garth Female Institute | × | × | × | × | × | 0 | 0 | ..... | 50 | 15,000 | 0 | 0 | 2,000 | 40 | September 9. |
| 393 | Princeton Collegiate Institute | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 20, 30, 40 | 25,000 | 0 | ..... | ..... | 40 | Sept., 1st Mon. |
| 394 | Bethlehem Literary Institution* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 395 | Sharpsburg Male and Female Academy. | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 20–40 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 396 | Riverside Seminary | ..... | ..... | × | × | × | × | *l*300 | ..... | 18–32 | *l*3,000 | ..... | ..... | *l*1,000 | 39 | Sept., 1st Mon. |

* From Report of Commissioner of Education for 1880.
*a* Apparatus and furniture.
*b* Suspended during year 1881.
*c* Includes board.
*d* Free school money.
*e* Buildings and apparatus.
*f* No school for the year ending July, 1881, except the free term of five months; school reopened September, 1881.
*g* Average charge.
*h* Value of apparatus.
*i* Total receipts for the year.
*j* Charge for tuition a month.
*k* For non-residents.
*l* In 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 397 | West Liberty Male and Female Seminary.* | × | × | × | × | ..... | ..... | ..... | ..... | $18 | $5,000 | ..... | ..... | ..... | 37 | September 1. |
| 398 | Winchester Male and Female High School. | ..... | ..... | × | × | 0 | 0 | 0 | ..... | 30–60 | 10,000 | ..... | ..... | $4,500 | 40 | June 1. |
| 399 | Collegiate Institute* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*300 | ..... | ..... | ..... | ..... | 38 | September 29. |
| 400 | Readvilla Seminary | × | × | × | × | × | × | 500 | 20 | 45 | 8,000 | ..... | ..... | ..... | 40 | October 1. |
| 401 | Feliciana Female Collegiate Institute. | ..... | × | × | × | ..... | ..... | ..... | ..... | 30–50 | ..... | ..... | ..... | ..... | 40 | September 12. |
| 402 | Millwood Female Institute | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 403 | La Têche Seminary | ..... | ..... | × | × | 0 | 0 | 500 | 500 | ..... | ..... | $0 | $0 | $0 | 25 | Mar., 1st Mon. |
| 404 | Convent of the Presentation* | ..... | × | × | × | 0 | 0 | 337 | 0 | 30–40 | ..... | 0 | 0 | ..... | 44 | September 15. |
| 405 | St. Hyacinth's Academy | ..... | 0 | × | × | 0 | 0 | 200 | 20 | ..... | 3,000 | 0 | 0 | 600 | 42 | September 15. |
| 406 | Christian Brothers' College | ..... | ..... | × | × | 0 | 0 | 800 | 200 | ..... | ..... | ..... | ..... | ..... | 40 | September 1. |
| 407 | Commercial and Classical Academy for Boys. | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 6 | 30 | ..... | ..... | ..... | 1,800 | 43 | Sept., 1st Mon. |
| 408 | Locquet-Leroy Female Collegiate Institute.* | × | × | × | × | × | ..... | ..... | ..... | 33–132 | ..... | ..... | ..... | ..... | 44 | September 1. |
| 409 | St. Isidore Institute | ..... | ..... | ..... | ..... | 0 | 0 | 1,500 | ..... | *a*125 | ..... | ..... | ..... | ..... | 40 | September 1. |
| 410 | St. Vincent's Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 411 | Select School | ..... | × | 0 | 0 | ..... | ..... | ..... | ..... | 60 | ..... | ..... | ..... | 221 | 52 | October 1. |
| 412 | Southern University*b* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 413 | Beechwood Academy* | ..... | ..... | × | × | 0 | 0 | ..... | ..... | 25 | 1,500 | ..... | ..... | 500 | 40 | September. |
| 414 | Somerset Academy* | ..... | ..... | ..... | × | 0 | 0 | ..... | ..... | 6–9 | 3,500 | 6,000 | 360 | 150 | 22 | September 1st. |
| 415 | Gould's Academy*c* | ..... | ..... | ..... | ..... | 0 | 0 | 400 | 0 | 15 | 6,000 | 2,000 | 100 | ..... | 33 | March. |
| 416 | East Maine Conference Seminary. | × | × | × | × | × | × | 1,000 | ..... | 18 | ..... | ..... | ..... | ..... | 39 | Aug., last Wed. |
| 417 | Corinna Union Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9½ | 2,800 | 2,400 | 144 | 375 | 22 | Aug., last Mon. |
| 418 | Greely Institute | ..... | ..... | ..... | × | × | × | 500 | 25 | 13 | ..... | 20,800 | 1,238 | 240 | 33 | Sept., 1st Mon. |
| 419 | Westbrook Seminary and Female College. | ..... | × | ..... | × | × | × | *d*500 | ..... | ..... | *d*8,000 | ..... | ..... | ..... | 40 | September. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 420 | Abbott Family School for Boys, at Mt. Little Blue. | ..... | ..... | ..... | × | × | × | 2,000 | 10 | a250, 300 | 40,000 | ..... | ..... | ..... | 37 | September 10. |
| 421 | Foxcroft Academy | 0 | 0 | 0 | 0 | × | × | 200 | 10 | 15 | 1,600 | 2,600 | 125 | 900 | 33 | September 1. |
| 422 | Freedom Academy | × | × | 0 | 0 | 0 | 0 | ..... | ..... | 12 | 1,000 | 0 | 0 | 0 | 21 | March 1. |
| 423 | Hallowell Classical and Scientific Academy. | 0 | × | × | × | × | × | 200 | 50 | 24, 30 | 50,000 | 1,000 | ..... | 2,435 | 39 | August 30. |
| 424 | Hampden Academy* | 0 | × | × | × | 0 | × | 840 | 0 | 10 | 3,000 | 600 | 25 | 800 | 20 | August 29. |
| 425 | Hartland Academy | 0 | 0 | × | × | × | × | 0 | 0 | 12 | 3,000 | 1,000 | 60 | 1,056 | 30 | May. |
| 426 | Maine Wesleyan Seminary and Female College. | ..... | × | × | × | × | × | (e) | (e) | (e) | (e) | (e) | (e) | (e) | 39 | Aug., 3d Mon. |
| 427 | Limington Academy | × | ..... | × | × | × | × | 100 | 40 | 12 | 3,000 | 1,600 | 40 | 200 | 22 | Aug., 3d Wed. |
| 428 | Mattanawcook Academy | ..... | × | × | × | 0 | 0 | ..... | ..... | 15 | 1,200 | 3,000 | 200 | 150 | 33 | September. |
| 429 | Litchfield Academy* | ..... | ..... | ..... | ..... | × | × | ..... | ..... | 8–11 | ..... | ..... | ..... | ..... | ..... | August. |
| 430 | Monmouth Academy | ..... | ..... | ..... | ..... | × | ..... | 200 | ..... | 7–10 | 3,000 | 4,500 | 250 | ..... | 22 | August. |
| 431 | Lincoln Academy | 0 | × | ..... | ..... | × | × | ..... | 0 | ..... | 3,000 | 10,000 | ..... | ..... | 40 | September 1. |
| 432 | Eaton Family and Day School | × | × | × | × | × | × | 400 | 50 | 20–50 | 7,000 | 0 | 0 | 2,000 | 39 | Sept., 1st Mon. |
| 433 | Boarding and Day School for Young Ladies. | ..... | × | × | × | ..... | ..... | ..... | ..... | a350 | ..... | ..... | ..... | ..... | ..... | September 7. |
| 434 | City of Portland School* | 0 | 0 | 0 | 0 | × | × | 275 | 30 | 80 | ..... | 0 | ..... | 2,400 | 40 | Sept., 1st Mon. |
| 435 | Berwick Academy | 0 | 0 | 0 | 0 | 0 | 0 | 400 | ..... | 20 | 7,000 | 10,000 | 600 | 1,175 | 40 | Aug., last Mon. |
| 436 | Franklin Family School | × | × | ..... | × | 0 | 0 | 500 | ..... | a300 | 6,500 | 0 | 0 | ..... | 39 | Sept., 3d week. |
| 437 | Oak Grove Seminary | 0 | × | × | × | × | × | 160 | 30 | 16½–30 | 30,000 | 0 | 0 | 1,600 | 33 | August 26. |
| 438 | F. Knapp's Institute | ..... | × | × | × | × | × | ..... | 240 | 20 | 60,000 | ..... | ..... | ..... | 44 | September 1. |
| 439 | Mt. St. Agnes Academy* | ..... | × | × | × | ..... | ..... | ..... | ..... | a220 | ..... | ..... | ..... | ..... | 40 | |
| 440 | Mt Vernon Institute | ..... | × | × | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 36 | September 20. |
| 441 | New Education Seminary | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 36 | September 15. |
| 442 | Newton Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 60 | 15,000 | ..... | ..... | ..... | 40 | September. |
| 443 | Oxford School for Boys | ..... | × | ..... | ..... | 0 | 0 | 200 | ..... | 120 | ..... | ..... | ..... | ..... | 40 | September. |
| 444 | Roland Academy | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 44 | September 20. |
| 445 | St. Francis Academy | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 12 | ..... | ..... | ..... | ..... | ..... | |
| 446 | St. Joseph's Academy (Calvert Hall). | × | × | × | × | 0 | × | ..... | ..... | 24–48 | ..... | ..... | ..... | ..... | 42 | September. |
| 447 | School for Boys | × | × | 0 | 0 | 0 | 0 | 0 | ..... | 130 | ..... | ..... | ..... | ..... | 40 | September. |
| 448 | Southern Home School | × | × | × | × | × | ..... | ..... | ..... | a500 | ..... | ..... | ..... | ..... | ..... | Sept., 3d Wed. |
| 449 | Zion School of Baltimore | × | × | × | 0 | × | × | 2,000 | 0 | 25 | ..... | 0 | 0 | ..... | ..... | Sept., 1st Mon. |
| 450 | Mount St. Joseph's College | ..... | × | × | ..... | 0 | 0 | 600 | 150 | 20–50 | 30,000 | ..... | ..... | 4,000 | 40 | Sept., 1st Mon. |
| 451 | Mt. de Sales Academy* | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 452 | Overlea, Home School for Young Gentlemen. | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | 18,000 | ..... | ..... | ..... | 40 | Sept., 1st Wed. |
| 453 | Charlotte Hall School | 0 | 0 | 0 | 0 | × | × | 1,650 | 50 | 15 | 2,500 | 0 | 0 | 1,200 | 40 | Sept., 1st Mon. |
| 454 | Holy Trinity School | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 30 | 1,000 | ..... | ..... | 200 | 40 | Sept., 1st Mon. |
| 455 | College of St. James Grammar School. | × | ..... | ..... | × | × | × | 8,000 | ..... | a300 | 50,000 | 0 | 0 | 8,000 | 42 | September 14. |
| 456 | West Nottingham Academy | ..... | ..... | ..... | ..... | × | × | 100 | ..... | 30–60 | 7,300 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 457 | Elkton Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 458 | Patapsco Institute | × | × | × | × | ..... | ..... | 500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September 15. |
| 459 | St. Joseph's Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | a200 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 460 | Academy of the Visitation | ..... | × | × | × | ..... | ..... | ..... | ..... | a200 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 461 | St. John's Literary Institute* | × | ..... | 0 | 0 | 0 | 0 | 2,000 | 10 | 15–30 | ..... | ..... | ..... | 350 | 40 | Sept., 1st Mon. |

* From Report of the Commissioner of Education for 1880.

a Includes board.

b Opened January, 1881, and closed in June of the same year.

c This school has been closed one year and a new building erected.

d In 1879.

e See report of this institution, Table VIII.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1881, *&c.*— Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 462 | Glenwood Institute | × | × | × | × | × | × | 2,100 | 87 | $40 | $23,000 | ..... | ..... | ..... | 40 | September 8. |
| 463 | Hagerstown Female Seminary and Musical Institute. | × | ..... | × | × | × | × | 650 | 25 | ..... | ..... | ..... | ..... | ..... | 40 | September 15. |
| 464 | Mt. St. Clement's Preparatory College. *a* | ..... | ..... | × | ..... | 0 | 0 | 400 | 0 | 200 | 10,000 | ..... | ..... | $4,485 | 43 | September 1. |
| 465 | McDonogh School | × | × | × | × | × | × | 1,525 | 75 | 0 | 125,000 | $700,000 | $39,000 | 0 | 40 | August, 2d Mon. |
| 466 | The Hannah More Academy* | × | × | × | × | ..... | ..... | ..... | ..... | 28 | 15,000 | 4,000 | 240 | 560 | 39 | Sept., 3d Wed. |
| 467 | St. George's Hall for Boys | ..... | × | × | × | × | × | 400 | 20 | *b*275-300 | 30,000 | ..... | ..... | 6,500 | 40 | September 15. |
| 468 | St. Mary's Female Seminary* | ..... | ..... | × | × | ..... | ..... | 200 | ..... | 20, 30 | 10,000 | ..... | ..... | 1,200 | 38 | October 1. |
| 469 | Rockland School for Girls | ..... | × | × | × | 0 | × | 300 | 25 | 40 | 15,000 | ..... | ..... | *b*4,125 | 38 | September 15. |
| 470 | Pen Lucy School for Boys | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 100 | 4,000 | ..... | ..... | 2,000 | 40 | September 15. |
| 471 | Punchard Free School | × | × | × | 0 | × | × | 88 | 1 | 0 | 40,000 | 75,000 | 4,600 | 0 | 38 | August, last Wed. |
| 472 | Family School for Young Ladies | × | × | × | × | 0 | ..... | 220 | 20 | 60 | 5,000 | ..... | ..... | ..... | 40 | September 21. |
| 473 | Powers Institute | ..... | ..... | ..... | ..... | 0 | × | 4,000 | 100 | *c*18 | 15,000 | 10,600 | 672 | 800 | 36 | September 1. |
| 474 | Howe School | 0 | 0 | 0 | 0 | × | × | ..... | ..... | 12 | ..... | ..... | ..... | 222 | 40 | September 1. |
| 475 | Houghton High School | 0 | 0 | 0 | 0 | 0 | 0 | ..... | ..... | 0 | ..... | 1,200 | 714 | 0 | 40 | March. |
| 476 | Miss Abby H. Johnson's Home and Day School for Young Ladies. | ..... | × | × | × | 0 | × | ..... | ..... | 200 | ..... | ..... | ..... | 8,000 | 35 | September 28. |
| 477 | Institute of Languages | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 60 | ..... | ..... | ..... | 1,400 | 34 | October. |
| 478 | Otis Place School* | ..... | × | × | ..... | ..... | ..... | ..... | ..... | 200 | 15,000 | ..... | ..... | ..... | 36 | September 29. |
| 479 | Miss Putnam's English and Classical Family and Day School. | × | × | × | × | ..... | × | 500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | Sept., last Thurs. |
| 480 | St. Margaret's School | ..... | × | × | × | ..... | ..... | 500 | ..... | 50-200 | ..... | ..... | ..... | ..... | 40 | Sept., last Wed. |
| 481 | Thayer Academy | 0 | 0 | × | 0 | × | ..... | 100 | 0 | *c*75 | 100,000 | 240,000 | 12,000 | 750 | 38 | September. |
| 482 | Hitchcock Free High School | ..... | × | × | ..... | × | × | 1,502 | 80 | 0 | 10,000 | 82,667 | 4,180 | 0 | 40 | August. |
| 483 | Deerfield Academy and Dickinson High School.* | 0 | 0 | 0 | 0 | × | × | 1,000 | 100 | 30 | 20,000 | 50,000 | 2,800 | ..... | 38 | September 8. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 484 | Nichols Academy | × | 0 | × | × | × | × | 200 | ..... | 7½–13½ | 40,000 | 10,000 | 1,420 | ..... | 40 | August, last Tues. |
| 485 | Partridge Academy | × | × | × | 0 | 0 | × | 325 | 25 | *d*0 | 10,000 | 25,000 | 1,700 | 0 | 40 | Sept., 1st Mon. |
| 486 | Home School for Young Ladies | ..... | ..... | × | × | ..... | ..... | 200 | ..... | 50 | 10,000 | ..... | ..... | 1,200 | 38 | September 14. |
| 487 | Lawrence Academy | ..... | ..... | ..... | ..... | 0 | × | ..... | ..... | 18 | 2,500 | 10,000 | 636 | 360 | 36 | September 1. |
| 488 | Dean Academy* | × | × | × | × | × | × | 780 | 0 | 30 | 200,000 | 100,000 | 6,000 | 2,800 | 39 | September 9. |
| 489 | Sedgwick Institute | ..... | × | × | × | 0 | × | ..... | ..... | *b*500 | 19,000 | ..... | ..... | ..... | 37 | Sept., 2d Wed. |
| 490 | Prospect Hill School for Young Ladies. | × | × | 0 | × | × | 0 | 0 | 0 | 75 | 25,000 | 0 | 0 | 12 | 36 | September 15. |
| 491 | "The Elms"* | ..... | × | × | × | × | × | 500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 492 | Hanover Academy | × | × | 0 | 0 | 0 | × | 150 | 50 | 24, 28 | 4,000 | 3,000 | 45 | 600 | 40 | Sept., 1st Mon. |
| 493 | Derby Academy | 0 | × | × | 0 | × | × | 150 | ..... | *e*26 | 2,000 | 30,000 | ..... | 500 | 40 | September. |
| 494 | Leicester Academy*f* | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 495 | St. Patrick's Female Academy | ..... | × | × | × | × | × | 660 | ..... | ..... | ..... | ..... | ..... | ..... | 43 | Sept., 1st Mon. |
| 496 | Tabor Academy | 0 | 0 | 0 | 0 | × | × | 0 | 0 | 24 | 40,000 | ..... | ..... | 400 | 38 | September. |
| 497 | Barstow School | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 0 | ..... | 3,000 | 12,000 | ..... | ..... | 40 | September 1. |
| 498 | Eaton Family School | × | × | × | × | × | × | ..... | ..... | 40 | 8,000 | ..... | ..... | *b*4,000 | 38 | Sept., 2d Mon. |
| 499 | Admiral Sir Isaac Coffin's Lancasterian School.* | 0 | × | × | 0 | × | × | 900 | 0 | 8 | 12,000 | 40,000 | 2,200 | 600 | 40 | September 1. |
| 500 | Consolidated High and Putnam Schools. | × | × | 0 | 0 | 0 | × | ..... | ..... | ..... | 25,000 | ..... | ..... | ..... | 42 | Sept., 1st Mon. |
| 501 | South Berkshire Institute | × | ..... | × | × | 0 | × | ..... | ..... | 37 | 10,000 | ..... | ..... | 1,126 | 38 | Sept., 2d Tues. |
| 502 | New Salem Academy | 0 | 0 | × | × | ..... | × | 500 | 0 | 20 | 15,000 | 7,000 | 350 | 400 | 38 | August, 4th Tues. |
| 503 | Northfield Seminary* | 0 | × | × | × | 0 | × | 300 | ..... | *b*100 | *g*30,000 | ..... | ..... | 8,000 | 37 | September 9. |
| 504 | Sawin Academy | × | × | × | 0 | × | × | ..... | ..... | *e*37 | 25,000 | 19,000 | 1,250 | 220 | 37 | September. |
| 505 | Dummer Academy | 0 | 0 | 0 | 0 | 0 | 0 | 300 | 0 | 21 | 6,000 | 20,000 | 800 | 200 | 39 | August, 3d Tues. |
| 506 | Family and Day School for Young Ladies. | ..... | × | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 507 | Hillside Home | ..... | × | × | × | 0 | 0 | ..... | ..... | 50 | ..... | ..... | ..... | ..... | 36 | |
| 508 | Waltham New Church School | ..... | × | × | × | × | × | ..... | ..... | 60–75 | *h*20,000 | *h*13,000 | *h*700 | *h*2,800 | 36 | September 21. |
| 509 | Wesleyan Academy | × | × | × | × | ..... | × | 5,300 | ..... | 18–54 | 150,000 | 0 | 0 | 9,200 | 38 | August, last Wed. |
| 510 | Glen Seminary | ..... | × | × | ..... | ..... | ..... | ..... | ..... | 50 | 3,000 | ..... | ..... | 640 | 38 | Sept., 1st Tues. |
| 511 | Highland Military Academy | × | × | × | ..... | × | × | 1,000 | ..... | *b*350 | 50,000 | ..... | ..... | ..... | 38 | September 13. |
| 512 | School of Modern Languages | ..... | × | × | × | ..... | ..... | 420 | ..... | ..... | ..... | ..... | ..... | ..... | 40 | Sept., 3d Wed. |
| 513 | Miss Williams' School* | ..... | × | × | × | 0 | 0 | 200 | ..... | *i*150 | ..... | ..... | 5,000 | 2,000 | 40 | September 15. |
| 514 | Raisin Valley Seminary | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 22 | 14,000 | 23,000 | ..... | 1,600 | 40 | September 5. |
| 515 | Detroit College* | 0 | 0 | × | 0 | × | × | 3,500 | 150 | 40 | 30,000 | 0 | 0 | 4,000 | 40 | Sept., 1st Mon. |
| 516 | Detroit Female Seminary | ..... | × | × | × | × | × | 100 | 25 | 60 | 35,000 | 0 | 0 | 10,000 | 40 | September 5. |
| 517 | German-American Seminary* | × | × | × | 0 | × | × | 500 | 50 | 16–30 | 25,000 | *j*3,000 | *j*263 | *j*2,796 | 44 | Sept., 1st Mon. |
| 518 | The Misses Bacon's School for Young Ladies and Children. | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | September. |
| 519 | St. Joseph's Academy | × | × | × | × | 0 | 0 | 400 | 30 | 10 | 35,000 | ..... | ..... | 3,000 | 40 | Sept., 1st Mon. |
| 520 | St. Mary's Academy | × | × | × | × | × | × | 1,300 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | Sept., 1st Mon. |
| 521 | Somerville School | × | × | × | × | ..... | ..... | 600 | 100 | *b*300 | 25,000 | ..... | ..... | 7,000 | 36 | September 13. |
| 522 | Spring Arbor Seminary | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 12–24 | 5,000 | ..... | ..... | 1,358 | ..... | |
| 523 | St. Croix Valley Academy | 0 | 0 | ..... | × | 0 | 0 | 300 | 0 | 24 | ..... | ..... | ..... | ..... | 36 | |

* From Report of the Commissioner of Education for 1880.
*a* Removed in 1881 to North East, Pa., and name changed to St. Mary's College; these statistics are for the year ending June 30, 1881.
*b* Includes board.
*c* To non-residents.
*d* Free to town residents.
*e* To non-residents; for residents, $6.
*f* Suspended; may be reopened in 1882.
*g* Value of building.
*h* In 1878.
*i* Average charge.
*j* From report of State superintendent for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*— Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins — |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 524 | Bethlehem Academy and Parish School.* | × | × | × | × | ..... | × | 500 | ..... | *a*$150 | $20,000 | ..... | ..... | $2,000 | 36 | Sept., 1st Mon. |
| 525 | Shattuck School | 0 | × | × | × | × | × | 500 | 50 | *a*350 | 100,000 | $3,000 | $240 | 33,151 | 38 | September 15. |
| 526 | Grove Lake Academy | ..... | ..... | ..... | ..... | 0 | 0 | 100 | 20 | 180 | 4,000 | ..... | ..... | 4,200 | 40 | |
| 527 | St. Boniface Academy* | ..... | × | × | × | ..... | ..... | ..... | ..... | 15 | 3,000 | ..... | ..... | ..... | ..... | |
| 528 | High Forest Methodist Episcopal Seminary. | 0 | 0 | × | × | 0 | 0 | 60 | 10 | 24 | 2,500 | ..... | ..... | 500 | 39 | September 7. |
| 529 | St. Mary's School | × | × | × | × | 0 | 0 | ..... | ..... | 40 | 5,000 | ..... | ..... | ..... | 42 | September 1. |
| 530 | School of the Holy Apostles* | × | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | September 1. |
| 531 | Minneapolis Academy | 0 | 0 | 0 | 0 | × | × | 0 | ..... | 25–31 | 4,200 | ..... | ..... | 1,900 | 38 | September 9. |
| 532 | St. Olaf's School | ..... | ..... | × | × | ..... | ..... | 200 | 100 | 30 | 30,000 | 400 | ..... | 2,662 | 40 | June 30. |
| 533 | Minnesota Academy | × | ..... | × | × | ..... | × | 1,200 | ..... | 19–25 | 8,000 | 5,000 | 450 | 1,472 | 40 | Sept., 1st Tues. |
| 534 | Hauge College and Seminary | 0 | 0 | × | × | ..... | × | ..... | ..... | 25 | 25,000 | ..... | ..... | ..... | 32 | September 15. |
| 535 | Academy of Our Lady of Lourdes | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 536 | Rochester English and Classical School.* | ..... | ..... | ..... | ..... | 0 | 0 | 200 | ..... | 21–24 | ..... | ..... | ..... | 1,800 | 36 | September. |
| 537 | St. Joseph's Academy* | ..... | × | × | × | ..... | ..... | ..... | ..... | *a*150 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 538 | St. Paul Home School | × | × | × | × | × | × | ..... | ..... | 80 | 9,000 | 0 | 0 | 8,500 | 40 | September 4. |
| 539 | Gustavus Adolphus College | ..... | × | × | × | 0 | × | 1,000 | 50 | 20 | 30,000 | ..... | ..... | 1,209 | 40 | September 1. |
| 540 | Wesleyan Methodist Seminary | 0 | × | × | × | × | × | 473 | 42 | 18 | 20,000 | 18,000 | 1,800 | 300 | 38 | September 6. |
| 541 | Methodist District High School | ..... | ..... | × | × | × | × | 200 | ..... | 20, 30, 40 | 3,500 | ..... | ..... | 4,000 | 40 | September 1. |
| 542 | Blue Mountain Academy | ..... | ..... | × | ..... | ..... | ..... | 75 | 10 | 30–40 | 5,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 543 | Johnson's Classical School | ..... | 0 | ..... | × | 0 | 0 | 0 | 0 | 20–40 | 5,000 | 0 | 0 | 1,800 | 38 | September 15. |
| 544 | Brandon Female College | ..... | ..... | × | ..... | ..... | × | 100 | ..... | 30 | 8,000 | ..... | ..... | 1,500 | 40 | Sept., 2d week. |
| 545 | Waverly Institute* | × | × | × | × | 0 | ..... | ..... | ..... | 20–40 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 546 | Carrollton Female College | ..... | ..... | × | × | 0 | 0 | 300 | 50 | 40 | 10,000 | 0 | 0 | ..... | 40 | Sept., 2d Mon. |
| 547 | Columbus District High School | ..... | ..... | ..... | × | 0 | 0 | 100 | 0 | 20–40 | 500 | 0 | 0 | 700 | 40 | January 1. |
| 548 | Mt. Hermon Female Seminary | ..... | ..... | × | ..... | 0 | 0 | 150 | ..... | 81 | 10,000 | ..... | ..... | 750 | 36 | Oct., 1st Mon. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 549 | Crystal Springs Institute | × | × | × | × | | | 150 | | 40 | 6,000 | | | 2,200 | 40 | September 20. |
| 550 | Cooper Institute | × | × | × | × | | | 3,000 | 100 | 18–38 | 15,000 | 0 | 0 | | 36 | September 14. |
| 551 | Harperville College | 0 | × | × | × | × | × | 300 | 120 | 43 | 3,000 | | | 3,100 | 40 | September 12. |
| 552 | Baptist Female College | | | | × | 0 | 0 | 0 | | 30–50 | 3,000 | 0 | 0 | 600 | 40 | September 1. |
| 553 | Holly Springs Normal Institute | | | | | | | | | | 4,000 | | | | | October 1. |
| 554 | Iuka Female Institute | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 20–40 | 1,500 | 0 | 0 | 1,500 | 40 | Sept., 1st Mon. |
| 555 | Kosciusko Male and Female Institute. | | | × | × | 0 | 0 | | | 22–42 | 3,000 | 0 | 0 | 1,216 | 40 | Sept., 1st Wed. |
| 556 | Kossuth School | | | × | × | 0 | 0 | 200 | 0 | 15–40 | 1,000 | 0 | 0 | 700 | 40 | Sept., 1st Mon. |
| 557 | McComb City Academy* | | | | | | | | | | | | | | | |
| 558 | East Mississippi Female College | | × | × | × | 0 | 0 | 510 | 30 | | 12,000 | | | | 40 | September 13. |
| 559 | Meridian Academy | | | | | | | | | | | | | | | |
| 560 | Oakland Male and Female College.* | | | × | × | | × | 500 | | *b*2–4 | | | | | | September. |
| 561 | Okolona Female Institute | | | × | × | × | × | | 30 | 20–40 | 9,000 | 0 | 0 | 2,500 | 40 | January 1. |
| 562 | Okolona Male Academy | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 8–20 | 3,000 | 400 | | 500 | 20 | January 1. |
| 563 | Pleasant Hill Masonic Male and Female Institute. | | × | × | × | 0 | × | | | 30 | 5,000 | | | 2,000 | 40 | Sept., 1st week. |
| 564 | Pontotoc Male Academy | | | | | 0 | 0 | 0 | | 20–40 | | | | 500 | 40 | Sept., 1st Mon. |
| 565 | Chamberlain Hunt Academy | 0 | 0 | 0 | 0 | 0 | 0 | 2,500 | 0 | 20 | 10,000 | 40,000 | 3,800 | 1,100 | 40 | Sept., 3d Mon. |
| 566 | Stonewall Female College | | × | × | × | | | | | $31\frac{1}{2}$–$40\frac{1}{2}$ | | | | | 38 | Sept., 1st Mon. |
| 567 | Sardis Male Institute* | | | × | × | 0 | 0 | 800 | 20 | 30, 40, 50 | 1,500 | | | 1,000 | 40 | January 1. |
| 568 | Starkville Female Institute | × | × | × | × | × | | 600 | 100 | 20–100 | 8,000 | | | | 40 | Sept., 3d Mon. |
| 569 | Vaiden Male and Female Institute. | × | × | × | × | 0 | 0 | 0 | 0 | 20, 30, 40 | 7,000 | 0 | 0 | 1,500 | 40 | September 1. |
| 570 | North Mississippi Female College | | × | × | × | 0 | 0 | 0 | 0 | 20–50 | | 0 | | | 40 | September. |
| 571 | Walthall Male and Female High School. | 0 | 0 | 0 | × | 0 | 0 | | | 20–40 | | | | | 40 | January. |
| 572 | Jefferson College | | | | | | | 2,000 | | 30 | *c*20,000 | *c*30,000 | *c*2,500 | *c*600 | 40 | September 15. |
| 573 | Beth Eden Collegiate Institute | | | | | 0 | 0 | 600 | 14 | $13\frac{1}{2}$–27 | 2,000 | | | 600 | 36 | August. |
| 574 | Winona Female College | 0 | 0 | × | × | 0 | × | 200 | 200 | 30 | 6,000 | 0 | 0 | 2,100 | 40 | September 12. |
| 575 | Watson Seminary | | × | | × | 0 | | 388 | 21 | 16 | 4,000 | 8,000 | 800 | 400 | 40 | Sept., 1st Tues. |
| 576 | Avalon Academy* | | | × | × | 0 | × | 125 | 25 | 24 | 10,300 | | | 1,020 | 39 | September 1. |
| 577 | Southwest Baptist College | 0 | 0 | × | × | × | × | 400 | 100 | 30 | 20,000 | 2,000 | 0 | 3,000 | 40 | September 13. |
| 578 | The Kemper Family School | | × | × | × | × | × | 1,000 | | 100 | 18,000 | | | 5,793 | 40 | Sept., 2d Tues. |
| 579 | Butler Academy | × | 0 | 0 | | × | × | 204 | 53 | $21\frac{1}{2}$–$26\frac{1}{2}$ | 4,000 | | | 1,362 | 40 | September 5. |
| 580 | Bellevue Collegiate Institute | | | × | × | × | × | | | 10–40 | 10,000 | 0 | 0 | 2,133 | 40 | September 5. |
| 581 | Carleton Institute | | | × | × | | × | | 125 | 15–25 | 15,000 | | | | 38 | September 7. |
| 582 | Kirkwood Seminary | × | × | × | × | | | 1,000 | | | | | | | 40 | Sept., 1st Mon. |
| 583 | Wentworth Male Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 3,000 | 0 | 0 | 1,600 | 40 | Sept., 1st Mon. |
| 584 | McCune College | | × | × | × | × | × | 300 | | 30 | 16,000 | 0 | 0 | 2,500 | 38 | September 12. |
| 585 | Marionville Collegiate Institute | × | × | × | × | | × | 175 | 75 | $20\frac{4}{5}$ | 10,000 | 0 | 0 | 1,832 | 38 | Sept., 1st Mon. |
| 586 | Montgomery College | × | × | × | × | | | 0 | | 27 | 3,500 | | | | 36 | September 5. |
| 587 | Morrisville Male and Female Collegiate Institute. | 0 | 0 | × | × | × | × | 300 | 200 | 20–40 | 8,000 | 0 | 0 | 1,948 | 40 | Sept., 1st Mon. |
| 588 | Oak Ridge High School | × | × | × | × | × | × | 50 | | 32 | 6,000 | | | 1,800 | 40 | Sept., 1st Mon. |
| 589 | Palmyra Seminary | | | | | | | | | 40 | | | | 2,700 | 39 | September 6. |
| 590 | St. Paul's College | × | | × | × | × | | 2,700 | 50 | 40 | 1,000 | 0 | | 1,200 | 40 | Sept., 1st Mon. |
| 591 | Park College | | | × | × | | | 5,000 | 1,500 | | | | | | 37 | September 20. |
| 592 | Peirce City Baptist College | 0 | × | × | × | 0 | 0 | 100 | 0 | 18–30 | 13,000 | 0 | 0 | | 36 | Sept., 1st Mon. |

* From Report of the Commissioner of Education for 1880.

*a* Includes board.

*b* Charge for tuition a month.

*c* In 1879.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1881, *&c.*— Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 593 | Pilot Grove Collegiate Institute* | × | × | × | × | × | × | 300 | 50 | $40 | $3,000 | ..... | ..... | $3,500 | 40 | September 6. |
| 594 | Van Rensselaer Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September 4. |
| 595 | Academy of the Sacred Heart | ..... | × | × | × | ..... | ..... | 500 | 75 | 40 | 30,000 | ..... | ..... | 5,000 | 40 | September 1. |
| 596 | St. Charles College | × | × | × | × | × | ..... | 500 | ..... | 30–40 | 15,000 | $23,000 | $1,400 | ..... | 40 | September 1. |
| 597 | Academy of the Sacred Heart | × | × | × | × | ..... | ..... | 650 | 50 | *a*150 | ..... | 0 | ..... | 5,000 | 40 | September 1. |
| 598 | Young Ladies' Institute | ..... | × | × | × | ..... | × | 1,000 | ..... | 45 | 15,000 | 0 | 0 | 5,000 | 40 | Sept., 1st Mon. |
| 599 | Bartram's German-English Academy. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 600 | Mrs. Cuthbert's Seminary for Young Ladies.* | ..... | × | × | × | × | × | 1,500 | 0 | 150 | *b*1,000 | ..... | ..... | 15,000 | 40 | Sept., 2d Mon. |
| 601 | Educational Institute | × | × | × | ..... | × | × | 250 | 30 | 40–70 | ..... | ..... | ..... | 8,850 | 44 | Sept., 1st Mon. |
| 602 | Foster's School | × | ..... | × | × | 0 | ..... | 400 | ..... | 50–100 | ..... | ..... | ..... | 2,500 | 40 | Sept.. 1st Mon. |
| 603 | Lutheran High School | ..... | × | 0 | 0 | ..... | ..... | ..... | ..... | 40 | ..... | ..... | ..... | 1,410 | 40 | September 1. |
| 604 | St. Patrick's Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 605 | School of the Good Shepherd* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | Sept., 2d Wed. |
| 606 | Salem Academy | 0 | 0 | × | × | 0 | × | 300 | 150 | 36 | 11,000 | 0 | 0 | 1,250 | 40 | Sept., 1st Mon. |
| 607 | Weaubleau Christain Institute *c* | ..... | ..... | ..... | ..... | 0 | 0 | 100 | ..... | ..... | ..... | ..... | ..... | ..... | 36 | September. |
| 608 | Nebraska Baptist Seminary | ..... | × | × | × | ..... | ..... | 600 | 500 | 19½ | 18,000 | 4,000 | 1,400 | ..... | 39 | Sept., 1st Thurs. |
| 609 | Gates College | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 15 | ..... | ..... | ..... | ..... | 36 | September 5. |
| 610 | Brownell Hall | ..... | × | × | × | ..... | ..... | 2,000 | ..... | 32–60 | *d*10,000 | ..... | ..... | ..... | 40 | September 7. |
| 611 | St. Catherine's Academy | ..... | × | × | × | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 42 | Sept., 1st Mon. |
| 612 | Pawnee City Academy | 0 | × | × | × | 0 | ..... | 100 | 20 | 20, 25 | 4,000 | 0 | 0 | 500 | 40 | September 1. |
| 613 | Nebraska Conference Seminary | ..... | × | × | × | 0 | 0 | 200 | 200 | 18–27 | 10,000 | 11,000 | 500 | 1,200 | 38 | September 20. |
| 614 | Proctor Academy | ..... | ..... | ..... | ..... | × | × | ..... | ..... | 18, 24 | ..... | ..... | ..... | ..... | 40 | August 25. |
| 615 | Atkinson Academy | ..... | ..... | ..... | ..... | × | × | 1,000 | ..... | 18–24 | 6,000 | 6,000 | 240 | 300 | 36 | September 1. |
| 616 | Candia Village High School | 0 | 0 | 0 | ..... | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | 300 | 26 | October. |
| 617 | Chester Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9–12 | ..... | ..... | ..... | 250 | 24 | |
| 618 | Colebrook Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 21 | September. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 619 | English and Classical School | | | | | × | | 75 | | 75 | | | | 1,100 | 36 | September. |
| 620 | Contoocook Academy | | | | | | | | | 10 | 3,500 | 0 | 0 | | 20 | March. |
| 621 | Pinkerton Academy | 0 | 0 | 0 | × | 0 | | 350 | 0 | 18 | 6,000 | 150,000 | 8,000 | 900 | 40 | August. |
| 622 | Franklin Academy | | | | | | × | 815 | 46 | 20–30 | 10,000 | 8,000 | | | 40 | September. |
| 623 | Conant High School | | | | | 0 | × | | | *f*4–5 | | 9,400 | 564 | 4 | 22 | Aug., last Mon. |
| 624 | Francestown Academy* | 0 | 0 | × | × | × | × | 350 | 0 | 18, 21 | 3,000 | 10,172 | 428 | 1,150 | 35 | Aug., last Tues. |
| 625 | Gilmanton Academy | 0 | 0 | × | × | 0 | × | 825 | 5 | 15–18 | 5,000 | 10,000 | 700 | 400 | 36 | Sept., 1st Mon. |
| 626 | Brackett Academy | 0 | 0 | 0 | 0 | × | × | 120 | 20 | 17 | 5,000 | 0 | 0 | 550 | 36 | Sept., 1st Mon. |
| 627 | Hampstead High School | 0 | 0 | × | 0 | 0 | 0 | 0 | 0 | 0 | 10,000 | 19,500 | 975 | 0 | 36 | Aug., last Thurs. |
| 628 | Hampton Academy*e* | | | | | 0 | 0 | 0 | 0 | | 2,000 | 1,800 | 2,000 | | | |
| 629 | School for Boys | | | | | | | 350 | | | 8,000 | | | | 36 | September. |
| 630 | Kingston Academy | 0 | 0 | 0 | × | × | × | 0 | | 15, 18 | 250 | 4,000 | 180 | 600 | 30 | Sept., 2d Tues. |
| 631 | Lancaster Academy | | | | | × | × | | | 19–24 | | 1,200 | | | | |
| 632 | Academy of the Sisters of Mercy* | | × | × | × | | | | | *a*150 | | | | | 40 | Sept., 1st Mon. |
| 633 | Marlow Academy | | | | | | | | | | 1,000 | | | | 24 | August. |
| 634 | New Hampton Literary and Biblical Institution. | × | × | × | × | × | × | 4,000 | 50 | 20–30 | | | | | 40 | August. |
| 635 | North Conway Academy* | × | × | × | × | 0 | | 0 | | 12–18 | 1,000 | 55 | 7 | 237 | 30 | September 20. |
| 636 | Northwood Seminary | | | | | | × | 500 | | 18 | 5,000 | 0 | 450 | | 36 | September 1. |
| 637 | Pembroke Academy | 0 | 0 | 0 | 0 | | | 325 | | 17–25 | 5,000 | 14,800 | 593 | 798 | 37 | August 16. |
| 638 | Pittsfield Academy | × | × | × | × | × | × | *g*500 | | | 3,500 | | | | 38 | September. |
| 639 | Miss Morgan's English, French, and German School for Young Ladies. | | × | × | × | 0 | × | 1,200 | | 100 | 20,000 | | | | 36 | September 20. |
| 640 | Smith's Academy and Commercial College. | × | | | | | | | | | | | | | 40 | Sept., 1st Mon. |
| 641 | Raymond High School | | | | | | | | | | 2,000 | | | | 24 | |
| 642 | McGaw Normal Institute | | × | | × | | × | 370 | 70 | 16–25½ | 8,000 | 10,000 | 525 | 558 | 38 | Aug., last Mon. |
| 643 | Barnard Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | *f*3 | 1,000 | 4,200 | 200 | 0 | 12–14 | |
| 644 | New Hampshire Conference Seminary and Female College. | × | × | × | × | × | × | 600 | | 27 | 25,000 | 13,000 | 700 | 2,500 | 39 | August 30. |
| 645 | Simonds' Free High School | 0 | 0 | × | × | | | 117 | | 15, 18 | 12,000 | 25,000 | 1,300 | | 39 | |
| 646 | Tubbs' Union Academy | | | | | × | × | 50 | | 10 | 5,000 | 1,500 | 120 | 560 | 36 | December 28. |
| 647 | Wolfborough Academy | | | | | | | | | | | | | | | |
| 648 | Wykeham Institute* | | × | × | × | | | | | 40–100 | | | | | 38 | September 15. |
| 649 | Blair Presbyterial Academy* | | × | × | × | | | 500 | 6 | 40 | | 37,500 | 2,615 | 2,250 | 40 | Sept., 1st Tues. |
| 650 | Bordentown Military Institute | | | | | | | | | | | | | | | |
| 651 | South Jersey Institute | × | × | × | × | × | × | 1,500 | | 40–50 | 100,000 | 0 | 0 | *a*15,000 | 40 | Sept., 1st Wed. |
| 652 | Brainerd Institute* | | | × | × | × | × | | | 40 | 11,000 | 0 | | 1,200 | 40 | August 30. |
| 653 | The Elizabeth Institute | | × | | × | | | 600 | | | | | | | 40 | Sept., 3d Wed. |
| 654 | Misses Hayward's English and French School for Young Ladies. | | × | | × | | | 200 | | 60–140 | | | | | 39 | Sept., 3d week. |
| 655 | Jefferson Park Academy | × | × | × | × | × | | 700 | | 0 | 10,000 | | | | 40 | September 13. |
| 656 | English and Classical School | | | | | | | | | 20–88 | | | | | 40 | Sept., 2d Mon. |
| 657 | Institute of the Holy Angels | × | × | × | × | 0 | 0 | 600 | 200 | *a*200 | 20,000 | | | 3,500 | 40 | Sept., 1st Mon. |
| 658 | Freehold Institute | 0 | × | 0 | × | × | × | 1,600 | 50 | *a*350 | 40,000 | 0 | | | 38 | Sept., 2d Tues. |
| 659 | Centenary Collegiate Institute | × | × | × | × | × | × | 575 | 75 | *a*225 | 200,000 | 0 | 0 | | 39 | September 7. |
| 660 | St. Agnes' Hall | × | × | × | × | 0 | 0 | 100 | | *a*195 | 8,000 | | | 5,000 | 40 | September 14. |

* From Report of the Commissioner of Education for 1880.
*a* Includes board.
*b* Value of apparatus.
*c* Suspended as a school of higher grade; English course only.
*d* Original cost.
*e* School suspended.
*f* Charge for a term to non-residents.
*g* In 1879.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1881, *&c.*— Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins — |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 661 | St. John's Academy | × | × | × | × | 0 | 0 | 200 | ..... | *a*$185 | *b*$40, 000 | ..... | ..... | $14, 000 | 40 | September 14. |
| 662 | The Home Seminary | 0 | × | × | × | × | × | 0 | 0 | 20–42 | 7, 000 | $0 | $ 0 | 1, 145 | 40 | Sept., 1st Mon. |
| 663 | German-American School* | ..... | × | × | ..... | ..... | × | 50 | ..... | 13–33 | *c*50 | ..... | ..... | 1, 050 | 48 | September 1. |
| 664 | German, English, and French Academy. | × | × | × | × | 0 | 0 | ..... | ..... | 20–48 | 16, 000 | 0 | 0 | ..... | 44 | September 1. |
| 665 | Hoboken Academy* | × | × | × | 0 | × | × | 300 | ..... | 60 | 24, 000 | ..... | ..... | 14, 000 | 44 | September. |
| 666 | Young Ladies' Institute | × | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 667 | Hopewell Seminary | × | × | × | × | × | × | 400 | ..... | 30 | 20, 000 | ..... | ..... | ..... | 39 | September 20. |
| 668 | Jamesburg Institute | 0 | 0 | × | × | × | × | 200 | 20 | 32–60 | 10, 000 | ..... | ..... | 1, 000 | 40 | September. |
| 669 | Hasbrouck Institute | × | × | × | 0 | × | × | 200 | 25 | 100 | 40, 000 | ..... | ..... | 15, 000 | 40 | September 13. |
| 670 | St. Peter's College* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 671 | Classical and Commercial High School.* | × | × | × | × | ..... | × | 2, 000 | ..... | *a*330 | 30, 000 | ..... | ..... | ..... | ..... | September 12. |
| 672 | Lawrenceville Young Ladies' Seminary.* | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 45 | 8, 000 | ..... | ..... | ..... | 38 | September. |
| 673 | St. Elizabeth's Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 674 | Glenwood Institute | ..... | ..... | × | × | ..... | × | ..... | ..... | 24–80 | 12, 000 | ..... | ..... | 4, 500 | 36 | September 15. |
| 675 | Moorestown Academy | 0 | × | 0 | 0 | × | × | 500 | 25 | 40 | ..... | ..... | ..... | ..... | 40 | September 1. |
| 676 | Morris Academy | ..... | × | 0 | 0 | 0 | 0 | 7, 800 | ..... | 100 | 20, 000 | 0 | 0 | 2, 000 | 37 | Sept., 2d Tues. |
| 677 | Morris Classical Institute* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 100 | ..... | ..... | ..... | 1, 150 | 38 | September 8. |
| 678 | Morristown Seminary | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 679 | Miss Stevenson's French and English Boarding School for Young Ladies and Little Girls. | ..... | ..... | ..... | ..... | × | × | ..... | ..... | 40–72 | ..... | ..... | ..... | ..... | ..... | September 15. |
| 680 | Beacon Street German-American School. | ..... | × | × | × | 0 | 0 | 0 | ..... | 12 | 8, 000 | ..... | ..... | 3, 000 | 48 | April 1. |
| 681 | Blum's School | 0 | × | × | × | 0 | 0 | 150 | 32 | 12 | *c*150 | 0 | 0 | 800 | 41 | September 4. |
| 682 | First German and English Presbyterian School. | × | × | × | ..... | 0 | × | 60 | 10 | 12 | 4, 000 | ..... | ..... | 3, 600 | 48 | April 1. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 683 | German-American Elementary and High-Grammar School | × | × | × | 0 | × | × | 415 | 0 | 13–24 | 24, 589 | 0 | 0 | 5, 800 | 46 | April 1. |
| 684 | St. Vincent's Academy | | × | × | × | 0 | | 50 | | | | | | | 40 | Sept., 1st. Mon. |
| 685 | Newton Collegiate Institute | | | × | × | 0 | 0 | 200 | | 20–50 | | | | | 40 | September 6. |
| 686 | St. John's School | 0 | × | × | × | 0 | 0 | 253 | 15 | 52 | 5, 000 | 0 | 0 | 1, 269 | 40 | September 6. |
| 687 | Passaic Falls Institute | | × | × | × | × | × | 600 | | 50–96 | 12, 000 | | | 3, 500 | 40 | September 15. |
| 688 | Paterson Seminary | × | × | | | 0 | × | 200 | | 60 | 6, 500 | | | | 40 | |
| 689 | Pennington Institute* | | | × | × | × | × | 2, 200 | | a160–180 | 20, 000 | | | | 44 | Sept., 1st Mon. |
| 690 | North Plainfield Seminary | | | × | × | | | 800 | | 100 | | | | | 40 | September 15. |
| 691 | Academy of Science and Art | × | × | × | × | × | × | | | 30 | 7, 000 | 0 | 0 | 180 | 42 | August 15. |
| 692 | Seminary at Ringoes* | | | × | × | | | 2, 000 | | 30 | 3, 000 | | | | 42 | September 1. |
| 693 | Collegiate Institute | × | × | × | × | × | × | 200 | | 40, 50 | 25, 000 | | | 1, 800 | 40 | Sept., 1st Tues. |
| 694 | Union Academy* | | | | | | | | | | 4, 000 | | | | | |
| 695 | "The Heights" Academy | × | × | | × | 0 | 0 | 2, 000 | 30 | 50 | | | | a5, 000 | 40 | September. |
| 696 | Trenton Academy | | | | | | × | 100 | 0 | 36, 48 | 10, 000 | | 1, 000 | 900 | 40 | |
| 697 | Hungerford Collegiate Institute | × | × | × | × | × | × | 1, 000 | | 27–40 | 50, 000 | 0 | 0 | 2, 500 | 39 | Sept., 1st week. |
| 698 | Albany Academy | 0 | × | × | 0 | × | × | 3, 000 | | 20–88 | 120, 000 | 3, 500 | 200 | 15, 000 | 40 | Sept., 2d Mon. |
| 699 | Albany Female Academy* | × | × | × | × | × | × | 4, 000 | | 24–96 | 40, 000 | | | 6, 250 | 40 | September 10. |
| 700 | Christian Brothers' Academy | | × | × | × | × | 0 | 500 | 0 | 24–48 | 50, 000 | 0 | 0 | 2, 709 | 40 | Sept., 1st Mon. |
| 701 | St. Mary's School for Girls* | | | | | | | | | | | | | | | |
| 702 | Alfred University (academic department). *d* | | | | | | | 5, 676 | | | 97, 000 | 70, 000 | e6, 994 | 3, 237 | | |
| 703 | Amenia Seminary* | 0 | × | 0 | × | × | × | 1, 800 | | 35 | 10, 000 | | | 1, 500 | 39 | September 15. |
| 704 | Amsterdam Academy | | × | × | × | × | × | 500 | | 36 | 40, 000 | | | | 39 | September 1. |
| 705 | Ives Seminary | × | × | × | × | × | × | 512 | 5 | 28 | 50, 000 | 12, 000 | 200 | 2, 670 | 39 | July 1. |
| 706 | Argyle Academy | 0 | 0 | 0 | 0 | 0 | 0 | 600 | 4 | 20–24 | 2, 000 | 0 | 0 | 600 | 40 | September 11. |
| 707 | Cayuga Lake Academy | × | | × | × | × | × | 3, 000 | | 36, 40 | | 5, 500 | | 800 | 40 | September 14. |
| 708 | Bedford Academy | × | × | 0 | 0 | 0 | × | 0 | 0 | 25 | | | | | 40 | Sept., 1st Mon. |
| 709 | Genesee Valley Seminary | | × | × | × | 0 | × | 487 | | 7 | 7, 589 | | | 347 | 39 | Sept., 1st week. |
| 710 | Union Academy of Belleville | | × | × | × | × | × | 950 | 25 | 30 | | | | 1, 350 | 39 | September 1. |
| 711 | Binghamton Institute | × | × | × | × | | × | 150 | 17 | 20–40 | | | | 939 | 40 | Sept., 1st Mon. |
| 712 | Bridgehampton Literary and Commercial Institute. | 0 | 0 | | × | × | × | 82 | 0 | 28 | 3, 620 | 0 | | 772 | 39 | July 2. |
| 713 | Brookfield Union School and Academy. *d* | | | | | | | 205 | | | 4, 250 | | e1, 206 | 349 | | |
| 714 | Adelphi Academy | × | × | × | 0 | × | × | 913 | 11 | 40–160 | 178, 546 | 0 | 0 | 53, 093 | 40 | September 13. |
| 715 | Brooklyn Hill Institute* | × | × | × | × | | | 100 | 20 | 15–30 | 18, 000 | | | a3, 000 | 39 | September 16. |
| 716 | Chênevière Institute | × | × | × | × | | | 406 | | 40–100 | | | | | 40 | September. |
| 717 | College Grammar School | | | × | 0 | | × | 300 | 20 | 60–100 | c500 | 0 | | | 40 | September 10. |
| 718 | Professor Davison's Institute | 0 | 0 | 0 | 0 | 0 | 0 | | | 120 | | | | 1, 470 | 40 | September 12. |
| 719 | Friends' School | | × | 0 | 0 | | | | | 48 | | | | | 38 | September. |
| 720 | German-American Boarding and Day School for Young Ladies and Children. | | × | × | × | × | × | | | | | | | | 40 | September 23. |
| 721 | German, English, and French Institute. | × | | × | | 0 | 0 | | | 24–100 | | | | | 40 | September. |
| 722 | Lafayette Academy* | | 0 | | 0 | 0 | 0 | 0 | | 48–140 | | | | | 40 | September 13. |
| 723 | State Street Academy | × | × | × | | | × | | | 24–48 | 10, 000 | | | | 44 | September 5. |

* From Report of the Commissioner of Education for 1880.
*a* Includes board.
*b* Value of grounds and buildings.
*c* Value of apparatus.
*d* From the 93d Regents' Report, 1880.
*e* Income from sources other than tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 724 | Washington Avenue Institute for Young Ladies and Misses.* | ..... | × | × | × | ..... | ..... | ..... | ..... | $40, 60 | ..... | ..... | ..... | ..... | 40 | September 8. |
| 725 | Buffalo Practical School | × | × | × | × | × | × | 916 | ..... | ..... | $1, 200 | ..... | ..... | $1, 400 | 40 | Sept., 1st Mon. |
| 726 | Heathcote School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40–120 | 12, 000 | $0 | $0 | 5, 000 | 40 | Sept., 1st Mon. |
| 727 | Canandaigua Academy | 0 | × | 0 | 0 | × | × | 1, 200 | 20 | 40 | 18, 000 | 13, 000 | 780 | 3, 900 | 40 | Sept., 1st Thurs. |
| 728 | Canisteo Academy | × | × | × | × | × | × | 475 | ..... | 24 | 17, 000 | 2, 300 | 150 | 1, 335 | 39 | August 30. |
| 729 | Drew Seminary and Female College. | × | × | × | × | × | × | 3, 000 | ..... | 30–125 | ..... | 0 | 0 | ..... | 39 | Sept., 1st Wed. |
| 730 | Chappaqua Mountain Institute | × | × | 0 | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 731 | Cincinnatus Academy | ..... | ..... | × | × | × | × | 350 | ..... | $16\frac{1}{2}$–24 | 4, 988 | ..... | ..... | 522 | 42 | August 23. |
| 732 | Parker Union School* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*15–27 | ..... | 30, 000 | ..... | ..... | 40 | August 30. |
| 733 | Clifton Springs Seminary | × | × | × | × | 0 | 0 | 400 | 20 | 250 | 10, 000 | ..... | ..... | 3, 000 | 40 | September 6. |
| 734 | Foster School | ..... | × | × | × | × | × | 1, 500 | 50 | *b*350 | ..... | ..... | ..... | ..... | ..... | ..... |
| 735 | Clinton Grammar School | × | × | × | × | × | × | 224 | 4 | 30 | 5, 150 | ..... | ..... | 1, 200 | 38 | Sept., 2d Thurs. |
| 736 | Cottage Seminary | × | × | × | × | 0 | 0 | ..... | ..... | 25 | ..... | ..... | ..... | 2, 500 | 38 | Sept., 1st Tues. |
| 737 | Dwight's Home School for Young Ladies. | ..... | × | × | × | 0 | × | ..... | ..... | *b*300 | 25, 000 | ..... | ..... | ..... | 36 | September 21. |
| 738 | Houghton Seminary | × | × | × | × | × | × | *c*1, 200 | ..... | 25, 28 | *c*25, 000 | ..... | ..... | *bc*1, 250 | 40 | Sept., 3d Thurs. |
| 739 | Evening Classes of the Poppenhusen Association. | × | × | × | 0 | 0 | 0 | 1, 250 | ..... | 0 | 60, 000 | 61, 000 | 4, 880 | 0 | 29 | October 1. |
| 740 | Cornwall Collegiate School for Young Ladies. | 0 | × | × | × | 0 | × | 500 | ..... | *b*400 | 25, 000 | 0 | 0 | 5, 250 | 40 | September 19. |
| 741 | Dansville Seminary* | ..... | × | ..... | 0 | × | × | 650 | 0 | 21–30 | 25, 000 | 0 | 0 | 2, 500 | 38 | September 1. |
| 742 | Delaware Academy | × | × | × | × | × | × | 1, 610 | 10 | 24 | 31, 452 | ..... | ..... | 2, 140 | 40 | September 1. |
| 743 | Dundee Preparatory School | × | × | 0 | × | 0 | × | 200 | ..... | 18–30 | 6, 000 | ..... | ..... | 2, 500 | 36 | September 12. |
| 744 | Aurora Academy | ..... | × | × | × | × | × | 563 | ..... | $16\frac{1}{2}$–$25\frac{1}{2}$ | 16, 500 | ..... | ..... | 1, 857 | 39 | July 1. |
| 745 | Friends' Seminary of Easton | ..... | × | × | ..... | 0 | 0 | 160 | 0 | 15–27 | 10, 000 | ..... | ..... | 1, 500 | 39 | Sept., 1st Mon. |
| 746 | Rural Seminary | ..... | × | 0 | 0 | × | × | 600 | ..... | 15–25 | 2, 500 | ..... | ..... | ..... | 39 | September. |
| 747 | Starkey Seminary* | × | × | × | × | × | × | 1, 540 | 11 | $19\frac{1}{2}$–$29\frac{1}{2}$ | 24, 770 | 5, 000 | 200 | 2, 505 | 39 | Sept., 1st Mon. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 748 | Munro Collegiate Institute | × | × | × | × | × | × | 839 | 7 | 18–24 | 20,000 | 13,000 | 780 | 1,300 | 41 | August 25. |
| 749 | Fairfield Seminary | 0 | × | × | × | × | × | 1,500 | ..... | 30 | 20,000 | ..... | ..... | 1,300 | 39 | August 31. |
| 750 | Fergusonville Academy | × | × | × | × | × | × | 980 | 100 | 50 | 7,000 | ..... | ..... | 2,000 | ..... | September 7. |
| 751 | Erasmus Hall Academy | ..... | × | × | × | × | × | 2,700 | ..... | 24–100 | ..... | 6,000 | 420 | ..... | 40 | September 15. |
| 752 | S. S. Seward Institute | × | × | × | × | 0 | × | 300 | 50 | 12–30 | ..... | 20,000 | ..... | ..... | 40 | September. |
| 753 | Flushing Institute* | × | × | × | × | ..... | × | ..... | ..... | 60 | ..... | ..... | ..... | ..... | 40 | September. |
| 754 | St. Joseph's Academy | × | × | × | × | × | ..... | 2,000 | ..... | *b*250 | 300,000 | 20,000 | ..... | ..... | 40 | Sept., 1st Mon. |
| 755 | Clinton Liberal Institute | × | × | × | × | ..... | ..... | ..... | ..... | 24–36 | ..... | ..... | ..... | ..... | 39 | September 5. |
| 756 | Delaware Literary Institute | ..... | × | × | × | × | × | 5,000 | 100 | 27–37 | 27,000 | 0 | 0 | 3,000 | 42 | Aug., last Wed. |
| 757 | Ten Broeck Free Academy *d* | ..... | ..... | ..... | ..... | ..... | ..... | 532 | ..... | ..... | 23,278 | 46,654 | *e*3,729 | 1,426 | ..... | |
| 758 | Friendship Academy | 0 | 0 | 0 | 0 | × | × | 600 | ..... | 23 | 10,000 | ..... | ..... | 2,500 | 39 | Sept., 1st Mon. |
| 759 | Falley Seminary | 0 | 0 | × | × | × | × | 700 | 0 | 21 | 15,000 | 0 | 0 | 1,800 | 39 | September 1. |
| 760 | St. Mary's (Cathedral) School* | ..... | × | × | × | ..... | ..... | ..... | ..... | *b*300 | ..... | ..... | ..... | ..... | 40 | Sept., 2d Wed. |
| 761 | St. Paul's (Cathedral) School | ..... | × | × | ..... | ..... | ..... | ..... | ..... | 50–100 | ..... | ..... | ..... | ..... | 40 | Sept., 2d Wed. |
| 762 | Gilbertsville Academy and Collegiate Institute. | 0 | × | × | × | 0 | × | 503 | 20 | $22\frac{1}{2}$ | 6,967 | 2,713 | 169 | 878 | 39 | July 1. |
| 763 | Elmwood Commercial and Select School. | ..... | × | ..... | × | ..... | ..... | 160 | ..... | 16–40 | 6,000 | ..... | ..... | 1,850 | 40 | Sept., 1st Mon. |
| 764 | Glen's Falls Academy | × | × | × | × | × | × | 1,000 | 350 | 25–48 | 12,000 | ..... | ..... | 5,000 | 40 | Sept., 1st Mon. |
| 765 | Goshen Institute | 0 | × | ..... | × | × | × | 300 | ..... | 28–44 | 6,000 | 0 | 0 | 1,775 | 41 | Sept., 2d Mon. |
| 766 | Gouverneur Wesleyan Seminary* | 0 | 0 | × | × | 0 | × | 700 | ..... | 18–30 | 30,000 | 16,000 | 1,120 | 1,800 | 40 | August 21. |
| 767 | Greenville Academy *d* | ..... | ..... | ..... | ..... | ..... | ..... | 354 | ..... | ..... | 3,600 | ..... | *e*257 | 463 | ..... | |
| 768 | Hartwick Seminary | × | × | × | × | × | × | 3,000 | 100 | 29 | 50,000 | 25,000 | 1,200 | ..... | 30 | September 12. |
| 769 | Mountain Institute | × | 0 | 0 | × | × | 0 | 250 | 0 | ..... | 5,000 | 0 | 0 | ..... | 42 | Sept., 1st Tues. |
| 770 | Hempstead Institute* | × | × | × | × | × | × | 500 | 50 | *b*200–400 | 12,000 | ..... | ..... | *b*5,000 | 42 | September 1. |
| 771 | Academy of Our Lady of Perpetual Help. | ..... | × | × | × | ..... | ..... | ..... | ..... | $4\frac{1}{2}$–18 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 772 | Hudson Academy | ..... | × | ..... | ..... | × | × | 236 | 0 | 40 | 15,332 | 0 | ..... | 2,496 | 40 | September 1. |
| 773 | Hudson Young Ladies' Seminary | × | × | × | × | ..... | ..... | ..... | ..... | *b*250 | 16,000 | 0 | 0 | ..... | 40 | Sept., 1st Mon. |
| 774 | The Misses Skinner's School for Young Ladies. | ..... | × | ..... | × | 0 | 0 | 50 | 0 | 24–48 | 6,000 | ..... | ..... | 1,450 | 40 | Sept., 2d Mon. |
| 775 | Lansingburgh Academy | × | × | × | × | × | × | 453 | 0 | 30 | 8,873 | 8,000 | 585 | 1,363 | 40 | Sept., 1st Mon. |
| 776 | Lawrenceville Academy | × | × | × | × | × | × | 300 | 10 | 20 | 5,000 | 0 | 0 | 1,430 | 39 | August 23. |
| 777 | Le Roy Academic Institute | 0 | × | × | × | × | × | 1,051 | ..... | 30 | 33,668 | 8,000 | 560 | 2,177 | 40 | September. |
| 778 | Liberty Normal Intitute | ..... | ..... | × | × | 0 | × | 180 | 5 | 25 | 1,500 | ..... | ..... | ..... | 40 | |
| 779 | Genesee Wesleyan Seminary | × | × | × | × | × | × | 4,000 | ..... | 0 | 70,000 | 64,000 | ..... | ..... | 39 | August 26. |
| 780 | Lowville Academy | × | × | × | × | × | × | 2,800 | ..... | 35 | 25,000 | 15,000 | 900 | 3,000 | 39 | August 1. |
| 781 | Macedon Academy | ..... | ..... | ..... | × | × | × | 234 | 0 | 18–24 | 5,638 | 1,000 | ..... | 800 | 39 | July 10. |
| 782 | Franklin Academy* | 0 | 0 | × | 0 | × | × | 1,940 | 300 | 15–18 | 60,000 | ..... | ..... | 1,000 | 40 | July 15. |
| 783 | St. John's Military School | ..... | ..... | × | × | 0 | 0 | 300 | 10 | 400 | 150,000 | ..... | ..... | 8,000 | 36 | Sept., 1st Wed. |
| 784 | Marion Collegiate Institute *d* | ..... | ..... | ..... | ..... | ..... | ..... | 394 | ..... | ..... | 14,479 | ..... | *e*126 | 970 | ..... | |
| 785 | Mechanicville Academy | ..... | × | × | × | 0 | × | 500 | ..... | 15–21 | ..... | ..... | ..... | ..... | 39 | September 1. |
| 786 | Select Family School | ..... | × | ..... | × | ..... | ..... | 1,000 | ..... | 50 | 12,000 | ..... | ..... | 1,200 | 40 | Sept., 1st Wed. |
| 787 | Mexico Academy | × | × | × | × | × | × | 1,304 | 17 | 18–30 | 17,000 | 0 | 0 | 1,700 | 39 | August 23. |
| 788 | Millbrook Academy | × | × | × | × | × | × | 200 | 20 | 15, 30 | 3,000 | 0 | 0 | 400 | 39 | April 12. |
| 789 | Montgomery Academy* | 0 | 0 | × | × | 0 | × | 576 | 6 | 21, 30, 42 | 4,250 | 0 | 0 | 549 | 40 | Sept., 1st Mon. |
| 790 | Monticello Academy *d* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10,200 | ..... | *e*234 | 1,921 | ..... | |
| 791 | Sherman Academy *d* | ..... | ..... | ..... | ..... | ..... | ..... | 179 | ..... | ..... | 5,450 | 30,000 | *e*2,018 | 105 | ..... | |
| 792 | Home School | ..... | × | × | × | ..... | ..... | ..... | ..... | *b*225 | 5,000 | ..... | ..... | ..... | 40 | September 11. |

* From Report of the Commissioner of Education for 1880.
*a* For non-residents.
*b* Includes board.
*c* In 1879.
*d* From the 93d Regents' Report, 1880.
*e* Income from other sources than tuition.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 793 | Nassau Academy* | ..... | × | × | × | 0 | × | 50 | ..... | $30 | $4,000 | ..... | ..... | $1,000 | 36 | Sept., 1st Mon. |
| 794 | Gormly Seminary | ..... | × | × | × | ..... | ..... | 500 | ..... | 24–48 | 10,000 | ..... | ..... | ..... | 40 | Sept., 3d Wed. |
| 795 | Miss Mackie's Boarding and Day School for Young Ladies and Children. | ..... | × | × | × | ..... | ..... | 1,200 | ..... | 60 | ..... | ..... | ..... | ..... | 36 | September 25. |
| 796 | New Paltz Academy | × | × | × | × | × | × | 665 | 5 | 48–60 | 9,699 | ..... | ..... | 1,850 | 40 | September. |
| 797 | Academy of the Holy Cross | × | × | × | × | 0 | × | 460 | ..... | ..... | ..... | ..... | ..... | ..... | 42 | Sept., 1st Mon. |
| 798 | Miss Ballow's English and French School for Young Ladies. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 75–200 | ..... | ..... | ..... | ..... | 38 | September 27. |
| 799 | Miss Chisholm's School for Girls | ..... | × | × | ..... | 0 | × | ..... | ..... | 100–200 | ..... | ..... | ..... | ..... | 30 | Sept., last Mon. |
| 800 | The Collegiate School | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 75–250 | ..... | ..... | ..... | ..... | 38 | Sept., 3d week. |
| 801 | Duane S. Everson's Collegiate School for Boys.* | 0 | × | 0 | 0 | 0 | × | 0 | 0 | *a*175 | ..... | ..... | ..... | ..... | 37 | September 21. |
| 802 | English, Classical, and Mathematical School for Boys. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 803 | The Fifth Avenue School for Boys. | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 804 | French and English Boarding and Day School.* | ..... | × | × | × | ..... | ..... | ..... | ..... | 100–200 | ..... | ..... | ..... | ..... | ..... | September 29. |
| 805 | French Protestant Institution | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 38 | Sept., last Thurs. |
| 806 | Friends' Seminary | ..... | × | 0 | 0 | × | × | ..... | ..... | 40–140 | 75,000 | $35,000 | $2,400 | 5,100 | 40 | Sept., 2d Tues. |
| 807 | Holladay's Private School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 808 | Miss Jaudon's Boarding and Day School. | ..... | × | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 809 | Dr. J. Sachs' Collegiate Institute*. | × | × | 0 | 0 | × | 0 | ..... | ..... | 100–200 | ..... | ..... | ..... | ..... | 41 | September 15. |
| 810 | Mrs. Leopold Weil's School for Young Ladies. | ..... | × | × | × | ..... | ..... | 750 | 75 | ..... | ..... | ..... | ..... | ..... | 40 | September. |
| 811 | Manhattan Academy | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 812 | The Misses Marshall's School | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | September. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 813 | New York Military Academy | × | × | × | × | × | × | 500 | 100 | *b*500 | 250,000 | | | 36,200 | 37 | September 5. |
| 814 | Misses Perrin's Young Ladies' School. | × | × | × | × | × | × | 600 | 150 | 50–150 | 25,000 | | | 9,000 | 39 | September 26. |
| 815 | Mrs. Roberts' and Miss Walker's English and French School for Young Ladies.* | | × | | × | | | | | | | | | | 40 | September 25. |
| 816 | Madame Roch's School* | | × | × | × | | | | | 80–250 | | | | | 40 | September 20. |
| 817 | St. Bridget's Academy | × | × | × | × | | | 350 | 50 | | | | | | 40 | Sept., 1st Mon. |
| 818 | St. John's School | × | × | × | × | | × | | | 85–100 | | | | | | October 1. |
| 819 | St. Mary's School | | × | × | × | | × | | | 40–125 | | | | 18,000 | 38 | September 21. |
| 820 | St. Matthew's Academy | | × | × | | | × | | | 20–48 | 35,000 | | | 7,000 | 40 | September 1. |
| 821 | School for Girls | | × | × | | 0 | | | | 100–250 | | | | | 36 | September 15. |
| 822 | Stern's School of Languages* | | | | | | | | | | | | | | | October. |
| 823 | Suburban Seminary | | × | × | × | 0 | 0 | | | 100 | | | | 3,700 | 40 | September 14. |
| 824 | Van Norman Institute | × | × | × | × | | × | | | 75–250 | | | | | 40 | Sept., last Thurs. |
| 825 | Wm. W. Richards' School for Boys. | × | × | 0 | 0 | 0 | × | 150 | | 150–250 | | | | | 38 | September. |
| 826 | Chili Seminary | | × | | | 0 | × | 500 | | 24–30 | 15,904 | | | 781 | 37 | Sept., 1st Tues. |
| 827 | Granville Military Academy | × | × | × | × | × | × | 800 | 25 | 75 | 50,000 | 0 | 0 | 3,500 | 40 | September 15. |
| 828 | Rockland College | 0 | × | × | × | 0 | | 470 | 17 | 60 | 25,000 | 0 | 0 | 6,200 | 40 | September 15. |
| 829 | Cary Collegiate Seminary | × | | × | × | 0 | 0 | 743 | | 21 | 45,000 | 20,000 | 1,396 | 1,000 | 40 | September 7. |
| 830 | Onondaga Academy | 0 | × | × | × | 0 | × | 1,170 | 29 | $25\frac{1}{3}$ | 13,400 | 1,600 | 96 | 1,802 | 40 | August 28. |
| 831 | Oxford Academy | × | × | × | × | × | × | 1,230 | 29 | 18–24 | 14,433 | 8,200 | 831 | 1,098 | 40 | August 16. |
| 832 | Villa de Sales, Academy of the Visitation.* | | × | × | × | | | | | | | | | | | Sept., 1st Mon. |
| 833 | Pawling Seminary | × | × | × | × | 0 | × | 0 | | 32–50 | | | | 600 | 48 | September 15. |
| 834 | Peekskill Academy | × | × | × | × | × | × | 795 | 100 | 50–60 | 29,376 | | | 6,000 | 40 | September 15. |
| 835 | St. Gabriel's School | × | × | × | × | × | | | | 40–75 | | | | | 38 | September 21. |
| 836 | Evans Academy | | × | | | 0 | × | 300 | | 6–21 | 10,000 | 15,000 | 1,287 | 382 | 40 | July 1. |
| 837 | Pike Seminary* | 0 | 0 | × | × | × | × | 345 | 0 | *a*$22\frac{1}{2}$ | 12,138 | 2,200 | 1,540 | 1,000 | 40 | July 1. |
| 838 | Seymour Smith Academy | × | × | × | × | 0 | × | 189 | 43 | 24–54 | 14,303 | 0 | 0 | 3,266 | 39 | September 14. |
| 839 | Pompey Academy *c* | | | | | | | 489 | | | 5,595 | 750 | *d*523 | 558 | | |
| 840 | Port Byron Free School and Academy. *c* | | | | | | | 1,051 | | | 11,259 | | *d*3,092 | 419 | | |
| 841 | Starr's Military Institute | 0 | 0 | | × | | | 250 | | 100 | 25,000 | | | *b*7,000 | 40 | September 17. |
| 842 | Classical and Home Institute | | × | × | × | | | | | 20–52 | | | | | 40 | September 12. |
| 843 | Pelham Institute* | 0 | 0 | 0 | 0 | × | 0 | 0 | 0 | 50 | 10,000 | 0 | 0 | 1,200 | 40 | September 6. |
| 844 | St. Mary's School | | × | × | × | 0 | 0 | 500 | 100 | 50 | | | | 900 | 42 | September. |
| 845 | Dr. Warring's Military Boarding School. | | | × | × | × | × | 600 | | 60 | 37,500 | 0 | 0 | | 40 | September 15. |
| 846 | Pulaski Academy | × | × | × | × | × | × | 400 | 0 | 24 | 16,400 | 0 | 0 | 2,000 | 39 | August 27. |
| 847 | Chamberlain Institute and Female College. | × | × | × | × | × | × | 1,200 | 100 | 18 | 65,000 | 40,000 | 2,400 | 3,000 | 42 | August 23. |
| 848 | Red Creek Union Seminary | 0 | 0 | 0 | × | × | × | 183 | 2 | 35 | 12,000 | 0 | 0 | 800 | 39 | August 23. |
| 849 | Rensselaerville Academy | | × | | | 0 | × | 200 | | 12–24 | 4,750 | | | | 40 | Sept., 1st Mon. |
| 850 | De Garmo Institute | 0 | 0 | × | × | × | × | 0 | 0 | 42 | 25,000 | 0 | 0 | 5,586 | 40 | Sept., 2d Mon. |
| 851 | Academy of the Sacred Heart | × | | × | × | | × | 750 | 2 | *b*50–60 | 50,000 | | | 10,000 | 40 | Sept., 1st Wed. |
| 852 | Nazareth Academy | × | × | × | × | 0 | 0 | 400 | | 300 | 40,000 | | | | 36 | September 1. |
| 853 | Rochester Female Academy *c* | | | | | | | 212 | | | 7,495 | | *d*31 | 2,110 | | |

*From Report of the Commissioner of Education for 1880.
*a* Average charge.
*b* Includes board.
*c* From the 93d Regents' Report, 1880.
*d* Income from other sources than tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 854 | Rochester Realschule | × | × | × | 0 | 0 | × | 200 | ..... | $15–29 | $1,600 | ..... | ..... | $1,623 | 48 | May 1. |
| 855 | St. Peter's Academy | ..... | × | × | × | ..... | ..... | 300 | ..... | *a*160 | 12,000 | ..... | ..... | ..... | 44 | September 1. |
| 856 | Rye Seminary* | ..... | × | × | × | × | × | ..... | ..... | *a*350 | ..... | ..... | ..... | ..... | 40 | September 13. |
| 857 | Washington Academy *b* | ..... | ..... | ..... | ..... | ..... | ..... | 704 | ..... | ..... | 22,300 | ..... | $140 | 1,240 | ... | ... |
| 858 | Saugerties Institute | 0 | × | × | 0 | 0 | 0 | 0 | 0 | 40 | 8,000 | $0 | 0 | ..... | 40 | Sept., 1st Mon. |
| 859 | Sauquoit Academy | × | × | × | × | × | × | 200 | 3 | 24 | 5,500 | ..... | ..... | 1,500 | 40 | August 25. |
| 860 | Holbrook's Military School | × | × | ..... | × | × | × | 200 | ..... | *a*400 | 40,000 | 0 | ..... | ..... | 40 | September 15. |
| 861 | Ossining Institute | ..... | × | × | × | × | × | 1,600 | 75 | 25–60 | 35,000 | 0 | 0 | 5,000 | 38 | September 15. |
| 862 | Vireün | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*450 | 30,000 | ..... | ..... | ..... | 39 | September 15. |
| 863 | Sodus Academy* | ..... | ..... | ..... | ..... | × | × | 386 | 3 | 20 | 5,028 | ..... | ..... | 1,500 | 42 | August 16. |
| 864 | Rogersville Union Seminary *b* | ..... | ..... | ..... | ..... | ..... | ..... | 225 | ..... | ..... | 9,250 | ..... | *c*121 | 483 | ..... | ..... |
| 865 | Southold Academy | ..... | ..... | × | ..... | 0 | 0 | 50 | ..... | 25 | 5,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 866 | Griffith Institute and Springville Union School. | 0 | 0 | × | × | × | × | 247 | 5 | 21 | 9,500 | 10,650 | 639 | 460 | 42 | August 30. |
| 867 | German-American Institute | ..... | × | × | × | × | × | ..... | ..... | 60–120 | ..... | ..... | ..... | 4,865 | 40 | Sept., 1st Mon. |
| 868 | Syracuse Classical School | 0 | 0 | × | × | 0 | 0 | 500 | 40 | 45, 75, 105 | *d*10,000 | 0 | 0 | 3,350 | 39 | Sept., 2d Mon. |
| 869 | Miss Bulkley's School | ..... | × | × | × | ..... | ..... | 100 | ..... | *a*400 | ..... | ..... | ..... | ..... | 40 | September 14. |
| 870 | Mount Hope Ladies' Seminary | 0 | × | × | × | 0 | 0 | 300 | 0 | 60 | ..... | 0 | 0 | 420 | 38 | September 25. |
| 871 | Troy Academy | × | × | 0 | 0 | 0 | × | 187 | 2 | 40–72 | 16,485 | 0 | 0 | 3,290 | 40 | September 1. |
| 872 | Troy Female Seminary | × | × | 0 | 0 | × | × | 1,519 | ..... | 68 | *e*75,000 | ..... | ..... | 5,000 | 40 | Sept., 3d Wed. |
| 873 | Unadilla Academy* | ..... | ..... | × | × | 0 | × | 360 | 10 | 18 | 3,800 | 10,000 | 700 | 677 | 40 | September 1. |
| 874 | Oakwood Seminary | ..... | × | ..... | × | × | × | 550 | 0 | 210 | 22,400 | ..... | ..... | ..... | 38 | September 21. |
| 875 | Walworth Academy | × | ..... | × | × | × | × | 300 | ..... | 21 | 10,000 | 800 | 48 | 1,150 | 40 | Aug., last Tues. |
| 876 | Warrensburgh Academy | ..... | ..... | ..... | × | × | × | 150 | 10 | 24 | 4,000 | ..... | ..... | 900 | 32 | September 1. |
| 877 | Warrick Institute *b* | ..... | ..... | ..... | ..... | ..... | ..... | 276 | ..... | ..... | 9,221 | ..... | *c*1,495 | 310 | ... | ... |
| 878 | Riverside Seminary | × | × | × | × | 0 | × | 1,000 | 0 | 32 | 3,500 | 0 | 0 | ..... | 40 | Sept., 1st Mon. |
| 879 | West Winfield Academy | 0 | 0 | × | × | × | × | 450 | 5 | 25 | 14,000 | 0 | ..... | 1,400 | 40 | September 1. |
| 880 | Alexander Institute | × | × | 0 | × | × | × | 2,000 | ..... | *a*400 | 20,000 | 0 | 0 | *a*8,000 | 37 | September 15. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 881 | Whitestown Seminary | ..... | × | ..... | × | × | × | 1,000 | 0 | 24–36 | 75,000 | 0 | 0 | 3,000 | 42 | July 16. |
| 882 | Middlebury Academy | × | × | × | × | × | × | 1,000 | ..... | 15–25 | 12,000 | 5,000 | 300 | ..... | 39 | September 5. |
| 883 | Yates Academy | × | × | 0 | 0 | ..... | ..... | 350 | 0 | 12, 18 | 3,000 | ..... | ..... | ..... | 39 | Sept., 1st Monday. |
| 884 | School for Young Ladies and Children | ..... | × | ..... | × | ..... | ..... | ..... | ..... | 60–120 | ..... | ..... | ..... | 3,500 | 38 | September 15. |
| 885 | Albemarle Academy | ..... | × | × | × | × | × | 100 | ..... | 15, 30 | 1,200 | ..... | ..... | 1,600 | 40 | August 8. |
| 886 | Belvidere Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 18–20 | 800 | ..... | ..... | 500 | 32 | October 1. |
| 887 | Brevard Classical School | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | 200 | 0 | 0 | 0 | 450 | 36 | Jan., 2d Wed. |
| 888 | Cary High School | × | × | × | × | 0 | 0 | 300 | ..... | 20–50 | 3,000 | ..... | ..... | ..... | 40 | Aug., 2d Mon. |
| 889 | Hughes' Academy | ..... | ..... | ..... | ..... | ..... | ..... | 364 | 20 | 50 | 3,000 | ..... | ..... | 750 | 20 | Jan., 2d Mon. |
| 890 | Charlotte Female Institute | × | × | × | × | × | × | 100 | 30 | 30–50 | 25,000 | 0 | 0 | a20,000 | 40 | Sept., 2d Wed. |
| 891 | Concord Male High School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20–40 | 800 | ..... | ..... | 800 | 40 | September 1. |
| 892 | Scotia Seminary* | ..... | ..... | × | × | ..... | 0 | 1,000 | ..... | 0 | 18,000 | 1,000 | ..... | 0 | 32 | Nov., 1st Tues. |
| 893 | Bethel Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 12–32 | 1,000 | ..... | ..... | 800 | 40 | January 26. |
| 894 | Denver Seminary | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | 10–40 | 2,500 | ..... | ..... | ..... | 38 | August. |
| 895 | East Bend Academy* | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | 40 | January. |
| 896 | Union High School | 0 | 0 | × | ..... | 0 | 0 | 0 | ..... | 16–38 | 1,250 | ..... | ..... | ..... | 40 | August 4. |
| 897 | Elizabeth City Academy | × | × | 0 | 0 | 0 | × | 0 | ..... | 25–35 | 2,000 | 0 | ..... | 1,450 | 40 | Sept., 1st Mon. |
| 898 | Fremont Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 20 | ..... | ..... | ..... | 750 | 20 | November 14. |
| 899 | St. Mary's College | ..... | ..... | × | × | [illegible] | ..... | 300 | ..... | a170 | 15,000 | ..... | ..... | 6,000 | 43 | September 1. |
| 900 | Woodland Academy | ..... | × | × | × | 0 | × | ..... | ..... | 25 | 2,000 | ..... | ..... | ..... | 40 | August 4. |
| 901 | Bennett Seminary | ..... | ..... | × | × | ..... | ..... | 2,000 | ..... | 0 | 15,000 | ..... | ..... | ..... | 35 | October 3. |
| 902 | Hayesville Academy | 0 | 0 | 0 | × | 0 | 0 | 175 | ..... | 14–20 | 3,000 | 0 | 0 | 900 | 40 | July, last Mon. |
| 903 | Hopewell Academy | ..... | ..... | ..... | ..... | 0 | 0 | 0 | ..... | 10–30 | 600 | ..... | ..... | 800 | 40 | December 1. |
| 904 | Somerville Institute | 0 | ..... | × | × | × | ..... | ..... | ..... | 25 | 500 | ..... | ..... | ..... | 40 | January 15. |
| 905 | Brown Seminary | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | 10–25 | 2,000 | ..... | ..... | 500 | 40 | August 1. |
| 906 | Bingham School | ..... | × | ..... | ..... | 0 | × | ..... | ..... | 100 | 25,000 | ..... | ..... | ..... | 40 | August 1. |
| 907 | Monroe High School | 0 | 0 | × | × | 0 | × | 100 | ..... | 10–25 | 3,600 | ..... | ..... | ..... | 40 | Aug., 1st Mon. |
| 908 | Moravian Falls Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 909 | Mt. Airy Academy* | 0 | ..... | 0 | 0 | 0 | 0 | 0 | ..... | 10–35 | 1,000 | ..... | ..... | ..... | 42 | Aug., 1st Mon. |
| 910 | Mt. Pleasant Female Seminary* | ..... | × | × | × | 0 | 0 | 100 | ..... | 15–40 | 3,500 | ..... | ..... | ..... | 40 | Aug., 1st Mon. |
| 911 | New Garden Boarding School | × | × | 0 | 0 | × | × | 2,000 | 250 | 30 | 25,000 | ..... | 600 | ..... | 40 | November 13. |
| 912 | Catawba High School | × | × | × | × | × | × | 2,000 | ..... | 12–40 | 12,000 | ..... | ..... | 2,500 | 40 | Aug., 1st Mon. |
| 913 | Horner School | 0 | 0 | 0 | 0 | 0 | 0 | 400 | 0 | 50–60 | 8,000 | ..... | ..... | 3,000 | 40 | Jan., 2d Mon. |
| 914 | Oxford Home School | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 20–30 | 4,000 | ..... | ..... | 800 | 40 | Aug., 1st Tues. |
| 915 | Yadkin Mineral Springs Institute | ..... | ..... | ..... | × | 0 | 0 | 0 | 0 | 10–35 | 700 | ..... | ..... | 800 | 42 | August 1. |
| 916 | Carolina Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15–30 | 300 | 0 | 0 | 700 | 40 | August 1. |
| 917 | Pittsboro' Scientific Academy | 0 | 0 | 0 | 0 | 0 | 0 | ..... | ..... | 30–50 | d400 | ..... | ..... | ..... | 40 | August. |
| 918 | Princeton School* | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 0 | 20 | 200 | ..... | ..... | ..... | ..... | ..... |
| 919 | Raleigh Male Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40–80 | 15,000 | ..... | ..... | ..... | 40 | August 29. |
| 920 | Reynoldson Male Institute | ..... | ..... | ..... | ..... | × | × | ..... | ..... | 20 | 1,000 | ..... | ..... | 600 | 40 | Sept., 2d Mon. |
| 921 | Salem Female Academy | ..... | × | × | × | × | × | 4,500 | ..... | a230 | 65,000 | ..... | ..... | 15,000 | 40 | September. |
| 922 | Misses Welfare's Private School | ..... | × | ..... | × | ..... | ..... | ..... | ..... | 15 | ..... | ..... | ..... | ..... | 40 | January. |
| 923 | Vine Hill Academy* | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | 30–55 | 2,500 | 0 | 0 | 1,100 | 40 | Aug., 2d Mon. |
| 924 | Sylvan Academy* | 0 | × | × | × | 0 | 0 | ..... | ..... | 10–26 | 750 | ..... | ..... | 550 | 40 | August 20. |
| 925 | Summerfield High School | 0 | 0 | × | × | 0 | 0 | 0 | ..... | 15–32 | 1,000 | 0 | 0 | 600 | 40 | August. |
| 926 | Trap Hill Institute* | × | × | × | × | 0 | × | 400 | 400 | 25 | 4,000 | ..... | ..... | 1,200 | 40 | Aug., 1st Mon. |
| 927 | Warrenton Female Institute | ..... | ..... | × | × | × | × | 1,500 | ..... | 30 | 10,000 | ..... | ..... | ..... | 40 | September 1. |

* From Report of the Commissioner of Education for 1880.
*a* Includes board.
*b* From the 93d Regents' Report, 1880.
*c* Income from other sources than tuition.
*d* Grounds and buildings.
*e* Value of grounds.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 928 | Whiteville High School | × | ..... | × | ..... | ..... | ..... | ..... | ..... | $20–30 | $1,500 | ..... | ..... | ..... | 40 | August 7. |
| 929 | Cape Fear Academy | ..... | ..... | ..... | ..... | 0 | × | ..... | ..... | 36–56 | *a*100 | ..... | ..... | $2,000 | 40 | October 1. |
| 930 | Rev. Daniel Morrelle's English and Classical School. | 0 | 0 | ..... | ..... | 0 | × | 2,000 | ..... | 55–100 | 5,000 | ..... | ..... | ..... | 40 | Oct., 1st week. |
| 931 | Wilson Collegiate Institute* | 0 | 0 | × | × | × | × | 1,500 | 25 | 50 | 15,000 | $0 | $0 | 3,860 | 40 | Sept., 1st Mon. |
| 932 | Winston Male Academy | × | × | × | 0 | 0 | 0 | 100 | ..... | 20–40 | 7,000 | 0 | 0 | ..... | 40 | August. |
| 933 | The Grange High School | × | × | × | × | 0 | × | 500 | 50 | 30 | 1,200 | ..... | ..... | 800 | 40 | Sept., 1st Mon. |
| 934 | Yadkin College | 0 | 0 | × | × | ..... | ..... | ..... | ..... | 30–40 | 10,000 | ..... | ..... | 2,500 | 40 | Aug., 2d Thurs. |
| 935 | Albany Enterprise Academy | 0 | × | × | × | 0 | 0 | 400 | 40 | 15 | 10,000 | 300 | 50 | 200 | 30 | September 1. |
| 936 | Grand River Institute* | ..... | ..... | × | × | ..... | × | 700 | ..... | 18–24 | 15,000 | 10,000 | ..... | ..... | 39 | August 15. |
| 937 | Beverly College* | 0 | 0 | × | 0 | × | × | 0 | ..... | 20–30 | 5,000 | 2,250 | 300 | 1,000 | 38 | |
| 938 | Academy of Central College | × | × | × | × | × | × | 500 | ..... | 20–30 | 25,000 | 0 | 0 | 600 | 40 | Sept., 1st Wed. |
| 939 | Geauga Seminary | ..... | × | × | × | 0 | 0 | ..... | ..... | 18 | 3,000 | ..... | ..... | ..... | 36 | September 1. |
| 940 | Academy of the Sisters of Notre Dame. | × | × | × | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 44 | Sept., 1st Mon. |
| 941 | Day School | ..... | × | × | × | ..... | ..... | ..... | ..... | 45–65 | ..... | ..... | ..... | ..... | ..... | September 21. |
| 942 | Mt. St. Vincent's Academy | ..... | × | × | × | × | × | 4,000 | 50 | *b*150 | ..... | ..... | ..... | ..... | ..... | Sept., 1st Mon. |
| 943 | St. Francis' Gymnasium | ..... | × | × | × | × | × | ..... | ..... | 0 | 7,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 944 | Clermont Academy* | × | × | × | × | × | × | 400 | 6 | 30 | 1,200 | 0 | ..... | 949 | 36 | Oct., 1st Mon. |
| 945 | Cleveland Academy | × | × | × | × | × | × | 0 | 0 | 60–100 | 25,000 | 0 | 0 | 4,300 | 40 | September 14. |
| 946 | St. Joseph's Academy | ..... | × | × | × | 0 | × | 150 | 30 | 20–60 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 947 | St. Mary's Institute | × | × | × | × | × | × | 500 | 50 | 20 | 120,000 | ..... | ..... | ..... | 42 | Sept., 1st Mon. |
| 948 | Ewington Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,500 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 949 | Fostoria Academy | × | × | × | × | × | × | 500 | 300 | 22 | 25,000 | 10,000 | 500 | 1,500 | 39 | August 30. |
| 950 | Gallia Academy | ..... | ..... | ..... | ..... | ..... | ..... | 600 | ..... | 21 | 28,000 | ..... | ..... | 750 | 36 | |
| 951 | Harcourt Place Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*400 | 10,000 | ..... | ..... | 14,795 | 40 | Sept., 1st Wed. |
| 952 | Goshen Seminary | ..... | ..... | × | × | 0 | 0 | 20 | 5 | 30 | 1,500 | ..... | ..... | 925 | 36 | September. |
| 953 | Harlem Springs College | ..... | ..... | × | × | ..... | × | ..... | ..... | 40 | 10,000 | ..... | ..... | 1,000 | 40 | September 6. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 954 | Hartford Academic Institute | | | × | × | | | 50 | | 5–5½ | 2,500 | | | 400 | | Aug., last Tues. |
| 955 | Vermillion Institute* | × | × | × | × | | | 300 | | 24 | 10,000 | | | | 40 | September 1. |
| 956 | Atwood Institute | × | | | × | 0 | 0 | 150 | | 16 | 8,000 | | | | 36 | |
| 957 | Lexington Male and Female Seminary. | 0 | | 0 | | 0 | 0 | 0 | 0 | 20–27½ | 1,500 | 0 | 0 | | 40 | September 1. |
| 958 | Madison Seminary* | | | × | × | | × | | | *b*20 | 5,000 | | | 600 | 29 | |
| 959 | Boarding School of the Visitation | × | × | × | × | | × | 113 | 37 | *c*88 | 12,000 | 1,500 | | 1,245 | 43 | Sept., 1st Mon. |
| 960 | New Hagerstown Academy | | | | × | | | 100 | | 12–32 | | | | | 40 | Sept., 1st Mon. |
| 961 | Ursuline College* | | | | | | | | | *c*150 | | | | | | |
| 962 | Poland Union Seminary | 0 | 0 | × | × | × | × | 400 | | 24, 27 | 10,000 | 10,000 | 800 | 1,619 | 39 | Aug., 3d Mon. |
| 963 | Ursuline Academy for Young Ladies. | | × | × | × | × | × | 3,000 | | *c*200 | | | | | 40 | September 1. |
| 964 | Savannah Academy* | | | × | × | × | × | *d*500 | | 24, 30 | | *d*2,300 | *d*180 | | 40 | August. |
| 965 | Starr's Institute | | | | | | | | | 40 | 3,500 | | | | 40 | Sept., 1st Mon. |
| 966 | Smithville High School | 0 | × | × | × | × | × | 700 | 28 | 25–28 | 14,000 | | | | 42 | Aug., 1st Tues. |
| 967 | Northern Ohio Collegiate Institute | | × | × | × | × | × | 375 | 18 | 15–24 | 25,000 | | | | 39 | September 2. |
| 968 | Springfield Seminary | 0 | × | 0 | × | × | × | | | 45, 75 | 15,000 | | | | 40 | Sept., 2d week. |
| 969 | Steubenville Seminary* | × | × | × | × | × | × | 3,000 | 100 | 24–36 | 40,000 | | | | 40 | |
| 970 | College of Ursuline Sisters* | | | × | × | × | × | | | 20 | | | | | 44 | Sept., 1st Mon. |
| 971 | Ursuline Convent of the Sacred Heart.* | | × | × | × | | | | | *c*200 | | | | | 40 | Sept., 1st Mon. |
| 972 | Plains Seminary* | | | | | 0 | 0 | | | 20 | 2,000 | | | | | |
| 973 | Twinsburgh Institute | | | | | | | 560 | | 10 | | | | | 40 | |
| 974 | Western Reserve Seminary | | × | × | × | | | 1,000 | | 25 | 40,000 | 3,200 | | 3,000 | 44 | August 16. |
| 975 | Rayen High School | | | × | | × | × | 500 | | *c*19 | 50,000 | 70,000 | 5,000 | 108 | 38 | Sept., 2d Mon. |
| 976 | Putman Classical Institute | × | × | × | × | × | × | 3,240 | 200 | 26–47 | 4,000 | 1,000 | | | 39 | September. |
| 977 | Albany Collegiate Institute* | × | × | × | × | 0 | × | 400 | 20 | 50 | 10,000 | 2,000 | 120 | 2,300 | 40 | Sept., 1st Wed. |
| 978 | Ashland College and Normal School. | × | × | × | × | × | × | 50 | 20 | 40 | 10,000 | | | 2,150 | 40 | June 1. |
| 979 | Grace Church Parish School | × | × | | 0 | 0 | 0 | 0 | | 20 | | | | | 40 | September 1. |
| 980 | Notre Dame Academy | × | × | × | × | | | 200 | 25 | 20–40 | | | | | 42 | Aug., last week. |
| 981 | La Creole Academic Institute | | × | × | × | 0 | × | 40 | 40 | 12½ | 5,500 | 7,000 | 600 | 2,337 | 36 | September 20. |
| 982 | Linnean Academy | × | | × | | | | 150 | | 15 | 1,500 | | | 850 | 36 | September. |
| 983 | St. Mary's Academy for Young Ladies.* | | | | | | | | | | | | | | | |
| 984 | Santiam Academy | × | × | × | × | × | × | 350 | 130 | 20–48 | 3,500 | 1,875 | 150 | | 40 | September 16. |
| 985 | Bishop Scott Grammar School | | × | × | × | × | | 1,500 | | 40–60 | 60,000 | 9,000 | | 7,000 | 40 | September 6. |
| 986 | Independent German School | × | × | × | × | 0 | 0 | 0 | 0 | 20 | 7,000 | 0 | 0 | 600 | 40 | September 1. |
| 987 | St. Mary's Academy* | | | | | | | | | | | | | | | |
| 988 | St. Michael's College | | | × | × | × | × | 300 | | 36 | 30,000 | | | 1,500 | 44 | September 1. |
| 989 | St. Paul's Academy* | | | | | | | | | | | | | | | |
| 990 | Academy of the Sacred Heart | × | × | × | × | | × | | | 160 | | | | | 42 | September 1. |
| 991 | Sheridan Academy | 0 | 0 | × | 0 | 0 | 0 | | | 32 | 5,000 | 0 | | 1,500 | 33 | September. |
| 992 | Wasco Independent Academy | 0 | 0 | × | × | 0 | × | | | 40 | 50,000 | | | 5,111 | 40 | Sept., 1st Mon. |
| 993 | Umpqua Academy | × | × | × | × | × | × | 300 | 25 | 28 | 4,000 | 0 | | 1,200 | 40 | September 5. |
| 994 | School for Girls | 0 | × | 0 | 0 | 0 | × | | | 80 | | | | | 40 | September. |
| 995 | St. Xavier's Academy* | × | × | × | × | | × | | | | | | | | | September. |
| 996 | Beaver College and Musical Institute. | | | × | × | × | × | 818 | 90 | 37½ | 50,000 | | | 15,500 | 40 | Sept., 2d Tues. |

*From Report of the Commissioner of Education for 1880.
*a* Value of apparatus.
*b* Average charge.
*c* Includes board.
*d* In 1878.
*e* To non-residents.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 997 | Bellefonte Academy | × | × | × | × | 0 | 0 | 0 | 0 | $40 | $10,000 | ..... | ..... | $2,500 | 40 | September 5. |
| 998 | Bishopthorpe School | ..... | × | × | × | ..... | ..... | ..... | ..... | *a*425 | ..... | ..... | ..... | ..... | ..... | September. |
| 999 | Mountain Seminary | ..... | × | × | × | ..... | × | 1,000 | ..... | 50 | 30,000 | ..... | ..... | ..... | 37 | September 6. |
| 1000 | Bristol Seminary | × | × | × | × | ..... | ..... | ..... | ..... | 30-40 | ..... | ..... | ..... | ..... | 40 | Sept., 2d week. |
| 1001 | Witherspoon Institute | ..... | × | × | × | 0 | × | ..... | ..... | 24 | 6,000 | $0 | ..... | ..... | 42 | Sept., 1st Mon. |
| 1002 | Penn's Valley Institute | ..... | ..... | ..... | ..... | 0 | ..... | ..... | ..... | *b*25 | 3,500 | ..... | ..... | 450 | 20 | October. |
| 1003 | Chester Academy | ..... | × | × | × | × | × | 300 | ..... | *b*45 | 12,000 | ..... | ..... | 3,500 | 39 | Sept., 2d Mon. |
| 1004 | Maplewood Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*168, 198 | ..... | ..... | ..... | ..... | ..... | ..... |
| 1005 | Chester Valley Academy | × | × | × | × | × | × | 600 | ..... | 60 | 20,000 | ..... | ..... | ..... | 40 | Sept., 2d Wed. |
| 1006 | Doylestown Seminary | ..... | × | × | × | × | × | 500 | 30 | 54-60 | 36,800 | ..... | ..... | ..... | 39 | September 1. |
| 1007 | Trach's Academy and Commercial School.* | ..... | ..... | × | × | ..... | × | 40 | ..... | 30-75 | ..... | ..... | ..... | ..... | 44 | August 15. |
| 1008 | Eldersridge Academy for Males and Females. | 0 | 0 | 0 | 0 | 0 | 0 | 750 | 20 | 20-30 | 3,000 | 0 | $0 | 730 | 40 | September 1. |
| 1009 | Erie Academy | 0 | × | × | 0 | 0 | × | ..... | 0 | 15-30 | 45,000 | 17,000 | 1,000 | ..... | 39 | Sept., 1st Mon. |
| 1010 | St. Benedict's Academy | ..... | × | × | × | ..... | ..... | 400 | ..... | *a*150 | 35,000 | ..... | ..... | *c*2,640 | 38 | Sept., 1st Mon. |
| 1011 | Keystone Academy | ..... | × | × | × | × | × | 900 | 200 | 30 | 30,000 | ..... | ..... | ..... | 40 | August 30. |
| 1012 | Friends' School* | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | 12, 30, 40 | *d*2,600 | ..... | ..... | 853 | 40 | September. |
| 1013 | Germantown Day College* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1014 | Glade Academy | ..... | × | ..... | × | 0 | 0 | 0 | 0 | 10-15 | ..... | ..... | ..... | 450 | 20 | |
| 1015 | Greensburg Seminary for Young Ladies and Young Men. | × | × | × | × | 0 | 0 | 500 | 45 | 38 | 25,000 | ..... | ..... | 5,000 | 41 | Sept., 1st Wed. |
| 1016 | Hollidaysburg Young Ladies' Seminary. | × | × | × | × | × | 0 | 3,000 | 22 | 50 | 70,000 | 0 | 0 | ..... | 38 | September. |
| 1017 | Eclectic Institute | ..... | ..... | × | × | 0 | × | 300 | ..... | 20-40 | 15,000 | 0 | ..... | ..... | 40 | September 6 |
| 1018 | Martin Academy | ..... | × | ..... | ..... | × | × | ..... | ..... | 8-20 | 3,000 | ..... | ..... | 400 | 32 | October 11. |
| 1019 | Pickering Institute | 0 | 0 | × | × | 0 | × | 12 | 12 | 24-42 | 7,000 | ..... | ..... | ..... | 39 | September 1. |
| 1020 | St. Aloysius Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1021 | Swithin C. Shortlidge's Media Academy for Boys. | × | × | × | × | × | × | 1,200 | ..... | *a*260 | ..... | ..... | ..... | ..... | ..... | |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1022 | Hazzard's Academy* | × | 0 | × | × | × | × | 373 | 73 | 30 | | | | | 30 | September 1. |
| 1023 | Western Pennsylvania Classical and Scientific Institute. | × | × | × | × | × | × | 1,000 | 400 | 36–45 | 30,000 | | | 2,500 | 39 | September. |
| 1024 | Laird Institute* | 0 | 0 | | | × | × | 250 | | *b*20 | 2,500 | 0 | 0 | | 40 | April, 2d week. |
| 1025 | Nazareth Hall | × | × | × | × | × | × | 5,000 | | *a*295 | 30,000 | 0 | 0 | *a*15,700 | 40 | September 3. |
| 1026 | Union Seminary | | | × | × | × | × | 2,507 | 126 | 36 | 18,000 | | *e*75 | 1,450 | 40 | August 17. |
| 1027 | McElwain Institute | 0 | 0 | × | × | 0 | 0 | 125 | 125 | 18, 21 | 7,000 | 0 | | 1,077 | 39 | August 1. |
| 1028 | Oakland Female Institute | | × | × | × | × | × | 5,000 | | 50 | 100,000 | 0 | 0 | | 40 | September 15. |
| 1029 | Treemount Seminary | × | × | × | × | × | × | 1,200 | 80 | *a*280 | 40,000 | | | | 40 | Sept., 2d Tues. |
| 1030 | St. Mary's College | | | | | | | | | | | | | | | |
| 1031 | Parkesburg Classical Institute | | × | × | × | 0 | 0 | | | 30–50 | 4,000 | | | 800 | 40 | September. |
| 1032 | Academy of the Protestant Episcopal Church. | × | × | × | 0 | × | × | | | 100 | | | | | | |
| 1033 | Agnes Irwin's School | | × | | | | | | | 140–170 | | | | | 39 | Sept., 3d week. |
| 1034 | Aldine Institute | × | × | × | × | | | | | 51–125 | | | | | 40 | September 20. |
| 1035 | Miss Anable's School for Young Ladies. | | | × | × | | | | | 80–150 | | | | | | |
| 1036 | Broad Street Academy | | × | × | | × | × | *f*3,000 | | 60–130 | *f*25,000 | | | *f*9,000 | 40 | September 5. |
| 1037 | Friends' Girard Avenue School* | 0 | × | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 40,000 | 0 | 0 | 3,000 | 40 | Sept., 2d week. |
| 1038 | Friends' Select School for Boys* | × | × | 0 | 0 | × | × | 0 | | 40–75 | | | | 1,500 | 40 | September 13. |
| 1039 | Girard College for Orphans* | × | × | × | × | × | × | 7,527 | 423 | 0 | 3,500,000 | *g*6,000,000 | 694,248 | 0 | 43 | January 1. |
| 1040 | Langton Select Academy* | × | × | | | | | | | 70–90 | | | | | 40 | September 13. |
| 1041 | Lauderbach Academy | | | | | | | | | | | | | | | |
| 1042 | Mt. St. Joseph Academy | | × | × | × | | × | 2,000 | | *a*200 | 100,000 | | | | 40 | Sept., 1st Mon. |
| 1043 | Philadelphia Seminary | | × | × | × | × | | 700 | | | | | | 10,000 | 40 | Sept., 3d Mon. |
| 1044 | Rittenhouse Academy | × | × | 0 | 0 | 0 | × | 0 | 0 | 95 | | | | | 40 | September 13. |
| 1045 | Schleigh Academy* | | × | × | × | | | | | 50 | | | | | | |
| 1046 | School for Young Ladies | | × | | | | × | | | | | | | | 40 | September. |
| 1047 | Supplee Institute for Young Ladies.* | | × | × | × | × | × | *1,000 | | *b*100 | | | | | 40 | September 22. |
| 1048 | Ury House School | × | × | × | × | 0 | 0 | 400 | | *a*400 | | | | | 37 | September 15. |
| 1049 | West Chesnut Street Institute | | × | × | × | | | | | 50–120 | | | | | 40 | September. |
| 1050 | West Chesnut Street Seminary* | | × | | | 0 | × | | | 50–100 | | | | 2,600 | 35 | Oct., 1st Mon. |
| 1051 | West Green Street Seminary | | | | | | | | | | | | | | | |
| 1052 | West Walnut Street Seminary for Young Ladies. | × | × | × | × | × | × | 1,000 | | 75–125 | *d*40,000 | | | | 39 | Sept., 3d Wed. |
| 1053 | William Penn Charter School | × | × | 0 | 0 | | | | | 70–100 | 55,000 | | | 10,290 | 40 | September. |
| 1054 | Young Ladies' Academy and Select School for Children. | × | × | × | × | | × | | | 14–44 | | | | | 43 | Sept., 1st Mon. |
| 1055 | The Bishop Bowman Institute* | | × | × | × | 0 | | 1,200 | | 80, 110, 170 | 25,000 | | | | 40 | Sept., 2d Mon. |
| 1056 | St. Mary's Academy* | | | × | × | | | | | | | | | | | |
| 1057 | St. Ursula's Academy | × | × | × | × | | | 1,000 | | 150 | 80,000 | | | | 40 | September. |
| 1058 | Cottage Seminary for Young Ladies | × | × | × | × | × | × | 600 | 25 | 50 | 15,000 | 0 | 0 | 3,500 | 40 | Sept., 2d Thurs. |
| 1059 | Reid Institute | | × | × | × | | | 600 | 5 | 25 | | | | 1,000 | 40 | October. |
| 1060 | Ridley Park Seminary* | | × | × | × | | | | | 30–70 | | | | | 38 | September. |
| 1061 | Clarion Collegiate Institute | | × | | × | | × | 100 | 25 | 18 | 8,000 | | | | 42 | August 1. |
| 1062 | St. Cecelia's Academy | × | × | × | × | 0 | 0 | 600 | | | | | | | 40 | September 1. |

* From Report of the Commissioner of Education for 1880.
*a* Includes board.
*c* Average charge.
*b* Receipts for last session.
*d* Value of building and apparatus.
*e* From collections.
*f* In 1879.
*g* Estimated value of the residuary estate of Stephen Girard; the income of the estate in 1880 was $694,248, of which $350,112 were expended for the college.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 1063 | Classical Department of Missionary Institute. | 0 | 0 | 0 | 0 | 0 | × | 1,400 | ..... | $30 | $8,000 | ..... | ..... | $1,500 | 39 | Aug., last Thurs. |
| 1064 | Sewickley Academy* | ..... | × | ..... | × | ..... | × | ..... | ..... | 60 | 25,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1065 | Academy of the Holy Child Jesus | × | × | × | × | 0 | 0 | 1,800 | 30 | *a*200 | ..... | ..... | ..... | ..... | ..... | September 1. |
| 1066 | Cheltenham Academy | ..... | × | × | × | ..... | × | 300 | ..... | 100 | 50,000 | ..... | ..... | ..... | 40 | September 15. |
| 1067 | George's Creek Academy | × | × | × | × | 0 | 0 | 1,200 | 100 | 37 | 4,000 | ..... | ..... | 3,330 | 38 | Sept., 1st Mon. |
| 1068 | Stewartstown English and Classical Institute. | ..... | ..... | × | × | 0 | 0 | ..... | ..... | 30,40 | 2,500 | ..... | ..... | 800 | 40 | Sept., 1st Mon. |
| 1069 | Toughkenamon Boarding School | ..... | × | ..... | ..... | ..... | ..... | 280 | ..... | ..... | ..... | ..... | ..... | ..... | 40 | September. |
| 1070 | Susquehanna Collegiate Institute | × | ..... | 0 | × | × | × | 600 | ..... | *b*32 | 25,000 | ..... | ..... | 3,000 | 40 | August 31. |
| 1071 | Washington Hall Collegiate Institute. | × | × | × | × | × | × | 1,595 | ..... | *a*200–275 | 16,000 | ..... | ..... | 900 | 40 | Sept., 1st Mon. |
| 1072 | Unionville Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 5,000 | $0 | $0 | 550 | 36 | September. |
| 1073 | Trinity Hall | ..... | ..... | ..... | ..... | ..... | ..... | 300 | 300 | *a*400 | 75,000 | ..... | ..... | ..... | 40 | Sept., 2d Wed. |
| 1074 | Darlington Seminary for Young Ladies. | × | × | × | × | × | × | 600 | 30 | 40 | 25,000 | ..... | ..... | 3,000 | 40 | September 18. |
| 1075 | Home School for Girls* | ..... | × | ..... | × | ..... | ..... | 500 | 100 | 40–100 | ..... | ..... | ..... | ..... | 40 | September. |
| 1076 | Lucretia M. B. Mitchell's School for Girls. | ..... | × | ..... | ..... | 0 | 0 | ..... | ..... | 60 | ..... | ..... | ..... | 2,160 | 36 | September. |
| 1077 | Young Ladies' Seminary | ..... | × | × | × | ..... | ..... | ..... | ..... | 50–100 | ..... | ..... | ..... | 1,800 | 40 | September. |
| 1078 | Westtown Boarding School | × | ..... | 0 | 0 | × | × | 3,500 | 60 | 150 | 140,000 | 76,461 | 5,469 | 25,108 | 44 | May. |
| 1079 | Williamsport Dickinson Seminary | × | × | × | × | × | × | 2,800 | 50 | 33 | 100,000 | ..... | ..... | ..... | 40 | Aug., 4th Mon. |
| 1080 | School of St. John the Evangelist | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 500 | 42 | Sept., 2d Wed. |
| 1081 | Family and Day School for Girls | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | *a*500 | ..... | ..... | ..... | ..... | 35 | Sept., last Thurs. |
| 1082 | Island High School | 0 | 0 | 0 | 0 | 0 | 0 | 974 | 68 | 40 | ..... | ..... | ..... | 1,040 | 40 | Sept., 1st Mon. |
| 1083 | Female Academy of the Sacred Heart. | × | × | × | × | × | × | ..... | ..... | 200 | 75,000 | ..... | ..... | ..... | 40 | Sept., 1st Wed. |
| 1084 | Friends' New England Boarding School. | × | × | × | × | × | × | 4,500 | 1,500 | 150 | 500,000 | 150,000 | 9,000 | ..... | 40 | Sept., 1st Wed. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1085 | St. Mary's Young Ladies' Seminary. | × | × | × | × | ..... | ..... | 1,500 | 30 | a205 | ..... | ..... | ..... | ..... | 42 | September 1. |
| 1086 | Polytechnic and Industrial Institute. | × | × | × | ..... | 0 | 0 | 500 | 25 | 10 | 10,000 | 0 | 0 | 1,000 | 40 | October 1. |
| 1087 | Wallingford Academy | ..... | ..... | × | ..... | 0 | 0 | 341 | 30 | 2, 4 | 13,500 | 0 | 0 | 402 | 40 | April 1. |
| 1088 | Brainerd Institute* | × | × | ..... | ..... | × | × | 60 | ..... | ..... | 3,700 | 0 | 0 | ..... | 36 | October 1. |
| 1089 | Clinton College | ..... | ..... | × | × | ..... | ..... | 500 | ..... | 16-36 | 2,000 | ..... | ..... | 600 | 40 | Sept., 1st Mon. |
| 1090 | Benedict Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | c1 | 25,000 | 20,000 | ..... | ..... | ..... | |
| 1091 | Cooper-Limestone Institute | ..... | × | ..... | × | ..... | × | 50 | ..... | 40 | 35,000 | ..... | ..... | 1,600 | 40 | September 28. |
| 1092 | Gowensville Seminary | ..... | ..... | ..... | × | 0 | 0 | 0 | 0 | 12-36 | 800 | ..... | ..... | 700 | 40 | November 1. |
| 1093 | Brewer Normal School* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 1094 | Lexington High School | × | × | 0 | 0 | × | × | 71 | ..... | 30-40 | d200 | ..... | ..... | 1,500 | 40 | September. |
| 1095 | Penn School | × | × | × | 0 | 0 | 0 | 200 | 100 | 0 | 400 | 0 | 0 | 0 | 38 | October 15. |
| 1096 | Williamston Male Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 16-30 | 1,000 | ..... | ..... | ..... | 40 | Jan., 2d Mon. |
| 1097 | Johnstown Academy | × | × | × | × | × | × | 184 | 72 | 15-50 | 1,800 | 0 | 0 | 1,475 | 40 | Jan., 1st Mon. |
| 1098 | King's Mountain Military School | × | × | 0 | 0 | ..... | ..... | 300 | 15 | a210 | 18,000 | ..... | ..... | ..... | 42 | August 1. |
| 1099 | Yorkville Female College | ..... | × | × | × | ..... | ..... | ..... | ..... | 20-40 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1100 | Masonic Male and Female Academy. | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 24 | 4,000 | ..... | ..... | 1,200 | 40 | Aug., 1st Mon. |
| 1101 | Kingsley Seminary | × | ..... | × | × | 0 | × | 0 | ..... | 10-20 | 2,000 | ..... | ..... | 725 | 40 | August 1. |
| 1102 | Beech Grove College | × | 0 | × | × | 0 | 0 | 200 | 0 | 12-40 | 3,000 | 0 | 0 | 1,500 | 40 | Feb. and Aug. |
| 1103 | Sullins College | ..... | ..... | × | × | × | 0 | 500 | 100 | 20-40 | 15,000 | ..... | ..... | 3,000 | 40 | Aug., last Thurs. |
| 1104 | Centreville High School | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 22-42 | 3,000 | 0 | 0 | 500 | 40 | Sept., 1st Mon. |
| 1105 | Chapel Hill Academy* | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 23 | 2,000 | ..... | ..... | ..... | 40 | Jan., 2d Mon. |
| 1106 | Chatata High School | 0 | ..... | × | × | 0 | 0 | 0 | ..... | 20 | 1,000 | ..... | 300 | 500 | 40 | Aug., 1st Mon. |
| 1107 | Clarksville Female Academy | ..... | × | × | × | 0 | × | 1,000 | ..... | 50 | 30,000 | ..... | ..... | 3,000 | 40 | Sept., 2d Mon. |
| 1108 | Cleveland Masonic Institute | 0 | 0 | 0 | × | 0 | 0 | 40 | ..... | 17½ | 5,000 | ..... | ..... | ..... | 40 | September 1. |
| 1109 | Clifton Masonic Academy | × | ..... | × | ..... | 0 | × | 75 | 75 | 25 | 3,000 | 0 | 0 | 1,500 | 40 | September 1. |
| 1110 | Cog Hill Collegiate Institute | ..... | ..... | ..... | × | ..... | ..... | 100 | 100 | 16-40 | 3,000 | ..... | ..... | ..... | 40 | Aug., 1st Mon. |
| 1111 | Columbia Normal School | × | × | × | × | × | × | ..... | ..... | 50 | 20,000 | ..... | ..... | 250 | 46 | August 1. |
| 1112 | Tipton Female Seminary | ..... | ..... | × | × | ..... | ..... | 100 | ..... | 17½ | 3,500 | ..... | ..... | ..... | 40 | August. |
| 1113 | Dickson Seminary | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 1114 | Hatchie Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 150 | 30-40 | 250 | 0 | 0 | 500 | 40 | September 1. |
| 1115 | Masonic Institute | ..... | ..... | ..... | ..... | 0 | 0 | ..... | ..... | 1½ | ..... | ..... | 200 | 150 | 40 | September 1. |
| 1116 | Flag Pond Seminary | ..... | ..... | × | × | 0 | × | 0 | 0 | c1-2 | ..... | ..... | ..... | ..... | ..... | |
| 1117 | Friendsville Academy | ..... | × | × | ..... | ..... | × | 200 | ..... | 9-18 | 3,500 | ..... | ..... | ..... | 36 | Aug., 3d Mon. |
| 1118 | Edwards Academy* | ..... | ..... | × | × | 0 | 0 | 100 | ..... | 8-15 | 3,000 | ..... | ..... | 400 | 36 | August 30. |
| 1119 | Henderson Masonic Male and Female Institute.* | ..... | × | × | × | × | × | ..... | 100 | 15-50 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1120 | Central Tennessee Conference Seminary. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 1121 | West Tennessee Seminary | ..... | ..... | ..... | × | ..... | ..... | 150 | 10 | 15, 20, 30 | 3,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1122 | Odd Fellows' Male and Female College. | × | ..... | × | × | 0 | 0 | 200 | ..... | e10-25 | 10,000 | ..... | ..... | ..... | 40 | Jan., 1st Mon. |
| 1123 | Sam Houston Academy | ..... | × | × | × | 0 | 0 | ..... | ..... | 30 | 5,000 | 10,000 | ..... | ..... | 20 | Aug., 1st Mon. |
| 1124 | Martin Academy | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 16 | 2,000 | ..... | ..... | ..... | 32 | Sept., 1st Mon. |
| 1125 | La Grange Female School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 26-36 | ..... | ..... | ..... | ..... | 40 | September 1. |
| 1126 | Greenwood Seminary | ..... | × | × | × | ..... | ..... | 3,000 | 20 | 24-50 | 15,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |

* From Report of the Commissioner of Education for 1880.
a Includes board.
b Average charge.
c Charge for a month.
d Value of apparatus.
e To non-residents.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 1127 | Masonic Academy | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | $18 | $1,200 | $0 | $0 | $500 | 40 | August. |
| 1128 | Savannah Grove Academy | ..... | ..... | ..... | ..... | 0 | 0 | 20 | 5 | 15 | 700 | ..... | ..... | 750 | 40 | January. |
| 1129 | London High School | 0 | 0 | × | × | × | × | 120 | ..... | 10–30 | 10,000 | ..... | ..... | ..... | 40 | Aug., 1st Mon. |
| 1130 | New Male and Female Institute | × | × | × | × | × | × | 40 | 40 | 20 | 1,000 | ..... | ..... | ..... | 40 | August. |
| 1131 | Waters and Walling College* | 0 | 0 | × | × | 0 | × | 0 | 0 | 15–40 | 5,000 | 0 | 0 | 1,500 | 40 | February 1. |
| 1132 | Martin Male and Female Academy.* | 0 | 0 | × | × | 0 | × | 100 | ..... | 15–40 | 1,200 | 0 | 0 | 1,200 | 40 | Sept., 1st Mon. |
| 1133 | West Tennessee Seminary | ..... | ..... | × | ..... | 0 | × | ..... | ..... | 9 | 1,000 | ..... | ..... | 450 | 36 | Sept., 1st Mon. |
| 1134 | Miss Higbee's School* | × | × | 0 | × | ..... | × | 50 | ..... | 40–140 | ..... | ..... | ..... | ..... | 40 | September 14. |
| 1135 | Memphis Institute | 0 | 0 | 0 | 0 | 0 | 0 | ..... | ..... | 50–70 | ..... | ..... | ..... | 3,150 | 40 | Sept., 1st Mon. |
| 1136 | St. Mary's School | × | × | × | × | 0 | × | ..... | ..... | 50 | ..... | ..... | ..... | ..... | 40 | September 14. |
| 1137 | Fairmount* | × | × | × | × | × | ..... | 500 | 50 | 180 | 25,000 | ..... | ..... | 8,100 | 40 | March 15. |
| 1138 | Morristown Female High School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 12–30 | ..... | ..... | ..... | ..... | 36 | September 1. |
| 1139 | Mt. Pleasant Male and Female Academy. | × | × | × | × | 0 | 0 | 0 | 0 | 20–50 | 6,000 | 0 | 0 | 1,500 | 40 | September 1. |
| 1140 | Montgomery Bell Academy | ..... | × | 0 | 0 | × | × | 140 | 140 | 60 | 50,000 | 5,000 | 3,000 | 3,000 | 40 | September 7. |
| 1141 | Alpine Academy | ..... | ..... | × | × | 0 | 0 | 0 | 0 | 10–30 | 2,000 | 0 | 0 | 1,600 | 40 | Jan., 1st week. |
| 1142 | Union Seminary* | ..... | ..... | × | × | × | × | 300 | ..... | 30 | 6,000 | ..... | ..... | 600 | 40 | Sept., 1st Mon. |
| 1143 | Holston Seminary | ..... | 0 | × | × | 0 | × | 200 | 10 | 25 | 10,000 | 0 | 0 | 700 | 40 | August 14. |
| 1144 | Oak Hill Institute | × | × | × | × | × | × | ..... | ..... | 16–40 | 6,000 | 0 | 0 | ..... | 40 | Aug., 1st Mon. |
| 1145 | Ooltewah Academy | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 14 | 1,000 | ..... | ..... | 350 | 40 | September. |
| 1146 | Bledsoe Institute | ..... | ..... | ..... | ..... | 0 | 0 | 0 | ..... | 20 | 2,500 | ..... | ..... | ..... | 40 | July 1. |
| 1147 | Paris Male High School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ..... | 22 | 1,500 | 0 | 0 | 1,100 | 22 | September 1. |
| 1148 | The Mrs. S. H. Welch High School | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 26 | 6,000 | ..... | ..... | 2,000 | 40 | Sept., 1st Mon. |
| 1149 | Parrottsville College | 0 | 0 | 0 | × | 0 | 0 | ..... | ..... | 10–23 | 5,000 | ..... | ..... | ..... | 40 | August 7. |
| 1150 | People's College | ..... | ..... | × | × | 0 | 0 | 0 | ..... | 15 | 15,000 | ..... | ..... | 1,530 | 40 | Aug., 1st Mon. |
| 1151 | Arlington Academy* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 500 | 0 | 0 | 300 | 40 | Aug., 1st Mon. |
| 1152 | Giles College | 0 | 0 | 0 | 0 | 0 | × | 0 | 0 | 54 | 7,000 | 0 | 0 | 1,900 | 40 | September 1. |
| 1153 | Clear Spring Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 8–15 | 3,500 | ..... | ..... | ..... | 32 | Sept., 1st Mon. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1154 | Greeneville District Seminary | | | | × | 0 | 0 | 200 | 100 | 16 | 3,000 | | | 1,100 | 36 | August 28. |
| 1155 | Ripley Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 1,500 | 0 | 0 | 1,000 | 40 | Sept., 1st Mon. |
| 1156 | Sequachee College | | | × | × | × | × | | | | *a*13,000 | | | *a*1,800 | | |
| 1157 | Madison Academy* | 0 | 0 | × | × | 0 | 0 | 100 | | 100 | 1,000 | 10,000 | 600 | | 40 | August. |
| 1158 | Hardin College | | × | × | × | × | × | 1,000 | | 40 | 3,000 | | | 2,500 | 40 | September 1. |
| 1159 | Fulton Academy* | 0 | 0 | × | 0 | 0 | 0 | 0 | | 6–12 | 500 | | | | 40 | February. |
| 1160 | Nourse Seminary | 0 | 0 | 0 | × | 0 | 0 | 0 | | | 3,000 | 0 | 0 | | 40 | August. |
| 1161 | Tazewell College | 0 | 0 | | × | 0 | 0 | | | *b*20 | 4,000 | 0 | | 1,800 | 36 | August 28. |
| 1162 | Pleasant Grove Seminary | | | | | | | | | *c*5–14 | *a*1,500 | | | *a*330 | | January 17. |
| 1163 | Washington College | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 13–25 | 10,000 | 11,000 | 450 | 400 | 38 | September 1. |
| 1164 | Watauga Academy | | × | | | | | | | 10–20 | 500 | | | | 36 | |
| 1165 | Powell's Valley Seminary | | | | | | | | | | | | | | 40 | Aug., 2d Mon. |
| 1166 | University of West Tennessee | | | | | | | 3,000 | | 30 | 3,000 | | | | 36 | September 1. |
| 1167 | Texas German and English Academy. | × | × | × | | | × | 160 | | 35 | | | | | 40 | Sept., 1st Mon. |
| 1168 | West Texas Conference Seminary.* | | | | | | | | | | | | | | | |
| 1169 | Calvert Academy | | | × | × | 0 | 0 | 0 | 0 | 20, 30, 40 | 1,200 | | | | 40 | |
| 1170 | Corsicana Female College* | | × | × | × | × | × | 100 | | | 4,000 | | | | 40 | Sept., 1st Mon. |
| 1171 | Davilla Masonic Institute | | | | × | 0 | 0 | 0 | | 30 | 2,000 | 0 | | 1,500 | 40 | September 1. |
| 1172 | Live Oak Seminary | 0 | | × | 0 | 0 | 0 | 0 | 0 | 30 | 5,000 | 0 | 0 | 400 | 30 | October 1. |
| 1173 | Gonzales Male and Female School* | 0 | 0 | 0 | × | × | × | 100 | 0 | 30–40 | 3,000 | 0 | 0 | | 40 | September 1. |
| 1174 | Sabine Valley University | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | 20–30 | 2,000 | 0 | 0 | 800 | 40 | September 1. |
| 1175 | Homer Male and Female High School. | | | | × | | | | | 20–40 | 1,500 | | | 2,500 | 40 | Sept., 1st Mon. |
| 1176 | Walcott Institute | | × | | × | 0 | 0 | 50 | 50 | 15–40 | 4,000 | 0 | 0 | | 40 | Sept., 1st Mon. |
| 1177 | Lancaster Masonic Institute* | 0 | 0 | | × | 0 | 0 | 0 | 0 | 30 | 3,000 | 0 | 0 | 1,000 | 40 | September 1. |
| 1178 | Ursuline Academy* | | | | | | | | | | | | | | | |
| 1179 | East Texas Academic Institute | × | 0 | 0 | 0 | 0 | × | 0 | 0 | 20–40 | 1,800 | 0 | 0 | 1,200 | 40 | Jan., 1st Mon. |
| 1180 | Linn Flat Academy* | | | | | 0 | 0 | | | 20 | 1,500 | | | 375 | 42 | September 27. |
| 1181 | Bishop Baptist College | × | × | × | × | 0 | × | 200 | | 8 | 25,000 | 0 | 0 | 0 | 40 | October 1. |
| 1182 | Wiley University* | | | | | | | 1,200 | | 9 | 10,000 | | | 282 | 36 | September 28. |
| 1183 | Mexia Polytechnic Institute | | × | × | × | | | | | 25–55 | | | | | 40 | September 6. |
| 1184 | Hubbard College* | | | | × | 0 | 0 | 0 | 0 | 20 | 2,500 | | | 1,500 | 36 | Sept., 1st Mon. |
| 1185 | Pine Hill Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 1,000 | | | 300 | 40 | October 14. |
| 1186 | Alamo German-English School | × | × | × | | 0 | × | 0 | | 22 | | | | 1,100 | 47 | September 1. |
| 1187 | Alamo Military and Commercial Academy.* | | | | | | | | | 50 | | | | | 40 | Sept., 1st Mon. |
| 1188 | German-English School | × | × | × | | 0 | × | 250 | 50 | 22–33 | 20,000 | | | 5,000 | 40 | April 1. |
| 1189 | St. Mary's Hall | | × | × | × | 0 | 0 | | | *d*300 | | | | | 40 | September 14. |
| 1190 | St. Mary's Institute | × | × | × | × | × | × | 1,500 | | 10–25 | | | | | 41 | Sept., 1st Mon. |
| 1191 | Ursuline Convent* | × | × | × | × | | | 500 | | | | | | | | Sept., 1st Mon. |
| 1192 | Coronal Institute | | × | × | × | × | × | 40 | | 20–50 | 15,000 | | | | 40 | Sept., 1st Mon. |
| 1193 | District Conference High School | | | × | × | | | 100 | | *e*$1\frac{3}{4}$–4 | | | | | | Sept., 1st Mon. |
| 1194 | Add Ran College | | | × | × | × | 0 | 1,000 | 400 | 31½ | 15,000 | | | | 31 | Sept., 1st Mon. |
| 1195 | East Texas University | × | × | × | | | | | | 20–50 | 50,000 | | | 2,250 | 40 | September 5. |
| 1196 | McIndoes Falls Academy | 0 | 0 | 0 | × | 0 | 0 | | | 12–15 | 3,000 | 3,000 | 160 | | 33 | August 31. |
| 1197 | Barre Academy | 0 | 0 | × | × | 0 | × | 700 | | 30 | 10,000 | | | 1,300 | 40 | Aug 4th Thurs. |
| 1198 | Goddard Seminary | | × | × | × | × | × | 1,200 | 150 | 30 | 75,000 | 10,000 | 490 | 2,700 | 40 | August 24. |
| 1199 | St. Agnes' Hall | × | × | × | × | 0 | 0 | | | 15–45 | 10,000 | | | | 40 | September 21. |

* From Report of the Commissioner of Education for 1880. *a* In 1879. *b* Average charge. *c* Charge for a term. *d* Includes board. *e* Charge for a month.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 1200 | Mt. Anthony Seminary* | ..... | × | × | × | 0 | × | 500 | ..... | *a*$300 | $10,000 | $0 | ..... | ..... | 40 | Sept., 1st Tues. |
| 1201 | Bristol Graded School | 0 | 0 | 0 | 0 | 0 | 0 | ..... | ..... | 12½–21 | ..... | ..... | ..... | ..... | 38 | September 6. |
| 1202 | Vermont Episcopal Institute | ..... | ..... | × | × | × | × | 400 | 50 | *a*250–350 | ..... | ..... | ..... | ..... | 40 | September. |
| 1203 | Derby Academy | 0 | 0 | ..... | × | 0 | × | ..... | ..... | 15–25 | ..... | ..... | ..... | $1,000 | 33 | August 30. |
| 1204 | Essex Classical Institute | ..... | ..... | × | × | ..... | ..... | 25 | 10 | 18, 20 | 7,000 | 10,000 | $600 | 1,000 | 40 | Aug., 4th Tues. |
| 1205 | New Hampton Institution* | × | ..... | × | × | × | × | 3,000 | ..... | 12–21 | *b*12,000 | ..... | ..... | ..... | ..... | August 19. |
| 1206 | Orleans Liberal Institute | 0 | × | × | × | × | × | 100 | ..... | 11 | 3,000 | 1,000 | 55 | ..... | 34 | September. |
| 1207 | Champlain Hall* | × | × | × | × | ..... | ..... | ..... | ..... | *c*20 | ..... | ..... | ..... | 600 | 40 | Sept., 1st Mon. |
| 1208 | Lamoille Central Academy* | 0 | 0 | 0 | × | 0 | 0 | 200 | 0 | ..... | 1,500 | 0 | 0 | 175 | 33 | April 1. |
| 1209 | Black River Academy | × | × | × | × | × | × | 150 | ..... | 20 | 8,000 | ..... | ..... | ..... | 34 | August. |
| 1210 | Morgan Academy | ..... | ..... | ..... | ..... | 0 | ..... | ..... | ..... | 1 | ..... | ..... | 22 | 23 | 10 | September. |
| 1211 | Newbury Seminary and Ladies' Institute. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1212 | Beeman Academy* | ..... | × | × | × | 0 | × | 50 | 50 | 18, 21, 24 | 4,275 | 10,000 | 600 | 1,000 | 39 | Aug., last Tues. |
| 1213 | Caledonia County Grammar School. | 0 | × | 0 | × | × | × | ..... | ..... | 12–16 | 8,000 | 15,000 | 900 | 600 | 40 | Sept., 1st Tues. |
| 1214 | Troy Conference Academy* | × | ..... | × | × | × | × | 1,100 | 0 | 20–100 | 35,000 | 0 | ..... | 6,000 | 39 | ..... |
| 1215 | Villa Barlow Boarding and Select School of the Sisters of Notre Dame.* | ..... | × | × | × | ..... | ..... | 500 | 25 | 10–20 | ..... | ..... | ..... | ..... | 42 | September 1. |
| 1216 | St. Johnsbury Academy* | × | × | ..... | × | × | × | 360 | 20 | 30 | 90,000 | 13,400 | 800 | 4,500 | 40 | Aug., last Tues. |
| 1217 | Vermont Academy* | ..... | × | × | × | × | ..... | ..... | ..... | 24–30 | ..... | ..... | ..... | ..... | ..... | ..... |
| 1218 | Green Mountain Perkins Academy. | ..... | × | × | × | × | × | ..... | ..... | 18–22½ | 12,000 | ..... | 1,370 | 720 | 35 | Aug., last Wed. |
| 1219 | Thetford Academy | ..... | ..... | ..... | ..... | 0 | × | ..... | ..... | 20–24 | 10,000 | 5,000 | 300 | 800 | 40 | September 1. |
| 1220 | Leland and Gray Seminary* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,142 | ..... | ..... |
| 1221 | Bell Institute* | 0 | × | 0 | × | × | 0 | 0 | 0 | *c*15 | 2,000 | 0 | 0 | 900 | 36 | September 1. |
| 1222 | Glenwood Classical Seminary | 0 | 0 | × | × | × | × | 200 | 6 | 25 | 12,000 | 0 | ..... | ..... | 35 | September 14. |
| 1223 | School of the Bluestone Mission | ..... | 0 | ..... | 0 | 0 | 0 | 25 | ..... | 0 | 3,500 | ..... | ..... | ..... | 36 | September. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1224 | Abingdon Male Academy* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 15,000 | 4,000 | 240 | 1,000 | 40 | September 1. |
| 1225 | Stonewall Jackson Institute | × | × | × | × | 0 | 0 | 300 | 30 | 50 | 20,000 | | | | 40 | September 13. |
| 1226 | Alexandria Academy* | | × | × | | | | 150 | | 18 | | | | 1,000 | 40 | September 5. |
| 1227 | Belle Haven Institute* | 0 | 0 | | | 0 | 0 | | | c50 | 10,000 | | | | 40 | September 15. |
| 1228 | Clarens Home School | 0 | × | × | × | 0 | 0 | 500 | | 30–40 | 12,000 | | | 2,143 | 39 | September 15. |
| 1229 | Episcopal High School of Virginia.* | 0 | 0 | 0 | 0 | 0 | × | 1,000 | | 90 | 25,000 | | | 7,000 | 38 | Sept., 4th Wednes. |
| 1230 | Potomac Academy | | | | | × | × | | | 50 | | | | | 40 | Sept., 3d Wednes. |
| 1231 | St. John's Academy | × | × | | × | 0 | × | 1,000 | | 32–50 | 6,000 | | | 2,165 | 42 | Sept., 1st Monday. |
| 1232 | St. Mary's Academy | | × | × | × | | | | | 24–40 | | | | | 44 | September 1. |
| 1233 | Mt. Pisgah Academy | | × | × | × | × | × | 260 | 100 | 75 | 27,000 | | | 3,100 | 44 | September 1. |
| 1234 | Yeates' Lower Free School *d* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 500 | | | | 38 | October 1. |
| 1235 | Yeates' Upper Free School *d* | | | | | | | | | | | | | | | |
| 1236 | Bethel Classical and Military Academy. | 0 | 0 | 0 | 0 | × | × | 800 | 50 | 60 | 20,000 | 20,000 | 3,000 | 3,900 | 40 | Sept.,3d Thursday. |
| 1237 | Pantops Academy | | | | | | | | | a210 | | | | | 36 | September. |
| 1238 | Piedmont Female Institute | × | × | × | × | 0 | 0 | 2,000 | | c50 | 10,000 | | | 2,500 | 40 | September 15. |
| 1239 | Thyne Institute | | | × | 0 | 0 | 0 | | | 0 | 4,500 | 0 | 0 | 0 | 36 | Sept., 1st Monday. |
| 1240 | Elk Creek Academy | | | × | × | 0 | 0 | 0 | 0 | 20–30 | 1,000 | 0 | 0 | 250 | 20 | Sept., 1st Monday. |
| 1241 | Gordonsville Female Institute | | × | × | × | | × | | | 30–100 | | | | | 40 | September 15. |
| 1242 | Herndon Female Seminary | | | × | × | | | 100 | | 18 | 2,000 | | | 177 | 39 | September 20. |
| 1243 | Villanova Academy | 0 | × | 0 | × | 0 | 0 | 0 | | 20 | | | | | 40 | Sept., 1st Tuesday. |
| 1244 | Locust Dale Academy* | | | | | | | | | 40–50 | 7,000 | | | 1,500 | 40 | September 15. |
| 1245 | Church School | | × | | × | | | 180 | | 48 | | | | | 40 | September 25. |
| 1246 | Norfolk Academy | | | | | | | | | | | | | | | |
| 1247 | Rodman School | 0 | 0 | 0 | 0 | | | | | c60 | 3,000 | | | 1,800 | 40 | September 20. |
| 1248 | Webster Scientific and Literary Institute. | × | × | 0 | 0 | × | × | 3,040 | | 40–60 | 7,000 | | | | 40 | September 20. |
| 1249 | Richmond Institute | | | × | | 0 | 0 | 2,500 | 100 | 8 | 30,000 | 3,000 | | 562 | 36 | October 1. |
| 1250 | Suffolk Collegiate Institute | × | × | × | × | | | | | 25–50 | 4,000 | | | | 40 | Sept., 2d Monday. |
| 1251 | Suffolk Female Institute | | | × | × | 0 | 0 | 260 | | 30 | | | | | 40 | Sept., 2d Monday. |
| 1252 | Fairfax Hall | | × | × | × | 0 | 0 | | | 16–40 | 15,000 | | | | 40 | September 1. |
| 1253 | Prince Edward Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50, 60 | 1,500 | 0 | 0 | | 40 | Sept., 1st Monday. |
| 1254 | St. Mary's Academy | | | × | × | | | | | | | | | | 44 | Sept., 1st Monday. |
| 1255 | Academy of the Sisters of St. Joseph.* | | | | | | | | | | | | | | | |
| 1256 | French Creek Institute* | 0 | 0 | 0 | 0 | 0 | 0 | | | 8 | 1,500 | | | | 16 | April 1. |
| 1257 | Academic department of Storer College. | × | × | × | × | 0 | 0 | 3,100 | | e8–12 | 40,000 | 10,000 | 500 | | 32 | October 4. |
| 1258 | Morgantown Female Seminary | | × | × | × | | | 700 | | 16–32 | 10,000 | | | 900 | 39 | Sept., 1st Monday. |
| 1259 | Academy of the Visitation | | × | × | × | × | × | 500 | | a150 | 10,000 | | | | 44 | Sept., 1st Monday. |
| 1260 | St. Joseph's Academy* | | | | | | | | | | | | | | | |
| 1261 | Seguin Collegiate Institute | | × | × | × | | | | | | | | | | 44 | Aug., last Monday. |
| 1262 | Evansville Seminary | | | | | | | 200 | | f30 | 11,000 | | | f750 | 39 | September. |
| 1263 | Merrille Institute | | × | × | | | | | | g6–10 | | | | | 39 | Sept., 2d Monday. |
| 1264 | Fox Lake Seminary | | × | × | × | | | 1,050 | 175 | 28 | | | | | 38 | Sept., 1st Wed. |
| 1265 | College of the Mission House | 0 | × | × | × | 0 | × | 2,434 | 211 | a100 | | 6,000 | 280 | 600 | 40 | Sept., 1st Tues. |

* From Report of the Commissioner of Education for 1880.
*a* Includes board.
*b* In 1878.
*c* Average charge.
*d* The Yeates schools are about six miles apart; they have the same board of trustees, and are supported by private endowment.
*e* Includes tuition and room rent.
*f* Tuition and incidental fees.
*g* Tuition per term.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 1266 | Lake Geneva Seminary | 0 | × | × | × | × | × | 1,000 | ..... | $32 | $60,000 | ..... | ..... | a$5,450 | 41 | September 14. |
| 1267 | Janesville English Academy | ..... | ..... | ..... | ..... | 0 | 0 | ..... | ..... | 12½–40 | ..... | ..... | ..... | 875 | 42 | September 1. |
| 1268 | Dupont Academy* | ..... | ..... | ..... | ..... | ..... | ..... | 1,200 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1269 | Marshall Academy* | ..... | ..... | ..... | ..... | ..... | ..... | 300 | ..... | 18 | b6,000 | $18,000 | ..... | ..... | 32 | |
| 1270 | St. Lawrence College | × | × | × | × | × | × | 700 | ..... | 120 | 60,000 | 0 | $0 | 8,000 | 40 | September 1. |
| 1271 | German and English Academy | 0 | × | × | 0 | 0 | × | ..... | ..... | c50 | 25,000 | ..... | ..... | 9,000 | 44 | September 1. |
| 1272 | Marquette College | 0 | 0 | × | 0 | ..... | × | 400 | ..... | 60 | b35,000 | 0 | 0 | ..... | 40 | Sept., 1st Mon. |
| 1273 | St. Mary's Convent Day School | ..... | × | × | × | ..... | × | ..... | ..... | 6–48 | ..... | ..... | ..... | ..... | 45 | September 1. |
| 1274 | St. Mary's Institute* | × | × | × | × | × | × | 1,500 | ..... | 180 | d100,000 | ..... | ..... | ..... | 44 | September 15. |
| 1275 | Oconomowoc Seminary | × | × | × | × | × | × | 500 | 10 | e50 | f20,000 | ..... | ..... | g5,000 | 40 | September. |
| 1276 | College of the Sacred Heart | ..... | × | × | × | 0 | × | 2,000 | 20 | 50 | 20,000 | 0 | 0 | ..... | 40 | September. |
| 1277 | St. Mary's Institute | × | × | × | × | ..... | ..... | ..... | ..... | 150 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1278 | The Home School[k] | ..... | ..... | ..... | ..... | ..... | ..... | 2,000 | 20 | 100 | 7,800 | ..... | ..... | 4,000 | 40 | |
| 1279 | St. Catharine's Female Academy | × | × | × | × | ..... | ..... | ..... | ..... | a140 | ..... | ..... | ..... | ..... | ..... | Sept., 1st Mon. |
| 1280 | Rochester Seminary | 0 | × | 0 | × | 0 | × | 100 | 39 | 18–24 | 5,000 | 0 | 0 | 900 | 38 | Sept., 1st Mon. |
| 1281 | Seminary of St. Francis of Sales* | ..... | ..... | × | × | × | × | 4,500 | ..... | a150 | 100,000 | 0 | 0 | ..... | 43 | Sept., 1st Tues. |
| 1282 | University of Our Lady of the Sacred Heart. | × | ..... | × | × | 0 | 0 | 3,000 | 300 | ..... | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1283 | Carroll College | ..... | ..... | ..... | ..... | ..... | ..... | 1,000 | ..... | ..... | 31,000 | 2,000 | 150 | ..... | 38 | September. |
| 1284 | Dakota College | 0 | 0 | 0 | 0 | 0 | 0 | ..... | ..... | 30 | 5,000 | 0 | ..... | ..... | 40 | Sept., 1st week. |
| 1285 | Academy of the Holy Cross | × | × | × | × | ..... | ..... | ..... | ..... | 12–48 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1286 | Academy of the Sacred Heart of Mary.* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1287 | Academy of the Visitation | × | × | × | × | × | × | 1,025 | ..... | ..... | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1288 | Arlington Academy | ..... | ..... | ..... | ..... | ..... | × | ..... | ..... | 40 | ..... | ..... | ..... | 2,240 | 40 | Sept., 1st Mon. |
| 1289 | Boys' English and Classical High School. | 0 | 0 | 0 | 0 | ..... | ..... | ..... | ..... | 84 | ..... | ..... | ..... | 2,000 | 40 | Sept., 1st Mon. |
| 1290 | Miss Calkins's Select School* | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1291 | Eclectic Seminary *h* | × | × | × | 0 | 0 | × | ..... | ..... | 40–80 | i200 | 0 | 0 | ..... | 40 | September 13. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1292 | Incarnation Church School | ..... | × | × | × | 0 | ..... | 180 | ..... | ..... | ..... | ..... | ..... | 40 | September. |
| 1293 | Metropolitan Seminary and Kindergarten.* | × | × | × | × | ..... | ..... | ..... | ..... | 30–100 | ..... | ..... | ..... | 40 | September 15. |
| 1294 | Mt. Vernon Seminary | ..... | × | × | × | ..... | ..... | 700 | ..... | 35–50 | ..... | ..... | ..... | 38 | September 20. |
| 1295 | Osborne Seminary | ..... | × | × | × | ..... | ..... | 500 | ..... | 32–72 | ..... | ..... | ..... | 40 | September 5. |
| 1296 | Rittenhouse Academy | 0 | 0 | 0 | 0 | 0 | × | ..... | ..... | 100 | 5,700 | ..... | 2,557 | 41 | Sept., 2d Mon. |
| 1297 | St. John's Collegiate Institute | × | × | × | ..... | × | ..... | ..... | ..... | 20–50 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1298 | Washington Collegiate Institute | × | × | × | × | × | × | ..... | ..... | 40–80 | ..... | ..... | ..... | 40 | Sept., 3d Mon. |
| 1299 | Waverley Seminary | × | × | × | × | 0 | 0 | 300 | ..... | 40–80 | ..... | ..... | ..... | 40 | September 20. |
| 1300 | West End Seminary | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | 40–60 | ..... | ..... | ..... | 40 | Sept., 2d Mon. |
| 1301 | Young Ladies' Seminary* | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 50 | ..... | ..... | ..... | 42 | September 15. |
| 1302 | Collegiate Institute for Young Ladies.*j* | × | × | × | × | ..... | ..... | ..... | ..... | ..... | 15,000 | ..... | ..... | 40 | September 15. |
| 1303 | West Washington School for Girls. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 1304 | Levering Mission School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10,000 | ..... | ..... | ..... | |
| 1305 | Cherokee Female Seminary* | × | × | × | × | 0 | × | 300 | ..... | 0 | 30,000 | *k*12,000 | ..... | 40 | September 5. |
| 1306 | Indian University | ..... | ..... | ..... | × | ..... | ..... | 200 | ..... | 18 | ..... | ..... | 238 | 36 | Sept., 1st Tues. |
| 1307 | The Albuquerque Academy* | 0 | × | × | × | 0 | 0 | 60 | ..... | 30 | ..... | ..... | 1,000 | 38 | September. |
| 1308 | St. Nicholas School | ..... | ..... | × | × | 0 | 0 | 0 | 0 | ..... | 8,000 | ..... | 800 | 40 | Nov., 1st Mon. |
| 1309 | Academy of the Visitation | ..... | × | × | × | 0 | 0 | 150 | ..... | *a*200 | 12,000 | ..... | 2,500 | 39 | Sept., 1st Mon. |
| 1310 | Las Vegas Academy | ..... | × | × | × | 0 | 0 | ..... | ..... | 20–30 | 10,000 | 0 | 3,000 | 38 | September. |
| 1311 | Las Vegas College | ..... | ..... | × | × | × | × | 1,500 | ..... | *a*200 | 35,000 | ..... | 10,000 | 42 | October, last Mon. |
| 1312 | Academy of Our Lady of Light | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*200 | ..... | ..... | ..... | ..... | November 3. |
| 1313 | Christian Brothers' College* | 0 | 0 | × | × | 0 | 0 | 970 | 80 | *a*200 | 25,000 | ..... | ..... | 40 | Nov., 1st Mon. |
| 1314 | Santa Fé Academy | × | × | × | 0 | 0 | 0 | 0 | ..... | 30 | 3,000 | *l*1,700 | 1,300 | 40 | Sept., 1st Mon. |
| 1315 | Brigham Young College *m* | ..... | ..... | 0 | 0 | ..... | ..... | 20 | ..... | 12 | ..... | 96,427 | 5,000 | 530 | 40 | Sept., 1st Mon. |
| 1316 | Cache Valley Seminary | 0 | 0 | 0 | × | 0 | × | 0 | ..... | 10 | ..... | ..... | 50 | 40 | Sept., 1st Mon. |
| 1317 | St. John's School | ..... | ..... | ..... | ..... | 0 | 0 | ..... | ..... | 40 | 5,000 | ..... | ..... | 40 | September 1. |
| 1318 | Wahsatch Academy | ..... | × | × | × | 0 | × | 0 | 0 | 7 | 2,250 | 0 | 0 | 175 | 38 | September 11. |
| 1319 | Ogden Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4–8 | *n*1,000 | ..... | ..... | 40 | Sept., 1st Mon. |
| 1320 | Sacred Heart Academy | ..... | × | × | × | 0 | × | 200 | 20 | *a*200 | 10,000 | 0 | 0 | *a*6,000 | 40 | September 1. |
| 1321 | School of the Good Shepherd | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | 10–25 | 2,000 | ..... | ..... | 40 | Sept., 1st Mon. |
| 1322 | Brigham Young Academy | × | × | × | × | × | × | 517 | ..... | 12–40 | 18,000 | 0 | 0 | 5,010 | 40 | August 29. |
| 1323 | Provo Seminary | ..... | ..... | ..... | ..... | ..... | ..... | 100 | ..... | 6–64 | ..... | ..... | 400 | 40 | September 1. |
| 1324 | Rowland Hall *o* | × | ..... | × | × | 0 | 0 | 0 | ..... | 32–48 | ..... | ..... | 1,600 | 40 | August 30. |
| 1325 | St. Mark's School *p* | × | ..... | × | × | 0 | × | 750 | ..... | 24–40 | 20,000 | 500 | 40 | 1,500 | 40 | August 30. |
| 1326 | St. Mary's Academy* | ..... | × | × | × | × | × | 700 | 250 | 6–10 | 20,000 | 0 | 0 | 3,000 | 40 | September 1. |
| 1327 | Salt Lake Academy | × | × | × | × | 0 | 0 | 300 | 75 | 32 | 5,000 | ..... | ..... | 2,600 | 38 | Sept., 1st Mon. |
| 1328 | Salt Lake Collegiate Institute | ..... | × | × | × | × | × | 180 | 85 | 20–40 | 30 | 0 | 0 | *q*4,700 | 38 | September 5. |
| 1329 | Salt Lake Seminary | ..... | × | × | × | 0 | × | ..... | ..... | 30 | 50,000 | 1,000 | ..... | 600 | 40 | September 4. |
| 1330 | University of Utah | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |

* From Report of the Commissioner of Education for 1880.
*a* Includes board.
*b* Value of buildings.
*c* Average charge.
*d* Includes value of the convent building.
*e* Tuition and incidental fees.
*f* In 1879.
*g* Income from all sources.
*h* Return is for the year ending July 1, 1881, at which time the school was closed.
*i* Value of apparatus.
*j* This institute is identical with the Georgetown Collegiate Institute reported in 1880, and the figures here given are for that year.
*k* Appropriated for the year.
*l* Income from "New West Education Commission."
*m* These statistics are from a return for the year 1880.
*n* Value of grounds and buildings.
*o* The figures here given are for the year ending June 24, 1881, up to which time the school was known as "St. Mark's School for Girls."
*p* The figures here given are for the year ending June 24, 1881, up to which time the school was known as "St. Mark's Grammar School."
*q* $1,500 income from other sources.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1881, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is drawing taught? | | Is music taught? | | Chemical laboratory. | Philosophical cabinet and apparatus. | Library. | | Annual charge to each student for tuition. | Property, income, &c. | | | | Number of weeks in scholastic year. | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mechanical. | Free hand. | Vocal. | Instrumental. | | | Number of volumes. | Increase in the last school year. | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | | |
| | 1 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 1331 | Tooele Seminary | ..... | ..... | × | × | 0 | 0 | ..... | ..... | $8 | $1,550 | ..... | ..... | ..... | 38 | September. |
| 1332 | Alden Academy | × | × | × | × | 0 | 0 | 200 | 50 | 27 | 1,200 | $0 | $0 | $350 | 36 | September 15. |
| 1333 | Colville Indian Industrial Boarding School for Boys. | 0 | 0 | × | 0 | 0 | 0 | ..... | ..... | 100 | ..... | ..... | ..... | 2,000 | 40 | September 1. |
| 1334 | St. Paul's School | × | × | × | × | 0 | 0 | 500 | 200 | 20, 40, 50 | 10,000 | ..... | ..... | ..... | 40 | Sept., 1st Thurs. |
| 1335 | Whitman Seminary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32–50 | *a*15,000 | 1,000 | ..... | ..... | ..... | Sept., 1st Wed. |
| 1336 | St. Mary's School | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 10–20 | *a*3,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |

* From Report of the Commissioner of Education for 1880.

*a* Grounds and buildings.

*List of institutions for secondary instruction from which no information has been received.*

| Name. | Location. |
|---|---|
| Dadeville Masonic Female Institute. | Dadeville, Ala. |
| Lowery's Industrial Academy | Huntsville, Ala. |
| La Fayette Male and Female College. | La Fayette, Ala. |
| Germania Institute | Talladega, Ala. |
| Ursuline Institute of St. John Baptist. | Tuscaloosa, Ala. |
| El Dorado High School | El Dorado, Ark. |
| Napa Ladies' Seminary | Napa City, Cal. |
| Miss Field's Home Institute | Oakland, Cal. |
| Sackett Academy | Oakland, Cal. |
| Sacramento Home School | Sacramento, Cal. |
| Sacramento Institute | Sacramento, Cal. |
| Young Ladies' Seminary | Sacramento, Cal. |
| Home Institute | San Francisco, Cal. |
| University Mound College | San Francisco, Cal. |
| St. Mary's Academy of the Sisters of Loretto. | Denver, Colo. |
| Everest Rectory School | Centreville, Conn. |
| Brainerd Academy | Haddam, Conn. |
| Kent Seminary | Kent, Conn. |
| Bulkeley School | New London, Conn |
| Hillside School for Boys | Norwalk, Conn. |
| The Selleck School | Norwalk, Conn. |
| Boarding and Day School for Young Ladies. | Norwich, Conn. |
| Saybrook Seminary | Saybrook, Conn. |
| Miss Aiken's School | Stamford, Conn. |
| Betts Military Academy | Stamford, Conn. |
| The Maples; Family School for Young Ladies. | Stamford, Conn. |
| Stratford Academy | Stratford, Conn. |
| Alworth Hall | Tyler City, Conn. |
| Academy of St. Margaret of Cortona. | Winsted, Conn. |
| St. Joseph's Academy | Jacksonville, Fla. |
| Ackworth High School | Ackworth, Ga. |
| Adairsville Academy | Adairsville, Ga. |
| Antioch Academy | Antioch, Ga. |
| Mulberry Grove Academy | Antioch, Ga. |
| Means' High School | Atlanta, Ga. |
| Oak Grove High School | Bartow County, (17th district), Ga. |
| Brantley High School | Brantley, Ga. |
| Hickory Head Academy | Brooks County, Ga. |
| Brooks Station Academy | Brooks Station, Ga. |
| Lodge Academy | Bullard's Station, Ga. |
| Byron Academy | Byron, Ga. |
| Paris Hill Academy | Cameron, Ga. |
| Franklin Institute | Carnesville, Ga. |
| Carsonville Academy | Carsonville, Ga. |
| The Methodist Episcopal School. | Cartersville, Ga. |
| Chincapin Grove High School | Chincapin Grove, Ga. |
| Bethsaida Seminary | Clayton County, Ga. |
| Cochran High School | Cochran, Ga. |
| Corinth School | Corinth, Ga. |
| Crawfordville Academy | Crawfordville, Ga. |
| Culloden High School | Culloden, Ga. |
| Culverton Academy | Culverton, Ga. |
| Cuthbert Male High School | Cuthbert, Ga. |
| Howard Normal Institute | Cuthbert, Ga. |
| Duluth Academy | Duluth, Ga. |
| Eastman High School | Eastman, Ga. |
| Jackson Academy | Forsyth, Ga. |
| Fort Valley Male Academy | Fort Valley, Ga. |
| Gainesville High School | Gainesville, Ga. |
| Grantville High School | Grantville, Ga. |
| Hawkinsville Academy | Hawkinsville, Ga. |
| Braswell Academy | High Shoals, Ga. |
| Hogansville School | Hogansville, Ga. |
| Planters' High School | Hollowville, Ga. |
| Farmers' High School | Houston, Ga. |
| Kirkwood High School | Kirkwood, Ga. |
| La Grange Male High School | La Grange, Ga. |
| Neely's Institute | Leesburg, Ga. |
| Marietta High School for Boys and Girls. | Marietta, Ga. |
| Maysville Institute | Maysville, Ga. |
| Johnston Institute | Monroe, Ga. |
| Monroe Male and Female Academy. | Monroe, Ga. |
| Newnan Male Seminary | Newnan, Ga. |
| Norwood Academy | Norwood, Ga. |
| Liberty Academy | Pine Level, Ga. |
| Powder Springs School | Powder Springs, Ga. |
| Raytown Academy | Raytown, Ga. |
| Rock Mart Academy | Rock Mart, Ga. |
| Rome Military Institute | Rome, Ga. |
| Roswell Academy | Roswell, Ga. |
| Camden County Academy | St. Mary's, Ga. |
| Sandersville High School | Sandersville, Ga. |
| Senoia High School | Senoia, Ga. |
| Smyrna High School | Smyrna, Ga. |
| C. P. Beman School | Sparta, Ga. |
| Spring Place High School | Spring Place, Ga. |
| Stone Mountain Institute | Stone Mountain, Ga. |
| Sugar Valley Academy | Sugar Valley, Ga. |
| Excelsior High School | Taylor's Creek, Ga. |
| Thomson School for Boys and Girls. | Thomson, Ga. |
| Union Point High School | Union Point, Ga. |
| Whitesburg Seminary | Whitesburg, Ga. |
| Wynnton Male and Female Academy. | Wynnton, Ga. |
| Zebulon High School | Zebulon, Ga. |
| Ursuline Convent of the Holy Family. | Alton, Ill. |
| Notre Dame Academy | Bourbonnais Grove, Ill. |
| Misses Grant's Seminary | Chicago, Ill. |
| Park Institute | Chicago, Ill. |
| Sts. Benedict and Scholastica's Select School. | Chicago, Ill. |
| Collegiate Institute | La Grange, Ind. |
| St. Mary's Academy | Notre Dame, Ind. |
| Academy of the Assumption | South Bend, Ind. |
| Bradford Academy | Bradford, Iowa. |
| Evangelical Lutheran Parish School. | Clayton Centre, Iowa. |
| Des Moines Collegiate Institute. | Des Moines, Iowa. |
| Eldora Academy | Eldora, Iowa. |
| St. Joseph's Institute | Iowa City, Iowa. |
| Pleasant Plain Academy | Pleasant Plain, Iowa. |
| Troy Academy | Troy, Iowa. |
| St. Mary's Female Academy | Leavenworth, Kans. |
| St. Ann's Academy | Osage Mission, Kans. |
| La Rue English and Classical Institute. | Buffalo, Ky. |
| Columbus College | Columbus, Ky. |
| Eminence Male and Female Seminary. | Eminence, Ky. |
| Ghent College | Ghent, Ky. |
| Franklin Institute | Lancaster, Ky. |
| Lancaster Male Academy | Lancaster, Ky. |
| Home School for Girls | Lebanon, Ky. |
| Holyoke Academy | Louisville, Ky. |
| Graves College | Mayfield, Ky. |
| Maysville Seminary | Maysville, Ky. |
| Minerva Male and Female College. | Minerva, Ky. |
| Union Academy | Morganfield, Ky. |
| Henry Male and Female College. | New Castle, Ky. |
| Jessamine Female Institute | Nicholasville, Ky. |
| Prof. W. H. Lockhart's School | Paris, Ky. |
| Madison Female Institute | Richmond, Ky. |
| Fairview Male and Female Seminary. | Simpsonville, Ky. |
| Masonic Institute | Somerset, Ky. |

*List of institutions for secondary instruction, &c.*—Continued.

| Name. | Location. | Name. | Location. |
|---|---|---|---|
| Academy of St. Catherine of Sienna. | Springfield, Ky. | Leseman's Institute | College Point, N.Y. |
| Spencer Institute | Taylorsville, Ky. | Cornwall Heights School | Cornwall-on-the-Hudson, N. Y. |
| Day School for Colored Children. | New Orleans, La. | Coxsackie Academy | Coxsackie, N. Y. |
| McGrew Institute | New Orleans, La. | Deansville Academy | Deansville, N. Y. |
| St. Aloysius Academy | New Orleans, La. | Hamilton Female Seminary | Hamilton, N. Y. |
| St. Augustine's School | New Orleans, La. | School for Young Ladies and Children. | Irvington-on-Hudson, N. Y. |
| St. Mary's School for Colored Girls. | New Orleans, La. | Union Hall Seminary | Jamaica, L.I., N.Y. |
| China Academy | China, Me. | Martin Institute | Martinsburg, N.Y. |
| Fryeburg Academy | Fryeburg, Me. | Trinity School | New Brighton (S. I.), N. Y. |
| Lee Normal Academy | Lee, Me. | Classical School | New York, N. Y. (54 W. 33d st.). |
| Pembroke School for Boys | Baltimore, Md. | Mrs. Froehlich's School | New York, N. Y. |
| School of Letters and Sciences for Boys. | Baltimore, Md. | John MacMullen's School | New York, N. Y. |
| Steuart Hall Collegiate and Commercial Institute. | Baltimore, Md. | M'lle M. D. Tardivel's Institute for Young Ladies. | New York, N. Y. |
| Brookeville Academy | Brookeville, Md. | Moeller Institute | New York, N. Y. |
| Notre Dame of Maryland Collegiate Institute for Young Ladies. | Govanstown, Md. | Mt. Washington Collegiate Institute. | New York, N. Y. |
| Day and Boarding School for Young Ladies and Children. | Boston, Mass. (West Chester Park). | Murray Hill Institute | New York, N. Y. |
| Mrs. H. S. Hayes' Home and Day School. | Boston, Mass. | St. Vincent's Free School | New York, N. Y. |
| Highland Hall | Millbury, Mass. | School for Boys | New York, N. Y. (723 6th ave). |
| Friends' Academy | New Bedford, Mass | Sisterhood of Gray Nuns | Ogdensburg, N. Y. |
| Miss Salisbury's School for Young Ladies. | Pittsfield, Mass. | Bishop's English and Classical School for Boys. | Poughkeepsie, N.Y |
| Willow Park Seminary | Westboro', Mass. | Mrs. Bockée's Seminary for Young Ladies. | Poughkeepsie, N.Y |
| Assumption School | St. Paul, Minn. | Brooks Seminary for Young Ladies. | Poughkeepsie, N.Y |
| St. Louis School | St. Paul, Minn. | Riverview Academy | Poughkeepsie, N.Y |
| Booneville Institute | Booneville, Miss. | Miss Crittenden's English and French Boarding and Day School for Young Ladies. | Rochester, N. Y. |
| Brookhaven Male Academy | Brookhaven, Miss. | Livingston Park Seminary | Rochester, N. Y. |
| Corinth Female College | Corinth, Miss. | St. Andrew's Preparatory Seminary. | Rochester, N. Y. |
| Grenada Female College | Grenada, Miss. | Boarding and Day School for Young Ladies. | Rye, N. Y. |
| Sardis Institute | Sardis, Miss. | Temple Grove Seminary | Saratoga Springs, N. Y. |
| Zion Hill High School | Union Church, Miss | Shushan Classical School | Shushan, N. Y. |
| Arcadia College and Academy of the Ursuline Sisters. | Arcadia, Mo. | Mt. Pleasant Military Academy. | Sing Sing, N. Y. |
| Chillicothe Academy | Chillicothe, Mo. | Mountain Institute | Suffern, N. Y. |
| St. Joseph's Academy | Edina, Mo. | Irving Institute | Tarrytown, N. Y. |
| Mt. Pleasant College | Huntsville, Mo. | Trinity School | Tivoli, N. Y. |
| German Institute | St. Louis, Mo. | Hartwell's Family School for Boys. | Unionville, N. Y. |
| Sedalia Collegiate Institute | Sedalia, Mo. | Utica Female Academy | Utica, N. Y. |
| St. Mary's School | Virginia City, Nev. | Webster Academy | Webster, N. Y. |
| Beede's Academic and Normal Institute. | Centre Sandwich, N. H. | White Plains Seminary | White Plains, N. Y. |
| Stevens High School | Claremont, N. H. | Ravenscroft School | Asheville, N. C. |
| Hillsborough Bridge Union School and Valley Academy. | Hillsborough Bridge, N. H. | Judson College | Hendersonville, N. C. |
| Appleton Academy | New Ipswich, N. H. | Lincolnton Male and Female Academies. | Lincolnton, N. C. |
| Coe's Northwood Academy | Northwood, N. H. | Raleigh High School | Raleigh, N. C. |
| Dearborn Academy | Seabrook, N. H. | Washington School | Raleigh, N. C. |
| Kearsarge School of Practice. | Wilmot, N. H. | Buckhorn Academy | Riddickville, N. C. |
| Trinity Hall | Beverly, N. J. | Friends' Boarding School | Near Barnesville, Ohio. |
| Boarding and Day School for Young Ladies (Misses Clarkson and Bush). | Elizabeth, N. J. | Hopedale Normal School | Hopedale, Ohio. |
| Hackensack Academy | Hackensack, N. J. | Morning Sun Academy | Morning Sun, Ohio. |
| Academy of the Sacred Heart. | Hoboken, N. J. | Northwood Normal and Collegiate Institute. | Northwood, Ohio. |
| German-American School in the Martha Institute. | Hoboken, N. J. | Salem Academy | South Salem, Ohio. |
| St. Aloysius Academy | Jersey City, N. J. | Dague's Collegiate Institute | Wadsworth, Ohio. |
| Mt. Holly Academy | Mt. Holly, N. J. | Grand Ronde Indian Agency Manual Labor Boarding and Day School. | Grand Ronde, Oreg. |
| Tallman Seminary | Paterson, N. J. | Jefferson Institute | Jefferson, Oreg. |
| Stevensdale Institute | South Amboy, N.J. | Academy of Mary Immaculate | The Dalles, Oreg. |
| Miss Sarah B. Mathews's School. | Summit, N. J. | Linden Female Seminary | Doylestown, Pa. |
| English, French, and Classical Institute. | Albany, N. Y. | Collegiate Institute | Germantown (Phila.), Pa. |
| St. Elizabeth's Academy | Allegany, N. Y. | Friends' Graded School | Germantown (Phila.), Pa. |
| Young Ladies' Institute | Auburn, N. Y. | Linden Hall Seminary | Lititz, Pa. |
| Female Institute of the Visitation. | Brooklyn, N. Y. | | |
| Juvenile High School | Brooklyn, N. Y. | | |
| Lockwood's Academy | Brooklyn, N. Y. | | |
| St. Mary's School | Brooklyn, N. Y. | | |
| Chatham Academy | Chatham Village, N. Y. | | |

*List of institutions for secondary instruction, &c.*—Continued.

| Name. | Location. | Name. | Location. |
|---|---|---|---|
| Greenwood Seminary | Millville, Pa. | Oak Grove Academy | Pin Hook Landing, Tenn. |
| Classical Institute | Philadelphia, Pa. (247 S. 13th st.). | West Tennessee Normal School and Business Institute. | Ripley, Tenn. |
| Friends' Central School | Philadelphia, Pa. (cor. 15th and Race sts.). | Collegiate Institute | Shelbyville, Tenn. |
| Friends' School | Philadelphia, Pa. (4th and Green sts.). | Cumberland Institute | Near Sparta, Tenn. |
| Friends' Select School | Philadelphia, Pa. (Germantown ave.). | Eaton Institute | Sparta, Tenn. |
| Mt. Vernon Seminary and Kindergarten. | Philadelphia, Pa. | Obion College | Troy, Tenn. |
| R. S. Ashbridge's School for Girls. | Philadelphia, Pa. | The Grove Academy | The Grove, Texas. |
| Rugby Academy | Philadelphia, Pa. | St. Joseph's College and Diocesan Seminary. | Victoria, Texas. |
| St. Sauveur French and English School for Young Ladies. | Philadelphia, Pa. | Bristol Academy | Bristol, Vt. |
| School for Young Ladies | Philadelphia, Pa. (1519 Walnutst.). | Rural Home | Pownal, Vt. |
| Seminary for Young Ladies and Little Girls. | Philadelphia, Pa. (601 N. 18th st.). | Academy of the Visitation | Abingdon, Va. |
| S. W. Janney and Sisters' Select School. | Philadelphia, Pa. | White Rock Female High School. | Near Fork Union, Va. |
| Airy View Academy | Port Royal, Pa. | Ann Smith Academy | Lexington, Va. |
| Miss Smith's Family and Day School. | West Chester, Pa. | Leache-Wood Seminary | Norfolk, Va. |
| York County Academy | York, Pa. | St. Mary's Female Academy. | Norfolk, Va. |
| English, French, and German Boarding School. | Providence, R. I. | Academy of the Visitation, Monte Maria. | Richmond, Va. |
| Curryton Baptist High School | Hamburg, S. C. | Union Academy | Spout Spring, Va. |
| Reidville Female College | Reidville, S. C. | Hoover's Select High School. | Staunton, Va. |
| Cairo Institute | Cairo, Tenn. | Landon Female School | Stevensville, Va. |
| Buffalo Institute | Cave Spring, Tenn. | Wheeling Female Academy | Mt. de Chantal, W. Va. (near Wheeling). |
| Charleston Academy | Charleston, Tenn. | Shelton College | St. Albans, W. Va. |
| Chattanooga Female Seminary. | Chattanooga, Tenn. | St. Alphonsus' School | Wheeling, W. Va. |
| Culleoka Institute | Culleoka, Tenn. | St. Mary's School | Wheeling, W. Va. |
| Huntingdon High School | Huntingdon, Tenn. | Albion Academy and Normal Institute. | Albion, Wis. |
| Irving College | Irving College, Tenn. | St. John's Female School | Milwaukee, Wis. |
| South Normal School and Business Institute (academic department). | Jonesboro', Tenn. | The Archer Institute | Washington, D. C. |
| Preparatory department Cumberland University School for Girls. | Lebanon, Tenn. | Emerson Institute | Washington, D. C. |
| Macedonia Male and Female Institute. | Macedonia, Tenn. | English and French Boarding and Day School. | Washington, D. C. (1018 17th street n. w.). |
| Young Ladies' School (Miss Clara Conway). | Memphis, Tenn. | German and English School | Washington, D. C. (505 4th street). |
| Morristown Male High School | Morristown, Tenn. | Mt. Vernon Institute | Washington, D. C. |
| Branner Female Institute | Mossy Creek, Tenn | Park Seminary | Washington, D. C. |
| Edgefield Male Academy | Nashville, Tenn. | Pinkney Institute | Washington, D. C. |
| Nashville Academy | Nashville, Tenn. | St. Cecilia's Academy | Washington, D. C. |
| Southern Union Normal School. | Newbern, Tenn. | St. Matthew's Academy | Washington, D. C. |
| | | St. Matthew's Institute | Washington, D. C. |
| | | School for Young Ladies | Washington, D. C. (New York ave.) |
| | | School for Young Ladies and Children. | Washington, D. C. (908 12th street). |
| | | Academy of the Visitation | West Washington, D. C. |
| | | Spencer Academy | Doaksville, Ind. Ter. (Choctaw Nation). |
| | | St. Vincent's Academy | Helena, Mont. |
| | | Rocky Mountain Seminary | Salt Lake City, Utah. |

TABLE VI.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Centre Hill Academy | Centre Hill, Ark | Buildings destroyed and school closed. |
| Pacific College | Colusa, Cal | Not in existence. |
| Mills Seminary | Mills Seminary, Cal | See Table VIII. |
| Mrs. Posten's Seminary | Oakland, Cal | Closed. |
| Leadville Academy | Leadville, Colo | Suspended. |
| Maple Grove Academy | Green's Farms, Conn. | Building sold and school temporarily closed. |
| Fitch's Home School for Young Ladies and Boys. | Noroton, Conn | See Fitch's Home School, Darien. |
| Oak Hill Seminary | West Haven, Conn | Closed. |
| Laurel Classical and Commercial Academy. | Laurel, Del | Closed. |

TABLE VI.—*Memoranda*—Continued.

| Name. | Location. | Remarks. |
|---|---|---|
| St. John Baptist School | Milton, Del | Removed to Faulkland and name changed to St. John's School. |
| Clark University | Atlanta, Ga | See Table IX. |
| Cedar Creek High School | Cedar Creek, Ga | Not in existence. |
| La Hatte's Select School | Gainesville, Ga | Superseded by the Methodist College. |
| Jacksonville Academy | Jacksonville, Ga | Not in existence. |
| Long Cane Academy | Long Cane, Ga | Not in existence. |
| Marietta Military Institute | Marietta, Ga | Closed. |
| Nacoochee Male and Female High School. | Nacoochee, Ga | Not in existence. |
| Rabun Gap High School | Rabun Gap, Ga | Changed to Rabun Gap Institute. |
| Smithville High School | Smithville, Ga | Not in existence. |
| Wrightsville High School | Wrightsville, Ga | Closed. |
| French and English Academy | Chicago, Ill. (corner May and Harrison streets). | Removed; not found. |
| Harvard School | Chicago, Ill | See Table VII. |
| Freie Deutsche Schule | Danville, Ill | Closed. |
| Freeport Seminary | Freeport, Ill | Not in existence. |
| Morgan Park Military Academy | Morgan Park, Ill | See Table VII. |
| Spicewood School | Boxley, Ind | See Spicewood Graded School, Baker's Corner. |
| Barnett Academy | Charlestown, Ind | Closed. |
| Gladewood Seminary and Normal School. | Denver, Ind | Not now in operation. |
| Hadley's Academy | Indianapolis, Ind | Succeeded by the Hadley and Roberts Academy. |
| Friends' School | Salem, Ind | See Blue River Academy. |
| Coe Collegiate Institute | Cedar Rapids, Iowa | Changed to Coe College. |
| Boardman Seminary | Durant, Iowa | Closed. |
| McLeod's Select School | Humboldt, Iowa | Closed. |
| Irving Institute | Irving, Iowa | Closed. |
| High School | Manchester, Ky | Removed to House's Store. |
| Morehouse College | Bastrop, La | Superseded by Bastrop High School (public). |
| St. Catharine's Hall | Augusta, Me | See Table VIII. |
| Patterson Park Seminary | Baltimore, Md | Name changed to New Education Seminary. |
| New Windsor College | New Windsor, Md | See Table IX. |
| Newbury Street School | Boston, Mass | Closed. |
| Union Park School for Young Ladies | Boston, Mass | Closed. |
| English and Classical School | Williamstown, Mass. | Closed. |
| Convent of the Blessed Sacrament | Hokah, Minn | See St. Mary's School, apparently under the same control. |
| Norwood Hall | St. Paul, Minn | Closed. |
| Natchez Seminary | Natchez, Miss | See Table III (normal schools) and Table XI (theological schools). |
| Louisiana College | Louisiana, Mo | Name changed to McCune College. |
| Hope Seminary | St. Louis, Mo | Closed. |
| Gay's English and Classical School | Concord, N. H | Closed. |
| Milton Classical Institute | Milton, N. H | Closed. |
| New Hampton Literary Institution and Commercial College. | New Hampton, N. H | See New Hampton Literary and Biblical Institution. |
| English and French Boarding and Day School. | Morristown, N. J | This school has united with Miss Longwell's Seminary under the name of Morristown Seminary. |
| Mrs. Park's Seminary for Young Ladies. | New Brunswick, N. J | Closed; principal gone to the S. S. Seward Institute, Florida, N. Y. |
| Classical and Bible College | Binghamton, N. Y | Buildings first occupied by this college and later by Dean Female College have been sold to St. Mary's Catholic Orphanage. |
| Academic department of Brooklyn Collegiate and Polytechnic Institute. | Brooklyn, N. Y | See full report of Brooklyn Collegiate and Polytechnic Institute, Table IX. |
| Columbian Institute | Brooklyn (209 Clinton ave.), N. Y. | Removed; not found. |
| Clinton Liberal Institute | Clinton, N. Y | Removed to Fort Plain. |
| East Hamburg Select School | East Hamburg, N. Y. | Closed; building now owned by the town and used for public school. |
| St. John's School for Boys | Manlius, N. Y | Reorganized, and name changed to St. John's Military School. |
| Middleburgh English, French, and Classical Institute. | Middleburgh, N. Y | Closed. |
| Fort Washington Franco-American College. | New York, N. Y | Name changed to New York Military Academy, and control from Roman Catholic to non-sectarian. |
| Notre Dame Institute | New York, N. Y | Transferred to Fort Lee, N. J. |
| Academy of Our Lady of Angels | Peekskill, N. Y | Temporarily closed. |
| Miss Germond's School | Peekskill, N. Y | Closed. |
| Graham High School | Graham, N. C | Changed to Graham Normal College, Table III. |
| Alum Creek Academy | Ashley, Ohio | Closed. |

TABLE VI.—*Memoranda*—Continued.

| Name. | Location. | Remarks. |
|---|---|---|
| Miss Nourse's Family and Day School | Cincinnati, Ohio | Sold to Misses Storer and Lupton. |
| Brooks School for Girls | Cleveland, Ohio | Not in existence. |
| Madison Academy | Mt. Perry, Ohio | Closed. |
| Andalusia Hall | Andalusia, Pa | Closed. |
| The Hannah More Seminary | Germantown, Pa | Closed. |
| Penn Hall Academy | Penn Hall, Pa | This academy suspended in 1880, and reopened August, 1881; has since closed again. |
| Lititz Academy | Lititz, Pa | Closed. |
| New Lebanon Institute | New Lebanon, Pa | Name changed to McElwain Institute. |
| Classical, Mathematical, and English Seminary. | Philadelphia, Pa. (11 S. Sixteenth st.). | Removed; not found. |
| East Walnut Street Female Seminary. | Philadelphia, Pa | Former principal is in charge of the Institute for Young Ladies at 2045 Walnut st., which latter school now goes under the name of West Walnut Street Seminary for Young Ladies. |
| Friends' Select School for Girls | Philadelphia, Pa | Closed. |
| Miss Laird's Seminary for Young Ladies | Philadelphia, Pa | See West Green Street Seminary. |
| Rawlins' West Philadelphia Academy | West Philadelphia, Pa. | Name changed to West Philadelphia Latin School, and school transferred to Table VII. |
| High School for Colored Pupils | Charleston, S. C | Closed. |
| Clinton High School | Clinton, S. C | Succeeded by Clinton College. |
| Limestone Springs Female High School | Limestone Springs, S. C. | Superseded by the Cooper-Limestone Institute, Gaffney City. |
| Enon Seminary | Butler, Tenn | Closed as a secondary school. |
| Stonewall Male and Female College | Cross Plains, Tenn | Not in existence. |
| Friendsville Institute | Friendsville, Tenn | Succeeded by Friendsville Academy. |
| West Tennessee Preparatory School | Mason, Tenn | See West Tennessee Seminary. |
| Mrs. Dr. Milam's School for Girls | Paris, Tenn | Closed. |
| Pulaski High School | Pulaski, Tenn | Identical with Giles College; Giles College is the old name of the school which during the first two years of its present management was known as Pulaski High School. |
| White Seminary | Sparta, Tenn | A free school and occasionally a subscription school. |
| Woolsey's College | Woolsey's College, Tenn. | Suspended. |
| Corpus Christi Military and Commercial Academy. | Corpus Christi, Tex | Closed. |
| Live Oak Seminary | Near Brenham, Tex | See Live Oak Seminary, Gay Hill, Tex. |
| Burlington Young Ladies' School | Burlington, Vt | Closed. |
| Jericho Academy | Jericho Centre, Vt | No academy here; an occasional term or two is held in the academy building. |
| Lyndon Literary Institution | Lyndon Centre, Vt | School is practically closed. |
| Montebello Institute | Newberry, Vt | Closed. |
| Newton Academy | Shoreham, Vt | This academy, which is identical with Shoreham Central High School, is suspended, to be reopened September, 1882. |
| Webster Military Institute | Norfolk, Va | Military feature suspended indefinitely and name changed to Webster Scientific and Literary Institute. |
| Monongalia Academy | Morgantown, W. Va | Not in existence. |
| Elroy Seminary | Elroy, Wis | Closed. |
| Monona Academy | Madison, Wis | Closed. |
| Sharon Academy | Sharon, Wis | Closed. |
| Big Foot Academy | Walworth, Wis | Superseded by Walworth (public) High School. |
| Academy of the Visitation | Georgetown, D. C | Name of post office changed to West Washington. |
| Rosslyn Academy | Washington, D. C | Closed. |
| Roys's Classical and Mathematical Academy. | Washington, D. C | Temporarily closed. |
| San Miguel County Educational and Literary Institute. | Las Vegas, N. Mex | Not in existence. |
| Presbyterian Mission School | Payson, Utah | An elementary school. |
| Presbyterian Mission School | Springville, Utah | An elementary school. |

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Number of instructors. | Students. | | | | | | | Number of years in full course of study. | Number of weeks in scholastic year. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Number preparing for classical course in college. | Number preparing for scientific course in college. | Number of other students. | Age required for admission. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. | Completed course at close of last academic year and did not enter other institutions. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1 | Oak Mound School* | Napa, Cal | ..... | 1873 | C. M. Walker | Non-sect.. | 5 | 7 | 11 | 50 | 10 | 3 | 1 | 7 | 4 | 40 |
| 2 | California Military Academy | Oakland, Cal | 0 | 1865 | Rev. David McClure, PH. D | Non-sect.. | 6 | ..... | ..... | 80 | 12 | ..... | ..... | 4 | 3 | 40 |
| 3 | Oakland High School | Oakland, Cal | 0 | 1869 | J. B. McChesney, A. M | Non-sect.. | 9 | ..... | ..... | a295 | 14 | 9 | 0 | 46 | 3 | 42 |
| 4 | Jarvis Hall | Denver, Colo | ..... | ..... | Rev. H. H. Haynes | P. E | 5 | ..... | ..... | a60 | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | Hartford Public High School | Hartford, Conn | 0 | 1638 | Joseph Hall, A. M | Non-sect.. | 16 | 100 | (400) | | 12 | 12 | 4 | 50 | 4 | 40 |
| 6 | Collegiate and Commercial Institute* | New Haven, Conn | ..... | 1836 | William H Russell, A. M | Non-sect.. | 13 | ..... | ..... | b100 | 12 | ..... | ..... | ..... | ..... | 38 |
| 7 | Hopkins Grammar School | New Haven, Conn | 1664 | 1660 | W. L. Cushing, rector | Non-sect.. | 4 | 75 | 15 | 0 | 11 | 22 | 6 | 2 | 5 | 37 |
| 8 | Norwich Free Academy | Norwich, Conn | 1854 | 1856 | Rev. William Hutchison, A. M.. | Non-sect.. | 8 | 50 | 1 | 139 | 0 | 5 | 1 | 25 | 4 | 40 |
| 9 | Connecticut Literary Institution | Suffield, Conn | 1833 | 1833 | Martin H. Smith, A. M | Baptist | 7 | 11 | .... | 115 | ..... | 2 | ..... | ..... | 4 | 39 |
| 10 | Woodstock Academy | Woodstock, Conn | 1802 | 1802 | William E. Bunten | ..... | 3 | 9 | .... | 59 | ..... | 4 | .... | 5 | 3 | 39 |
| 11 | Academy of Richmond County | Augusta, Ga | 1783 | 1783 | George W. Rains, M. D., LL. D.. | Non-sect.. | 4 | 40 | 10 | 145 | ..... | 3 | 1 | 7 | 6 | 40 |
| 12 | South Georgia Male and Female College. | Dawson, Ga | 1882 | 1881 | M. A. McNulty, A. M., president | ..... | 10 | 72 | 191 | .... | 6 | ..... | ..... | ..... | 8 | 38 |
| 13 | Allen Academy and Polytechnic Institute.* | Chicago, Ill. (1832 Michigan avenue and 144 and 146 Twenty-second st.). | ..... | 1874 | Ira Wilder Allen, A. M., LL. D., president. | Non-sect.. | 15 | 50 | 25 | 48 | 6 | ..... | ..... | ..... | 10 | 40 |
| 14 | Harvard School | Chicago, Ill. (2101 Indiana avenue). | 0 | 1871 | John J. Schobinger and John C. Grant. | Non-sect.. | 6 | ..... | ..... | 84 | ..... | ..... | 3 | ..... | ..... | 40 |
| 15 | Higher School for Boys | Chicago, Ill. (312 Chicago avenue). | ..... | 1876 | Ch. N. Fessenden | Non-sect.. | 5 | 41 | 10 | 11 | ..... | 5 | 2 | ..... | ..... | 40 |
| 16 | Knox Academy | Galesburg, Ill | 1837 | 1838 | George Churchill, A. M | Non-sect.. | 9 | 54 | 61 | 74 | 14 | 12 | 17 | 2 | 3 | 38 |
| 17 | Whipple Academy | Jacksonville, Ill | ..... | 1869 | H. W. Johnston, A. B | Non-sect.. | c1 | 10 | 15 | 0 | ..... | ..... | ..... | ..... | ..... | 38 |
| 18 | Evangelisch-Lutherisches Collegium | Mendota, Ill | 1875 | 1868 | Rev. Sigmund Fritschel, D. D.. | Ev. Luth | 4 | ..... | ..... | a19 | ..... | ..... | ..... | ..... | 4 | 40 |
| 19 | Morgan Park Military Academy | Morgan Park, Ill | ..... | 1873 | Ed. N. Kirk Talcott | Non-sect.. | 6 | 5 | 2 | 32 | ..... | 1 | 0 | ..... | ..... | 40 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | St. Francis Solanus College* | Quincy, Ill | 1873 | 1859 | Rev. P. Anselmus Müller, O. S. F., rector. | R. C | 12 | (121) | | | | | | | 40 |
| 21 | Indianapolis Classical School | Indianapolis, Ind | 1880 | 1876 | Theodore L. Sewall, A. B | Non-sect. | 6 | | | | 12 | | | | 38 |
| 22 | Roanoke Academy | Roanoke, Ind | | | Rev. M. De Witt Long, A. M. | | 2 | | | | | | | | |
| 23 | Burlington University | Burlington, Iowa | 1852 | 1852 | E. F. Stearns | Baptist | 4 | 2 | 0 | 53 | | 1 | 0 | 6 | 3 | 38 |
| 24 | Edward Little High School* | Auburn, Me | 1870 | 1870 | J. W. V. Rich | Non-sect. | 4 | 18 | 0 | 109 | (d) | 3 | 2 | 13 | 4 | 36 |
| 25 | Hebron Academy | Hebron, Me | 1804 | 1805 | W. W. Mayo, A. B | Baptist | 4 | 15 | | 37 | | 3 | | 6 | 3 | 34 |
| 26 | Nichols Latin School | Lewiston, Me | 1868 | 1868 | Ivory F. Frisbee, A. B | Free Bap | 5 | | | | | 17 | | | 3 | 39 |
| 27 | Maine Central Institute | Pittsfield, Me | 1866 | 1866 | J. H. Parsons, A. B | Free Bap | 6 | 48 | 6 | 154 | | 6 | | 19 | 4 | 40 |
| 28 | Waterville Classical Institute | Waterville, Me | 1842 | 1829 | J. H. Hanson, LL. D | Baptist | 4 | 66 | 3 | 124 | | 20 | 0 | 24 | 3, 4 | 40 |
| 29 | Friends' Elementary and High School | Baltimore, Md | 0 | 1864 | Eli M. Lamb | Friends | 15 | 18 | 10 | 292 | 6 | 5 | 2 | 39 | 10 | 40 |
| 30 | University School for Boys | Baltimore, Md | | 1880 | W. S. Marston | Non-sect. | 3 | 17 | 2 | 1 | | 5 | 1 | | | 36 |
| 31 | Garnett's University School | Ellicott City, Md | | 1880 | James M. Garnett, M. A., LL. D | Non-sect. | 1 | | | 13 | 10–20 | | | | (d) | 39 |
| 32 | Rockville Academy | Rockville, Md | 1805 | 1808 | Cooke D. Luckett | Non-sect. | 1 | 10 | 4 | 25 | | | | 5 | | 42 |
| 33 | Phillips Academy | Andover, Mass | 1780 | 1778 | C. F. P. Bancroft, PH. D | Non-sect. | 8 | 147 | 93 | | | 27 | 15 | 18 | 4, 3 | 38½ |
| 34 | Cushing Academy | Ashburnham, Mass | 1865 | 1875 | James E. Vose, principal | | 7 | | | a116 | | | | | 4 | 37 |
| 35 | Chauncy Hall School | Boston, Mass. (259 Boylston street). | 0 | 1828 | William H. Ladd | | 20 | | (278) | | 9 | | | | 6 | 41 |
| 36 | Girls' Latin School | Boston, Mass | | 1878 | John Tetlow, A. M | Non-sect. | 7 | (140) | | 0 | 12 | 0 | 0 | 0 | 6 | 40 |
| 37 | Private Classical School | Boston, Mass. (20 Boylston Place). | | 1868 | John P. Hopkinson | Non-sect. | 5 | 78 | 2 | 3 | 10 | 11 | | 3 | 7 | 37 |
| 38 | Private Classical School | Boston, Mass. (40 Winter street). | | 1866 | G. W. C. Noble | | 5 | 69 | | 3 | 10 | 9 | | | 6 | 40 |
| 39 | Public Latin School | Boston, Mass. (Bedford street). | 0 | 1635 | Moses Merrill, A. M | Non-sect. | 14 | 29 | 0 | 330 | 12 | 31 | 2 | 1 | 6 | 42 |
| 40 | Cambridge High School | Cambridge, Mass | 0 | 1847 | William F. Bradbury | Non-sect. | 12 | 80 | | 351 | (d) | 16 | | 71 | 4, 5 | 40 |
| 41 | Day and Family School | Cambridge Mass. (123 Inman street). | | 1865 | Joshua Kendall | | 2 | 16 | | | 12 | 2 | | | | 40 |
| 42 | Public High School | Concord, Mass | | 1851 | William L. Eaton | | 3 | 10 | | 55 | 14 | 1 | 0 | 9 | 4 | 39 |
| 43 | Williston Seminary* | Easthampton, Mass | 1841 | 1841 | Joseph Whitcomb Fairbanks, PH. D. | Non-sect. | 9 | 100 | 25 | 70 | 14 | 28 | 5 | 12 | 4 | 39 |
| 44 | Preparatory Department in Home School for Young Ladies. | Everett, Mass | | 1874 | Mrs. A. P. Potter | Baptist | (e) | 2 | 2 | (e) | 15 | | | 1 | 4 | 38 |
| 45 | Lawrence Academy | Groton, Mass | 1793 | 1793 | Nathan Thompson, A. M | Non-sect. | 4 | 15 | 6 | 35 | (d) | 4 | 0 | 3 | 3 | 39 |
| 46 | Elmwood Institute | Lanesborough, Mass | | | Rev. A. A. Gilbert, A. M | | | | | | | | | | | |
| 47 | Classical School for Girls | Northampton, Mass | | 1877 | Miss Mary A. Burnham | Cong | 12 | 23 | | 48 | | 5 | | | 4 | 36 |
| 48 | Mr. Knapp's Home School for Boys | Plymouth, Mass | | 1867 | Frederick N. Knapp | Non-sect. | 4 | (16) | | | 10–16 | | | | 6 | 40 |
| 49 | Arms Academy | Shelburne Falls, Mass | | | Charles D. Seely, A. M | | 5 | | | a126 | | | | | 4 | 41 |
| 50 | St. Mark's School | Southborough, Mass | 1865 | 1865 | Rev. J. I. T. Coolidge, D. D | P. E | 5 | 51 | | | 12 | 5 | | | 6 | 38 |
| 51 | Edwards Place School | Stockbridge, Mass | | 1855 | Ferdinand Hoffmann | Non-sect. | 1 | 3 | 2 | 1 | 16 | 1 | 1 | 2 | (d) | 52 |
| 52 | Family School for Girls | Wellesley, Mass | | 1881 | Miss Julia A. Eastman | | | | | | | | | | | |
| 53 | West Newton English and Classical School. | West Newton, Mass | 1855 | 1854 | Nathaniel T. Allen | Non-sect. | 14 | 12 | 10 | 60 | 8, 9 | 2 | 2 | 16 | 8 | 37 |
| 54 | Worcester Academy | Worcester, Mass | 1834 | 1834 | Nathan Leavenworth, A. M | Baptist | 4 | 35 | 4 | 43 | 12 | 6 | 0 | 4 | 4 | 39 |
| 55 | Michigan Military Academy | Orchard Lake, Mich | 1877 | 1877 | Col. J. Sumner Rogers, sup't | Non-sect. | 6 | 10 | 16 | 84 | | | | 6 | 4 | 36 |
| 56 | Smith Academy | St. Louis, Mo | 1853 | 1857 | Denham Arnold, A. M | Non-sect. | 20 | 42 | 35 | 302 | 11 | 6 | 4 | 8 | 6 | 40 |
| 57 | Austin Academy* | Centre Strafford, N. H | 1830 | 1830 | W. H. Judkins | Free Bap | 1 | f5 | | f40 | | | | | | 20 |
| 58 | St. Paul's School | Concord, N. H | 1855 | 1856 | Rev. Henry A. Coit, D. D | P. E | 18 | 180 | 10 | 30 | 12 | 34 | 3 | 5 | 6 | 38 |
| 59 | Phillips Exeter Academy | Exeter, N. H | 1781 | 1783 | Albert C. Perkins, PH. D | Non-sect. | 6 | 202 | 4 | 28 | 13 | 41 | 3 | 10 | 4 | 38 |

* From Report of the Commissioner of Education for 1880.
*a* Whole number of students.
*b* Average attendance for all departments.
*c* Assisted by faculty of Illinois College (Table IX).
*d* Not specified.
*e* See Table VI.
*f* In 1879.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Number of instructors. | Students. | | | | | | | Number of years in full course of study. | Number of weeks in scholastic year. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Number preparing for classical course in college. | Number preparing for scientific course in college. | Number of other students. | Age required for admission. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. | Completed course at close of last academic year and did not enter other institutions. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 60 | Kimball Union Academy | Meriden, N. H | 1813 | 1815 | Marshall R. Gaines, A. M | Cong | 4 | 25 | 5 | 62 | ..... | *a*5 | .... | 6 | 3 | 39 |
| 61 | McCollom Institute | Mt. Vernon, N. H | 1850 | 1850 | Lucian Hunt, A. M | Cong | 4 | 15 | 0 | 22 | 12 | .... | ..... | ..... | 4 | 36 |
| 62 | Colby Academy* | New London, N. H | 1837 | 1836 | James P. Dixon, A. M | Baptist | 7 | 32 | 2 | 40 | 15 | 0 | 0 | 5 | 4 | 38 |
| 63 | Farnum Preparatory School | Beverly, N. J | 1856 | 1856 | J. Fletcher Street, A. M | ..... | 5 | 2 | .... | 118 | 12 | ..... | ..... | 2 | 13 | 40 |
| 64 | Burlington College* | Burlington, N. J | 1846 | 1846 | Rev. Edward Maxwell Reilly, A. M., rector. | P. E | 7 | 15 | 10 | 25 | 12 | 10 | 2 | 38 | 6 | 39 |
| 65 | Peddie Institute* | Hightstown, N. J | 1866 | 1869 | Rev. E. J. Avery, A. M., president. | Baptist | 10 | 30 | 10 | 110 | 10 | 8 | 0 | 2 | 4 | 40 |
| 66 | Stevens High School | Hoboken, N. J | ..... | 1870 | Rev. Edward Wall, A. M | Non-sect | 8 | 9 | 24 | 24 | ..... | .... | 11 | 2 | 5 | 36 |
| 67 | Rutgers College Grammar School | New Brunswick, N. J | ..... | 1770 | Rev. De Witt Ten Broeck Reiley, A. M., rector. | Ref. Ch | 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5 | ..... |
| 68 | Cazenovia Seminary | Cazenovia, N. Y | 1825 | 1824 | Rev. J. D. Phelps, A. M | M. E | 10 | 100 | 12 | 120 | (*b*) | 12 | 1 | 14 | 3, 4 | 39 |
| 69 | Claverack College and Hudson River Institute.* | Claverack, N. Y | {1779} {1854} | 1779 | Rev. Alonzo Flack, PH. D | Non-sect | *c*21 | *d*90 | *d*10 | *d*162 | (*b*) | 8 | 4 | 4 | 2, 3, 4 | 39 |
| 70 | Fort Edward Collegiate Institute | Fort Edward, N. Y | 1854 | 1854 | Rev. Joseph E. King, PH. D., D. D. | Non-sect | 13 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 39 |
| 71 | Colgate Academy | Hamilton, N. Y | 1853 | 1832 | Rev. Francis W. Towle, PH. D | Baptist | 6 | 54 | 10 | 38 | 13 | 20 | 0 | 3 | 3, 4 | 38 |
| 72 | Cook Academy | Havana, N. Y | 1872 | 1873 | Albert C. Hill, A. B | Baptist | 8 | ..... | ..... | *e*106 | ..... | ..... | ..... | ..... | ..... | ..... |
| 73 | Ithaca High School | Ithaca, N. Y | ..... | 1875 | D. O. Barto | ..... | 5 | 4 | 26 | 117 | (*b*) | 8 | .... | 7 | 4 | 40 |
| 74 | Private Preparatory School | Ithaca, N. Y | 0 | 1876 | Bela P. MacKoon and L. A. Wait. | Non-sect | 3 | | (25) | | 13 | (25) | | ..... | ..... | 31 |
| 75 | Kinderhook Academy | Kinderhook, N. Y | 1823 | 1824 | John B. Alexander, A. M | Reformed | 2 | 3 | 6 | 25 | 9 | 2 | .... | 3 | 4 | 40 |
| 76 | Kingston Free Academy | Kingston, N. Y | 1795 | 1773 | Francis J. Cheney, A. M | ..... | 5 | 6 | 3 | 86 | (*b*) | 0 | 1 | 10 | 3 | 42 |
| 77 | Siglar's Preparatory School | Newburgh, N. Y. (Seminary Place). | ..... | 1863 | Henry W. Siglar, M. A | Non-sect | 3 | 23 | 2 | 20 | 8 | 6 | 0 | 8 | 6 | 38 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 78 | Charlier Institute | New York, N.Y. (Central Park). | 0 | 1855 | Prof. Elie Charlier, director | Non-sect | 25 | 40 | 20 | 140 | 7 | 10 | 5 | 20 | 10 | 39 |
| 79 | Columbia Grammar School | New York, N. Y. (333 Fourth avenue). | | 1763 | R. S. Bacon, M. D., and B. H. Campbell, A. M. | Non-sect | 16 | 75 | 55 | 63 | (b) | 15 | 8 | 12 | 6 | 40 |
| 80 | New York Latin School | New York, N. Y. (8 East Forty-seventh street). | | 1874 | Virginius Dabney | | 10 | 40 | 20 | 8 | (b) | 2 | 1 | 2 | 7 | 40 |
| 81 | Preparatory Scientific School | New York, N. Y. (341 Madison avenue). | | 1872 | Prof. Alfred Colin, M. E | Non-sect | 3 | 0 | 16 | 2 | (b) | 0 | 3 | 5 | 3 | 38 |
| 82 | University Grammar School* | New York, N. Y. (1481 Broadway). | | 1837 | M. M. Hobby and William L. Akin, A. M. | | 8 | 25 | 10 | 46 | 7 | 2 | 6 | | (b) | 40 |
| 83 | Mohegan Lake School | Peekskill, N. Y | | 1850 | W. C. Willcox | Presb | 6 | 4 | 5 | 31 | 10 | 0 | 3 | 5 | 4 | 40 |
| 84 | Cottage Hill School | Poughkeepsie, N. Y. | | | John Miley | | | | | | | | | | | |
| 85 | Bradford Mansion School | Rye, N. Y | | 1880 | Rev. Charles Jewett Collins, A. M. | Non-sect | 4 | 7 | 0 | 16 | (b) | 0 | 0 | 2 | 12 | 40 |
| 86 | Park Institute | Rye, N. Y | 0 | 1869 | Henry Tatlock, M. A | Non-sect | 5 | 30 | 10 | 15 | 8 | 2 | 1 | 0 | 8 | 40 |
| 87 | Fairview Institute | Saratoga Springs, N. Y | | 1872 | Otto von Below | P. E | 4 | 8 | 4 | 16 | 7 | 4 | 1 | 2 | 4 | 40 |
| 88 | Union Classical Institute | Schenectady, N. Y | 1855 | 1855 | Charles S. Halsey | Non-sect | 7 | 46 | 32 | 102 | (b) | 11 | 0 | 13 | 3 | 42 |
| 89 | St. John's School | Sing Sing, N. Y | | 1869 | Rev. J. Breckenridge Gibson, D. D., rector. | P. E | 9 | | (80) | | 10–15 | 2 | 2 | 9 | 6 | 40 |
| 90 | De Veaux College | Suspension Bridge, N. Y | 1853 | 1857 | Rev. George Herbert Patterson, A. M., president. | P. E | 7 | 18 | 6 | 24 | (b) | 2 | 2 | 2 | 7 | 40 |
| 91 | Rev. M. R. Hooper's Academy for Boys. | Yonkers, N. Y | | 1867 | Rev. M. R. Hooper, A. M | Non-sect | 5 | 25 | 10 | 30 | (b) | 1 | 0 | 5 | 6 | 40 |
| 92 | Chickering Classical and Scientific Institute. | Cincinnati, Ohio (George street, between Smith and John streets). | | 1855 | W. H. Venable, A. M | Non-sect | 16 | 40 | 20 | 100 | 6 | | | | 8 | 40 |
| 93 | Collegiate School | Cincinnati, Ohio (180 Elm street). | | 1803 | Rev. J. Babin, A. B | P. E | 5 | 15 | | | 7 | | | | | 40 |
| 94 | Brooks Military Academy | Cleveland, Ohio (Sibley street). | 1874 | 1874 | Amos H. Thompson | Non-sect | 5 | | | | 7–10 | | | | 10 | 39 |
| 95 | Kenyon Grammar School | Gambier, Ohio | | 1837 | Rev. F. S. Luther, A. M., head master. | P. E | 5 | 15 | 18 | 27 | (b) | 12 | 5 | 0 | 4 | 38 |
| 96 | Miami Classical and Scientific Training School for Boys. | Oxford, Ohio | | 1877 | Isaiah Trufant, A. M., and Byron F. Marsh, A. M. | Non-sect | 5 | 24 | 13 | 27 | 12 | 4 | 1 | 6 | 4 | 40 |
| 97 | Chambersburg Academy | Chambersburg, Pa | 1797 | 1793 | J. H. Shumaker, PH. D | Non-sect | 3 | 15 | 5 | 20 | 12 | 4 | 2 | 10 | 5 | 39 |
| 98 | Germantown Academy | Germantown, Pa. (School Lane). | 1784 | 1760 | William Kershaw, A. M., PH. D. | Non-sect | 10 | 150 | 10 | 30 | 8 | 9 | 3 | 13 | 3, 5 | 40 |
| 99 | Wyoming Seminary | Kingston, Pa | 1844 | 1844 | Rev. David Copeland, PH. D., D. D. | M. E | 14 | 15 | 20 | 155 | 12 | 1 | 2 | 5 | 3, 4 | 40 |
| 100 | Franklin and Marshall Academy | Lancaster, Pa | | 1836 | Rev. James Crawford, A. M., rector. | Reformed | 5 | 30 | | 6 | (b) | | | | 2, 4 | 39 |
| 101 | University Academy | Lewisburg, Pa | 1846 | 1846 | William E. Martin, A. M | Baptist | 6 | 31 | 15 | 25 | | 13 | 3 | 2 | 3 | 40 |
| 102 | Lewistown Academy | Lewistown, Pa | 1815 | | W. H. Schuyler, PH. D | Non-sect | 7 | 22 | 2 | 110 | 5 | 0 | 0 | 5 | 12 | 39 |
| 103 | Cumberland Valley Institute* | Mechanicsburg, Pa | | 1853 | S. C. Beitzel and Mervin J. Eckels, A. B. | Non-sect | 4 | 6 | | 80 | | | | | (b) | 40 |
| 104 | Palatinate College | Myerstown, Pa | 1868 | 1868 | Rev. George B. Russell, D. D., president. | Reformed | 8 | 18 | 17 | 41 | (b) | | | 9 | 5 | 42 |
| 105 | North Wales Academy | North Wales, Pa. (box 41) | | | S. U. Brunner | | | | | | | | | | | |
| 106 | Fewsmith Classical School | Philadelphia, Pa. (1008 Chestnut street). | | 1857 | William Fewsmith, M. A | Non-sect | 4 | 4 | 7 | 29 | 9 | 4 | 3 | 7 | 3, 4 | 40 |

* From Report of the Commissioner of Education for 1880.
*a* Entered theological seminary and college.
*b* Not specified.
*c* For all departments.
*d* Probably includes students reported in Table VIII.
*e* Whole number of students.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Number of instructors. | Students. | | | | | | | Number of years in full course of study. | Number of weeks in scholastic year. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Number preparing for classical course in college. | Number preparing for scientific course in college. | Number of other students. | Age required for admission. | Entered college since close of last academic year. | Entered scientific school since close of last academic year. | Completed course at close of last academic year and did not enter other institutions. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 107 | North Broad Street Select School for Young Men and Boys. | Philadelphia, Pa. (700 N. Broad street). | 0 | 1868 | George Eastburn, M. A | Non-sect. | 8 | 35 | 3 | 88 | 10 | 3 | 1 | 7 | 6 | 40 |
| 108 | Preparatory School for Lehigh University. | South Bethlehem, Pa. | ..... | 1878 | Wm. Ulrich | Non-sect. | 5 | 3 | 14 | 36 | 6 | 17 | .... | ..... | 4 | 40 |
| 109 | West Philadelphia Latin School | West Philadelphia, Pa. (509 S. 42d street). | ..... | ..... | James Morgan Rawlins, A. M. | ..... | 3 | 10 | .... | .... | ..... | 1 | .... | ..... | .... | 40 |
| 110 | York Collegiate Institute | York, Pa. | 1873 | 1873 | Rev. James McDougall, jr., PH. D. | Presb. | 7 | 20 | 5 | 75 | (*a*) | 3 | 2 | 7 | 5 | 40 |
| 111 | Preparatory School | Bristol, R. I. | ..... | ..... | Rev. John H. Converse | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 112 | Greenwich Academy | East Greenwich, R. I. | 1802 | 1802 | Rev. Francis D. Blakeslee, A. M | M. E. | 12 | .... | .... | *b*143 | ..... | .... | .... | ..... | 3 | 40 |
| 113 | English and Classical School | Providence, R. I. (49 Snow street). | 0 | 1864 | William A. Mowry, A. M., and Charles B. Goff, A. M. | ..... | 15 | 96 | 8 | 134 | 8 | 18 | 4 | 16 | 10 | 39 |
| 114 | University Grammar School* | Providence, R. I. | ..... | 1764 | Merrick Lyon, A. M., LL. D., and Emory Lyon, A. M., M. D. | Baptist | 6 | 35 | 5 | 12 | 8 | 8 | .... | 3 | 4–7 | 38 |
| 115 | Mt. Zion Institute* | Winnsboro', S. C. | 1773 | 1777 | R. Means Davis | Non-sect. | 4 | 20 | .... | 130 | ..... | 1 | 1 | 2 | 4 | 40 |
| 116 | McKenzie College | McKenzie, Tenn. | 1870 | 1871 | Rev. E. B. Chappell, A. B., and Granville Goodloe, A. M. | M. E. So. | 6 | 15 | 20 | 160 | (*a*) | .... | .... | ..... | 7 | 40 |
| 117 | Tullahoma College | Tullahoma, Tenn. | 1877 | 1876 | Rev. J. M. Carter, A. M., pres't. | M. E. | 5 | 20 | 17 | 188 | 6 | 36 | 10 | ..... | .... | 40 |
| 118 | Burr and Burton Seminary* | Manchester, Vt | 1829 | 1833 | Rev. James Fletcher, A. M. | Cong. | 5 | 16 | 12 | 60 | (*a*) | 3 | 0 | 2 | 3 | 40 |
| 119 | Green Mountain Seminary | Waterbury Centre, Vt. | 1862 | 1869 | Miss Lizzie Colley | Free Will Baptist. | 4 | 4 | .... | 75 | (*a*) | 0 | 0 | 0 | 4 | 36 |
| 120 | Kenmore University High School | Amherst C. H., Va. | ..... | 1872 | H. A. Strode | ..... | 2 | .... | .... | .... | ..... | .... | .... | ..... | .... | 40 |
| 121 | Bellevue High School | Bellevue, Va. | 0 | 1866 | William R. Abbot | P. E. | 3 | (31) | | 14 | ..... | (6) | | 3 | 6 | 40 |
| 122 | Norwood High School and College | Norwood, Va. | {1865} {1872} | 1865 | R. H. Willis, jr | Non-sect. | 4 | 22 | 6 | 7 | 14 | 6 | 2 | 6 | 6 | 38 |
| 123 | University School* | Petersburg, Va. | ..... | 1865 | W. Gordon McCabe, A. M. | ..... | 3 | (71) | | | 12 | 12 | 3 | 20 | .... | 40 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 124 | Hanover Academy | Taylorsville, Va | ..... | 1849 | Col. Hilary P. Jones, M. A | Non-sect.. | 4 | 20 | 5 | 12 | 14 | 10 | 2 | 7 | 4 | 39 |
| 125 | Shenandoah Valley Academy | Winchester, Va | 0 | 1865 | C. L. C. Minor, M. A., LL. D | Non-sect.. | 5 | 33 | 9 | 24 | 11 | 4 | 1 | ..... | 5 | 40 |
| 126 | Wayland University | Beaver Dam, Wis | 1855 | 1855 | Rev. Nathan E. Wood, M. A.. | Baptist .. | 7 | 12 | 18 | 90 | ..... | .... | .... | 5 | 3 | 39 |
| 127 | Berlin High School | Berlin, Wis | 1857 | 1858 | C. M. Gates | ..... | 14 | 3 | 4 | 90 | ..... | 3 | .... | 1 | 4 | 40 |
| 128 | Markham Academy | Milwaukee, Wis | 0 | 1864 | Albert Markham | Non-sect.. | 4 | 27 | 11 | 40 | ..... | 4 | .... | 2 | 6 | 40 |
| 129 | Grammar School of Racine College* | Racine, Wis | 1852 | ..... | Gerald R. McDowell, A. M., head master. | P. E | 9 | 68 | 41 | .... | 10 | .... | .... | ..... | 6 | 38 |
| 130 | Racine Academy* | Racine, Wis | 0 | 1875 | John G. McMynn, A. M | Non-sect.. | 5 | 15 | 8 | 65 | 10 | 3 | 0 | 9 | (a) | 40 |

*From Report of the Commissioner of Education for 1880.

a Not specified.

b Enrolment in all classes for the winter term.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1881, *&c.*—Continued

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Has the school a chemical laboratory? | Has the school a philosophical cabinet and apparatus? | Has the school a gymnasium? | Library. | | Annual charge to each student for tuition. | Average cost of board and lodging per annum. | Property, income, &c. | | | | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Number of volumes. | Increase in the last school year. | | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | |
| | 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 1 | Oak Mound School* | ..... | × | ..... | 250 | 50 | $70 | $250 | $7,000 | ..... | ..... | $3,500 | August 1. |
| 2 | California Military Academy | × | × | × | 1,500 | ..... | ..... | 360 | 80,000 | ..... | ..... | ..... | July, 3d Mon. |
| 3 | Oakland High School | × | × | 0 | 400 | 0 | ..... | ..... | 35,000 | $0 | ..... | 800 | July. |
| 4 | Jarvis Hall | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | Hartford Public High School | ..... | ..... | ..... | ..... | 200 | *a*60 | ..... | *b*30,000 | 0 | $0 | 5,000 | May 15. |
| 6 | Collegiate and Commercial Institute.* | ..... | ..... | × | 2,000 | ..... | 63 | *c*400 | ..... | ..... | ..... | ..... | September. |
| 7 | Hopkins Grammar School | ..... | ..... | ..... | ..... | ..... | 65 | ..... | ..... | 1,000 | 150 | 6,067 | September. |
| 8 | Norwich Free Academy | × | × | × | 10,000 | 400 | 45 | 200 | 75,000 | 150,000 | 7,500 | 3,400 | Sept., 2d Wed. |
| 9 | Connecticut Literary Institution | × | × | × | 1,500 | 100 | 36 | 117 | 100,000 | 30,000 | ..... | ..... | September. |
| 10 | Woodstock Academy | × | × | 0 | 500 | 30 | 20–30 | 135 | 30,000 | 12,000 | 400 | 850 | September. |
| 11 | Academy of Richmond County | × | × | 0 | 0 | 0 | 17 | 150 | 40,000 | 50,000 | 4,000 | 1,100 | October 1. |
| 12 | South Georgia Male and Female College. | 0 | 0 | 0 | 301 | 301 | 30 | 100 | 15,000 | 0 | 0 | ..... | September 5. |
| 13 | Allen Academy and Polytechnic Institute.* | × | × | ..... | 2,350 | 50 | 60–160 | 280 | ..... | ..... | ..... | ..... | Sept., 1st Mon. |
| 14 | Harvard School | × | × | ..... | 0 | 0 | 80–150 | ..... | 16,500 | ..... | ..... | 10,000 | September 15. |
| 15 | Higher School for Boys | × | × | ..... | 500 | ..... | *d*125 | ..... | ..... | ..... | ..... | ..... | September 7. |
| 16 | Knox Academy | (*e*) | (*e*) | × | (*e*) | 50 | 25 | 125–150 | (*e*) | (*e*) | (*e*) | 2,319 | Sept., 1st Thurs. |
| 17 | Whipple Academy | (*f*) | (*f*) | ..... | (*f*) | ..... | 18 | ..... | (*f*) | (*f*) | (*f*) | ..... | Sept., 2d Thurs |
| 18 | Evangelisch-Lutherisches Collegium. | ..... | ..... | ..... | 200 | ..... | ..... | ..... | 2,000 | ..... | ..... | ..... | June 29. |
| 19 | Morgan Park Military Academy | 0 | 0 | ..... | 410 | 10 | ..... | *c*400 | 50,000 | 0 | 0 | ..... | Sept., 2d Tues. |
| 20 | St. Francis Solanus College* | ..... | ..... | ..... | 1,300 | ..... | 30 | *c*225 | 31,500 | ..... | 7,287 | 3,000 | |
| 21 | Indianapolis Classical School | ..... | ..... | × | ..... | ..... | 100 | ..... | ..... | ..... | ..... | ..... | Sept., 2d Wed. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 22 | Roanoke Academy | | | | | | | | | | | | |
| 23 | Burlington University | × | × | 0 | 2,400 | | 32 | 125 | 30,000 | 10,000 | 750 | 1,400 | September 8. |
| 24 | Edward Little High School* | × | × | 0 | 100 | 0 | *a*12 | 180 | 31,000 | 0 | 0 | 40 | April 4. |
| 25 | Hebron Academy | × | × | 0 | 425 | 65 | 12–18 | 100 | 4,000 | 16,500 | 990 | 550 | September. |
| 26 | Nichols Latin School | | | | | | 27 | | | | | | |
| 27 | Maine Central Institute | × | × | 0 | 600 | 40 | 24 | 110 | 40,000 | | | 2,500 | August. |
| 28 | Waterville Classical Institute | 0 | × | 0 | 50 | 0 | 20–24 | 140 | 10,000 | 35,000 | 2,100 | 2,628 | Aug., last Mon. |
| 29 | Friends' Elementary and High School. | × | × | 0 | 3,000 | 200 | 30–100 | | 60,000 | 0 | 0 | 120,000 | Sept., 1st Tues. |
| 30 | University School for Boys | 0 | 0 | | | | 150 | | | 0 | 0 | 2,500 | September 22. |
| 31 | Garnett's University School | 0 | 0 | 0 | 75 | | 60–80 | 225 | 10,000 | | | | September 14. |
| 32 | Rockville Academy | 0 | 0 | 0 | 0 | | 32–60 | 160 | *g*5,000 | *h*800 | | 700 | September 1. |
| 33 | Phillips Academy | × | × | × | 2,800 | 25 | 60 | 250 | 100,000 | 207,162 | 17,564 | 11,733 | Sept., 1st Wed. |
| 34 | Cushing Academy | × | × | | 1,150 | 150 | | *c*135–175 | *i*90,000 | | | | August 31. |
| 35 | Chauncy Hall School | × | × | × | | | 150–200 | | *j*100,000 | | | | September 14. |
| 36 | Girls' Latin School | 0 | 0 | 0 | 350 | 8 | 0 | | | | | | Sept., 1st Mon. |
| 37 | Private Classical School | 0 | 0 | 0 | | | 200 | | 20,000 | | | 16,000 | Sept., last Mon. |
| 38 | Private Classical School | | | × | | | 200 | | | | | 13,600 | Sept., 2d Mon. |
| 39 | Public Latin School | 0 | × | × | 2,600 | 100 | 0 | | 750,000 | 0 | 0 | 0 | September. |
| 40 | Cambridge High School | × | × | 0 | 3,200 | | *a*50 | | 125,000 | | 800 | 250 | Sept., 1st Mon. |
| 41 | Day and Family School | × | × | 0 | | | 150 | | 2,000 | | | 2,000 | September 21. |
| 42 | Public High School | 0 | × | 0 | 50 | | | | 10,000 | 3,000 | 150 | *a*240 | Aug., last Mon. |
| 43 | Williston Seminary* | × | × | × | 2,000 | 50 | 60 | 200 | 139,757 | 256,400 | 11,236 | *k*12,976 | September 5. |
| 44 | Preparatory Department in Home School for Young Ladies. | 0 | 0 | 0 | (*l*) | | 50 | 250 | (*l*) | | | (*l*) | September 14. |
| 45 | Lawrence Academy | × | × | × | 2,500 | 0 | 21–24 | 160 | 36,000 | 33,000 | 1,650 | 1,275 | August. |
| 46 | Elmwood Institute | | | | | | | | | | | | |
| 47 | Classical School for Girls | × | | × | 1,200 | 200 | 100 | | | | | | |
| 48 | Mr. Knapp's Home School for Boys. | | | × | 2,000 | | | *c*650–700 | 12,000 | | | | September 22. |
| 49 | Arms Academy | × | × | | | | 21, 24 | | *h*20,000 | | | | August 29. |
| 50 | St. Mark's School | | | × | 1,200 | 150 | 250 | 250 | 30,000 | | | 25,000 | September 3. |
| 51 | Edwards Place School | 0 | 0 | × | 500 | | 300 | 400 | 5,000 | 0 | 0 | 1,800 | |
| 52 | Family School for Girls | | | | | | | | | | | | September 8. |
| 53 | West Newton English and Classical School. | × | × | × | 2,500 | 30 | 75–200 | 275–350 | 25,000 | | 0 | 10,000 | Sept., 3d Wed. |
| 54 | Worcester Academy | × | × | × | 1,500 | 0 | 45 | 105 | 100,000 | 83,500 | 4,800 | 1,100 | Aug., last Tues. |
| 55 | Michigan Military Academy | × | × | × | 560 | 50 | | *c*350 | 50,000 | | | | September 15. |
| 56 | Smith Academy | × | × | × | | | 35–50 | | 65,000 | | | | September 16. |
| 57 | Austin Academy* | 0 | 0 | 0 | 200 | 0 | 10–12 | 55–60 | 2,000 | | | | February 20. |
| 58 | St. Paul's School | × | × | × | 4,000 | 200 | | *c*500 | 150,000 | 10,000 | 1,000 | | Sept., 1st Thurs. |
| 59 | Phillips Exeter Academy | | × | 0 | 630 | 5 | 60 | 250 | 708,000 | 219,588 | 10,000 | 8,000 | Sept., 1st Wed. |
| 60 | Kimball Union Academy | 0 | × | × | 2,000 | | 30 | 100 | 25,000 | 30,000 | 2,000 | 1,200 | August. |
| 61 | McCollom Institute | × | × | 0 | 1,200 | 100 | 18–25 | 150 | 5,000 | 15,000 | 800 | 600 | Aug., last Wed. |
| 62 | Colby Academy* | × | × | × | 1,500 | 50 | 15–30 | 126 | 100,000 | 81,000 | 5,110 | 1,104 | Sept., 1st Wed. |
| 63 | Farnum Preparatory School | 0 | × | 0 | 150 | 10 | 12–46 | | 40,000 | 20,000 | 1,200 | 2,000 | September 1. |

* From Report of the Commissioner of Education for 1880.
*a* From non-residents.
*b* Value of grounds.
*c* Board and tuition.
*d* Average charge.
*e* In connection with Knox College.
*f* Associated with Illinois College (Table IX).
*g* Value of grounds and buildings.
*h* Donation from State.
*i* Value of building.
*j* In 1879.
*k* Includes rents.
*l* See Table VI.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Has the school a chemical laboratory? | Has the school a philosophical cabinet and apparatus? | Has the school a gymnasium? | Library. | | Annual charge to each student for tuition. | Average cost of board and lodging per annum. | Property, income, &c. | | | | Scholastic year begins— |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Number of volumes. | Increase in the last school year. | | | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | |
| | 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 64 | Burlington College* | × | × | × | 2,000 | .... | .... | *a*$200 | $50,000 | .... | .... | .... | September 8. |
| 65 | Peddie Institute* | × | × | 0 | 1,000 | 600 | $50 | 150 | 100,000 | $0 | $0 | $3,000 | September 2. |
| 66 | Stevens High School | (*b*) | (*b*) | .... | .... | .... | 60–150 | .... | *c*26,000 | .... | .... | 4,335 | Sept., 2d Wed. |
| 67 | Rutgers College Grammar School | × | × | .... | .... | .... | 36–72 | *a*300 | .... | .... | .... | .... | |
| 68 | Cazenovia Seminary | × | × | × | 3,000 | 50 | 21–33 | 156 | 60,000 | 6,000 | 360 | 4,500 | September 1. |
| 69 | Claverack College and Hudson River Institute.* | × | × | × | 1,397 | 102 | 50 | 100–300 | 61,214 | .... | .... | 11,123 | September 6. |
| 70 | Fort Edward Collegiate Institute | × | × | × | 400 | 400 | 36 | 164 | 60,000 | .... | .... | .... | September 12. |
| 71 | Colgate Academy | 0 | × | × | 1,497 | 214 | 30 | 130 | 62,000 | 55,000 | 3,130 | 2,920 | Sept., 2d Wed. |
| 72 | Cook Academy | × | × | × | 787 | .... | .... | .... | 165,708 | 3,000 | 150 | *d*24,614 | |
| 73 | Ithaca High School | × | × | 0 | 600 | 0 | 30 | 160 | 18,600 | .... | .... | 829 | Sept., 1st Mon. |
| 74 | Private Preparatory School | 0 | 0 | 0 | 1 | .... | *e*25 | .... | .... | .... | .... | 2,000 | September 15. |
| 75 | Kinderhook Academy | 0 | × | 0 | 500 | 0 | 48 | 260 | 2,500 | 0 | 0 | 1,000 | September 1. |
| 76 | Kingston Free Academy | × | × | 0 | 750 | 10 | 36 | 189 | 45,328 | 5,000 | 200 | 320 | September 1. |
| 77 | Siglar's Preparatory School | .... | .... | × | 450 | .... | 75 | 400 | 30,000 | .... | .... | .... | Sept., 2d Tues. |
| 78 | Charlier Institute | 0 | 0 | × | 4,000 | .... | 100–300 | 400 | 500,000 | .... | .... | .... | September 20. |
| 79 | Columbia Grammar School | × | × | .... | .... | .... | 100–250 | .... | .... | 0 | 0 | .... | September 19. |
| 80 | New York Latin School | .... | .... | .... | .... | .... | 150 | .... | .... | .... | .... | 10,000 | Sept., 2d Mon. |
| 81 | Preparatory Scientific School | × | × | 0 | 0 | .... | *f*275 | 400 | *g*1,000 | 0 | 0 | 4,200 | September 26. |
| 82 | University Grammar School* | 0 | 0 | 0 | 0 | .... | .... | .... | .... | .... | .... | .... | September 13. |
| 83 | Mohegan Lake School | × | × | × | 400 | 25 | 60 | 340 | 30,000 | 0 | 0 | 20,000 | September 15. |
| 84 | Cottage Hill School | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | |
| 85 | Bradford Mansion School | × | × | × | 150 | .... | .... | *a*425 | 40,000 | .... | .... | .... | September. |
| 86 | Park Institute | 0 | × | 0 | .... | 0 | 80–140 | *a*600 | 25,000 | 0 | 0 | 5,000 | September 14. |
| 87 | Fairview Institute | 0 | × | × | 200 | 20 | (400) | | 15,000 | .... | .... | .... | September 15. |
| 88 | Union Classical Institute | × | × | 0 | 299 | 4 | 36 | 183 | 17,600 | 0 | 0 | 1,000 | September 1. |
| 89 | St. John's School | × | × | × | 800 | .... | .... | *a*600 | 70,000 | .... | .... | .... | Sept., 2d Tues. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 90 | De Veaux College | | | × | 1,200 | | | | *a*350 | 121,000 | 105,000 | 6,000 | | Sept., 2d Thurs. |
| 91 | Rev. M. R. Hooper's Academy for Boys. | 0 | 0 | 0 | 0 | | 50–160 | | | | | | 5,000 | September. |
| 92 | Chickering Classical and Scientific Institute. | × | × | 0 | 300 | | 100–120 | | 200 | 30,000 | | | | June 15. |
| 93 | Collegiate School | | | | | | 100–200 | | 350 | | | | | Sept., 3d Mon. |
| 94 | Brooks Military Academy | × | × | × | | | 100, 150 | | 137, 152 | 30,000 | 0 | | | September 15. |
| 95 | Kenyon Grammar School | (*h*) | (*h*) | × | (*h*) | | | | *a*350 | 50,000 | | | | Sept., 2d Wed. |
| 96 | Miami Classical and Scientific Training School for Boys. | × | × | 0 | 10, 200 | 180 | 50 | | 190 | 100,000 | 0 | | 2,100 | Sept., 1st Mon. |
| 97 | Chambersburg Academy | 0 | × | 0 | 600 | 50 | 50–60 | | 300 | 25,000 | 0 | 0 | 1,800 | September 14. |
| 98 | Germantown Academy | × | × | × | 250 | | 100 | | | 50,000 | | | 12,000 | Sept., 2d Mon. |
| 99 | Wyoming Seminary | × | × | 0 | 1,000 | 15 | 28 | | 160 | 150,000 | 0 | 0 | | August 31. |
| 100 | Franklin and Marshall Academy | 0 | 0 | 0 | | | 50 | | 156 | 20,000 | | | | September 2. |
| 101 | University Academy | 0 | (*i*) | 0 | (*j*) | | 24–30 | | 135 | (*j*) | (*j*) | (*j*) | 1,262 | September 8. |
| 102 | Lewistown Academy | | × | 0 | | | 16–50 | | 195 | | 0 | 0 | | Sept., 1st Wed. |
| 103 | Cumberland Valley Institute* | | | | 500 | | 20 | | 120 | 18,000 | | | | |
| 104 | Palatinate College | × | | | 1,500 | | 36 | | 160 | 25,000 | 0 | 0 | *a*8,300 | September. |
| 105 | North Wales Academy | | | | | | 200 | | | | | | | |
| 106 | Fewsmith Classical School | × | × | | 175 | 15 | *f*88 | | | | | | 2,728 | Sept , 2d Mon. |
| 107 | North Broad Street Select School for Young Men and Boys. | × | × | × | 300 | | 135 | | *g*6,000 | 0 | 0 | | 15,000 | Sept., 2d Mon. |
| 108 | Preparatory School for Lehigh University. | 0 | 0 | 0 | 0 | 0 | 100 | | 200 | | | | 4,650 | September 6. |
| 109 | West Philadelphia Latin School | | | | | | 100 | | | | | | | September 4. |
| 110 | York Collegiate Institute | × | × | × | 12,000 | 200 | 40 | | 160 | 50,000 | 75,000 | 4,500 | 3,000 | Sept., 1st Mon. |
| 111 | Preparatory School | | | | | | | | | | | | | |
| 112 | Greenwich Academy | × | × | × | | | | | *a*185 | 80,000 | | | | |
| 113 | English and Classical School | × | × | × | 1,000 | 50 | 40–125 | | 240–300 | 100,000 | | | 22,981 | September 4. |
| 114 | University Grammar School* | | | | | | 60–125 | | | | | | | Sept., 1st Mon. |
| 115 | Mt. Zion Institute* | 0 | 0 | 0 | 50 | | *k*25 | | 150 | 5,000 | | | 250 | September. |
| 116 | McKenzie College | × | × | 0 | 400 | | 15–50 | | 110 | 15,000 | 0 | 0 | | September 1. |
| 117 | Tullahoma College | 0 | 0 | 0 | 220 | 0 | 10–36 | | 80–100 | 2,000 | | | | August 22. |
| 118 | Burr and Burton Seminary* | × | × | 0 | 500 | 0 | 30 | | 140 | | | | 1,200 | September 1. |
| 119 | Green Mountain Seminary | × | × | 0 | 500 | | 25 | | 100 | 30,000 | 0 | 0 | 400 | August 29. |
| 120 | Kenmore University High School | × | 0 | × | | | | | *a*380 | | | | | September. |
| 121 | Bellevue High School | 0 | 0 | × | 5,000 | 75 | | | *a*350 | 15,000 | | | | September 15. |
| 122 | Norwood High School and College | 0 | 0 | × | 600 | 25 | 40–120 | | 160 | 7,000 | | | 1,900 | September 23. |
| 123 | University School* | 0 | 0 | 0 | *l*3,000 | 300 | 80 | | 225 | 10,000 | | | | October 1. |
| 124 | Hanover Academy | × | | × | 1,000 | | 100 | | 200 | 17,000 | | | | September 10. |
| 125 | Shenandoah Valley Academy | | | × | | | 20–100 | | 300 | 14,000 | | | | September 15. |
| 126 | Wayland University | 0 | × | 0 | 1,875 | | 26 | | 89 | 30,000 | 19,000 | | | September 10. |
| 127 | Berlin High School | × | × | × | 500 | 100 | *m*15 | | 140 | 50,000 | | | 150 | Sept., 1st Mon. |
| 128 | Markham Academy | 0 | × | 0 | | | 80, 120 | | | 17,000 | 0 | | | Sept., 1st Mon. |
| 129 | Grammar School of Racine College* | × | × | × | *n*2,000 | | (400) | | | *n*1ø7, 200 | 0 | 0 | | September. |
| 130 | Racine Academy* | 0 | 0 | 0 | 200 | 25 | 100 | | 300 | 5,000 | 0 | 0 | 5,100 | September 1. |

* From Report of the Commissioner of Education for 1880.
*a* Board and tuition.
*b* Uses that of Stevens Institute of Technology.
*c* Value of grounds and buildings.
*d* Total income.
*e* For any one study; for each additional study, $10 per term.
*f* Average charge.
*g* Value of apparatus.
*h* Uses that of Kenyon College.
*i* Uses college apparatus.
*j* Reported with collegiate department (see Table IX.)
*k* For higher branches; English course free.
*l* Belonging to principal.
*m* From non-residents.
*n* In 1879.

*List of preparatory schools from which no information has been received.*

| Name. | Location. | Name. | Location. |
|---|---|---|---|
| Berkeley Gymnasium | Berkeley, Cal. | Greylock Institute | South Williamstown, Mass. |
| Santa Barbara College | Santa Barbara, Cal. | Springfield Collegiate Institute. | Springfield, Mass. |
| Yale School | Chicago, Ill. (103 Ashland ave.). | Mr. Kinne's School | Ithaca, N. Y. |
| Bethlehem Academy | Elizabethtown, Ky. | Anthon Grammar School | New York, N. Y. |
| Houlton Academy | Houlton, Me. | De La Salle Institute | New York, N. Y. (48 Second street). |
| West Lebanon Academy | West Lebanon, Me. | Easton Classical and Mathematical School. | Easton, Pa. |
| English High School | Boston, Mass. | The Hill School | Pottstown, Pa. |
| Private Latin School | Boston, Mass. (80 Charles street). | Rogers High School | Newport, R. I. |
| Monson Academy | Monson, Mass. | | |
| Adams Academy | Quincy, Mass. | | |

TABLE VII.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Franciscan College | Santa Barbara, Cal | Closed to secular students in 1878, and only students for the holy ministry are, at present, admitted to finish the ecclesiastical course; see Table XI. |
| The Athenæum Academy | Chicago, Ill | No classical nor scientific preparatory students reported as being at the Athenæum in 1881. |
| Classical School | Dubuque, Iowa | Closed. |
| English and Classical School for Boys | Boston, Mass. (10 Somerset street). | Removed; not found. |
| Brittain Brothers' Preparatory Scientific School. | New York, N. Y. (1267 Broadway). | Not found. |
| Milnor Hall | Gambier, Ohio | See Kenyon Grammar School; identical. |
| Department of preparatory instruction in Oberlin College. | Oberlin, Ohio | See report of Oberlin College, Table IX. |
| Lapham Institute | North Scituate, R. I. | Closed. |

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of charter. | Date of organization. | President or principal. | Religious denomination. | Corps of instruction. | | | Instructors in preparatory department. | Students. | | | | | Number of scholarships. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Total. | Male. | Female. | | Number in preparatory department. | Number in collegiate department. | | | Total number in all departments. | |
| | | | | | | | | | | | | In regular course. | In special or partial course. | Number of graduate students. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1 | Union Female College | Eufaula, Ala | 1852 | 1853 | F. B. Moodie | Non-sect | 8 | 3 | 5 | ..... | 20 | 70 | 2 | ..... | 92 | .... |
| 2 | Florence Synodical Female College. | Florence, Ala | 1855 | 1850 | Charles P. Walker, A. M | Presb... | 8 | 1 | 7 | 2 | 30 | 64 | 15 | ..... | *a*133 | 3 |
| 3 | Huntsville Female College | Huntsville, Ala | 1852 | 1852 | Rev. A. B. Jones, A. M | M. E.So. | 10 | 1 | 9 | 10 | 23 | 86 | 10 | ..... | 119 | 0 |
| 4 | Huntsville Female Seminary (Rotherwood Home). | Huntsville, Ala | 1829 | 1829 | Mrs. F. R. Ross | Presb... | 7 | 2 | 5 | ..... | ..... | ..... | ..... | ..... | 80 | 0 |
| 5 | Judson Female Institute | Marion, Ala | 1839 | 1839 | Rev. L. R. Gwaltney, D. D | Baptist | 12 | 2 | 10 | 2 | 48 | 74 | 9 | 2 | 133 | .... |
| 6 | Marion Female Seminary | Marion, Ala | 1842 | 1836 | Rev. H. R. Raymond, D. D | Non-sect | 9 | 2 | 7 | 1 | 18 | 71 | 3 | 5 | 97 | 0 |
| 7 | Synodical Female Institute* | Talladega, Ala | ..... | ..... | Mrs. M. K. Craig | Presb... | 5 | .... | 5 | 3 | 40 | 43 | ..... | ..... | 83 | .... |
| 8 | Alabama Central Female College. | Tuscaloosa, Ala | 1858 | 1858 | A. K. Yancey, jr | Non-sect | 12 | 2 | 10 | ..... | 46 | 87 | ..... | ..... | 133 | .... |
| 9 | Alabama Conference Female College.* | Tuskegee, Ala | 1855 | 1856 | John Massey, LL. D | Meth ... | 8 | 2 | 6 | ..... | 40 | 103 | 1 | 2 | 146 | 0 |
| 10 | Young Ladies' Seminary | Benicia, Cal | 0 | 1852 | Mrs. Mary Atkins Lynch | Non-sect | 14 | 6 | 8 | ..... | 70 | 45 | 5 | 0 | 120 | 0 |
| 11 | Mills Seminary | Mills Seminary, Cal | 1877 | 1871 | Rev. C. T. Mills, D. D | Non-sect | 21 | 4 | 17 | ..... | ..... | ..... | ..... | ..... | 180 | .... |
| 12 | College of Notre Dame | San José, Cal | ..... | 1851 | Sister Marie Cornelie | R. C ... | 17 | 2 | 15 | 5 | 65 | 32 | 1 | 4 | 102 | 0 |
| 13 | Hartford Female Seminary* | Hartford, Conn | 1827 | 1815 | William T. Gage, A. M | Non-sect | 9 | 4 | 5 | 1 | 20 | ..... | ..... | 7 | 100 | .... |
| 14 | Wesleyan Female College* | Wilmington, Del | 1841 | 1837 | Rev. James M. Williams, A. M. | M. E .... | 9 | 3 | 6 | 2 | 37 | 37 | 0 | 0 | 74 | 0 |
| 15 | Lucy Cobb Institute | Athens, Ga | 1858 | 1858 | Miss M. Rutherford | Non-sect | 12 | 5 | 7 | ..... | 20 | 36 | 25 | 14 | 95 | .... |
| 16 | Columbus Female College | Columbus, Ga | 1875 | 1875 | G. R. Glenn, A. M | Non-sect | 10 | 5 | 5 | 2 | 20 | 97 | 3 | ..... | 120 | .... |
| 17 | Andrew Female College | Cuthbert, Ga | 1854 | 1854 | Rev. Howard W. Key, A. M | Meth .... | 8 | 4 | 4 | 1 | 51 | 60 | 19 | ..... | 130 | 2 |
| 18 | Dalton Female College* | Dalton, Ga | 1873 | 1872 | Rufus W. Smith, A. M | Meth .... | 6 | 3 | 3 | 1 | 49 | 69 | 7 | 0 | *b*169 | 5 |
| 19 | Georgia Baptist Seminary for Young Ladies. | Gainesville, Ga | 1878 | 1878 | Rev. William Clay Wilkes, A. M | Baptist . | 6 | 3 | 3 | 1 | 74 | 38 | 6 | 2 | *a*207 | .... |
| 20 | Griffin Female College | Griffin, Ga | 1848 | 1849 | A. B. Niles, A. M | Non-sect | 6 | 2 | 4 | 1 | 30 | 71 | ..... | ..... | 101 | .... |
| 21 | La Grange Female College | La Grange, Ga | 1846 | 1846 | James R. Mayson | Meth .... | 8 | 2 | 6 | 2 | 40 | 64 | 0 | 0 | 104 | 0 |
| 22 | Southern Female College | La Grange, Ga | 1848 | 1842 | I. F. Cox, A. M | Non-sect | 10 | 2 | 8 | 2 | 50 | 68 | 12 | 5 | 135 | 1 |

*From Report of the Commissioner of Education for 1880.

*a* Includes students in art, language, and music departments.

*b* Includes students in music and art.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | President or principal. | Religious denomination. | Corps of instruction. | | | Instructors in preparatory department. | Students. | | | | | Number of scholarships. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Total. | Male. | Female. | | Number in preparatory department. | Number in collegiate department. | | | Total number in all departments. | |
| | | | | | | | | | | | | In regular course. | In special or partial course. | Number of graduate students. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 23 | Wesleyan Female College* | Macon, Ga | 1836 | 1839 | Rev. W. C. Bass, D. D | M. E.So. | 13 | 5 | 8 | 2 | 40 | 165 | 18 | ..... | 223 | 6 |
| 24 | Georgia Female College | Madison, Ga | 1849 | ..... | P. W. Butler, A. M | Non-sect | 4 | 2 | 2 | 1 | 35 | 42 | 5 | ..... | 82 | .... |
| 25 | College Temple | Newnan, Ga | 1853 | 1853 | M. P. Kellogg, A. M | Non-sect | 6 | 2 | 4 | 1 | 25 | 75 | .... | ..... | 100 | .... |
| 26 | Houston Female College* | Perry, Ga | 1853 | 1853 | P. W. Johnson | Baptist | 3 | ... | ... | ..... | ..... | ..... | ..... | ..... | 65 | .... |
| 27 | Rome Female College | Rome, Ga | 1856 | 1856 | Rev. J. M. M. Caldwell | Presb | 7 | 3 | 4 | 1 | .. | ..... | ..... | ..... | 116 | ... |
| 28 | Shorter Female College | Rome, Ga | 1877 | 1873 | Rev. R. D. Mallary, A. M | Baptist | 9 | 3 | 6 | 3 | 58 | 93 | 9 | 2 | 162 | 0 |
| 29 | Young Female College | Thomasville, Ga | ..... | 1869 | John E. Baker, A. M | Non-sect | 5 | 1 | 4 | 1 | 18 | 75 | ..... | ..... | 93 | .... |
| 30 | Seminary of the Sacred Heart* | Chicago, Ill | ..... | ..... | Mother Niederkorn, superior | R. C | ... | ... | ... | ..... | ..... | ..... | ..... | ..... | 150 | .... |
| 31 | Woman's College of the Northwestern University.* | Evanston, Ill | 1869 | 1869 | Oliver Marcy, LL. D, acting president. *a* | M. E | (*b*) | (*b*) | (*b*) | (*b*) | 89 | 46 | 22 | ..... | *c*239 | .... |
| 32 | Knox Seminary* | Galesburg, Ill | ..... | 1847 | Newton Bateman, LL. D | Non-sect | (*b*) | (*b*) | (*b*) | (*b*) | ..... | 41 | .... | ..... | 41 | 0 |
| 33 | Almira College* | Greenville, Ill | 1859 | 1855 | Mrs. Florence K. Houghton | Non-sect | 7 | .... | 7 | ..... | 17 | 32 | 34 | ..... | 83 | 1 |
| 34 | Highland Hall College for Women.* | Highland Park, Ill | 1876 | 1876 | Prof. Nathaniel Butler, jr., A. M. | Non-sect | 11 | 3 | 8 | ..... | ..... | ..... | ..... | ..... | 62 | .... |
| 35 | Illinois Female College | Jacksonville, Ill | 1863 | 1847 | Rev. William F. Short, D. D | M. E | 17 | 5 | 12 | 2 | 14 | 95 | 75 | ..... | 184 | .... |
| 36 | Jacksonville Female Academy | Jacksonville, Ill | 1835 | 1830 | E. F. Bullard, A. M | Presb | 8 | 2 | 6 | 3 | ..... | 68 | 28 | 3 | 99 | .... |
| 37 | St. Mary's School | Knoxville, Ill | ..... | 1868 | Rev. C. W. Leffingwell, D. D., rector. | P. E | 14 | 3 | 11 | ..... | 15 | 70 | 35 | ..... | 120 | .... |
| 38 | Ferry Hall, Lake Forest University. | Lake Forest, Ill | 1857 | 1869 | Rev. D. S. Gregory, D. D | Presb | 16 | 7 | 9 | 1 | 52 | 50 | 5 | 0 | 107 | 0 |
| 39 | Chicago Female College* | Morgan Park, Ill | 1874 | 1875 | Gilbert Thayer, LL. D | Non-sect | 12 | 6 | 6 | 1 | 12 | 44 | 12 | 2 | 70 | 0 |
| 40 | Mt. Carroll Seminary | Mt. Carroll, Ill | 1852 | 1853 | Mrs. F. A. W. Shimer | Baptist | 14 | 2 | 12 | ..... | ..... | ..... | ..... | ..... | 150 | .... |
| 41 | Rockford Seminary | Rockford, Ill | 1847 | 1849 | Miss Anna P. Sill | Cong. & Presb. | 16 | 3 | 13 | 4 | 60 | 53 | 80 | 8 | 201 | 3 |
| 42 | De Pauw College for Young Women. | New Albany, Ind | 1852 | 1852 | F. A. Friedley | M. E | 6 | 1 | 5 | 1 | 19 | 23 | 29 | ..... | 71 | 15 |
| 43 | St. Mary's Academic Institute | St. Mary's, Ind | 1840 | 1840 | Sister Superior | R. C | 20 | ... | 20 | ..... | ..... | ..... | ..... | 7 | 145 | .... |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 44 | Immaculate Conception Academy | Davenport, Iowa | 1869 | 1859 | Sister Mary Gonzaga | R. C | 17 | | 17 | | 129 | 31 | 28 | | 188 | |
| 45 | Callanan College | Des Moines, Iowa | 1880 | 1879 | Rev. Charles R. Pomeroy, D. D. | Non-sect | 13 | 3 | 10 | 2 | 40 | 80 | 6 | | *d*180 | 0 |
| 46 | St. Agatha's Seminary* | Iowa City, Iowa | 1861 | 1859 | Sister Mary Agnes, directress | R. C | 8 | 2 | 6 | 6 | 99 | 51 | 10 | 3 | 163 | 0 |
| 47 | College of the Sisters of Bethany | Topeka, Kans | 1861 | 1862 | Rt. Rev. Thomas H. Vail, D. D., LL. D. | P. E | 16 | 3 | 13 | 3 | *e*105 | 41 | 24 | 0 | *e*170 | 0 |
| 48 | Bowling Green Female College | Bowling Green, Ky | 1871 | 1871 | George M. Edgar | Non-sect | 7 | 3 | 4 | 2 | 75 | 50 | | | 125 | |
| 49 | Clinton College* | Clinton, Ky | 1874 | 1874 | Amanda M. Hicks | Baptist | 6 | 2 | 4 | 3 | 66 | 54 | | 1 | 121 | 0 |
| 50 | Franklin Female College | Franklin, Ky | 1869 | 1869 | Horace H. Epes | Non-sect | 7 | 3 | 4 | 2 | 60 | 56 | 8 | 2 | 126 | 0 |
| 51 | Georgetown Female Seminary | Georgetown, Ky | 1829 | 1846 | J. J. Rucker, LL. D | Baptist | 11 | 3 | 8 | 2 | 40 | 75 | | 1 | 116 | |
| 52 | Liberty Female College* | Glasgow, Ky | 1873 | 1875 | J. B. Reynolds, A. M., M. D | Baptist | 5 | 1 | 4 | | 2 | 43 | 12 | 3 | 60 | 12 |
| 53 | Daughters College | Harrodsburg, Ky | 1846 | 1856 | John Aug. Williams | Non-sect | 10 | 3 | 7 | | 40 | 100 | 7 | 3 | 150 | |
| 54 | Bethel Female College | Hopkinsville, Ky | 1853 | 1854 | J. W. Rust, A. M | Baptist | 7 | 3 | 4 | 1 | 12 | 88 | 5 | 6 | 111 | 12 |
| 55 | Hamilton Female College | Lexington, Ky | 1870 | 1870 | J. T. Patterson | Christian | 13 | 6 | 7 | 1 | 48 | 143 | 7 | 2 | *f*200 | 13 |
| 56 | St. Catharine's Female Academy | Lexington, Ky | | 1831 | Sister Superior | R. C | 12 | | 12 | 4 | 80 | | | | 80 | |
| 57 | Millersburg Female College* | Millersburg, Ky | 1856 | 1852 | Rev. Geo. T. Gould, A. M., D. D | M. E. So. | 18 | 5 | 13 | 3 | 60 | 127 | 12 | | 199 | 0 |
| 58 | Mt. Sterling Female College | Mt. Sterling, Ky | 1876 | 1869 | Rev. Joseph T. Leonard, LL. D | Non-sect | 6 | 3 | 3 | 1 | 40 | | | | 164 | |
| 59 | Bourbon Female College* | Paris, Ky | 1871 | 1847 | W. Stewart Jones | Non-sect | 7 | 3 | 4 | 2 | 40 | 52 | | | 92 | |
| 60 | Kentucky College* | Pewee Valley, Ky | 1874 | 1874 | Rev. Erastus Rowley, D. D | Non-sect | 8 | 2 | 6 | 2 | 30 | 25 | 2 | | 57 | |
| 61 | Logan Female College | Russellville, Ky | 1867 | 1867 | A. B. Stark, LL. D | M. E. So. | 6 | 2 | 4 | 1 | 30 | 60 | | | 90 | |
| 62 | Science Hill School | Shelbyville, Ky | 1880 | 1825 | Rev. Wiley T. Poynter, D. D | M. E. So. | 6 | 3 | 3 | 1 | 78 | 40 | 5 | 0 | 123 | |
| 63 | Stuart's Female College | Shelbyville, Ky | 1849 | 1839 | W. H. Stuart | So. Pres. | 5 | 1 | 4 | | 40 | 60 | 7 | | 107 | |
| 64 | Stanford Female College | Stanford, Ky | 1868 | 1868 | Mrs. Sallie C. Truehart, A. M | Non-sect | 10 | 2 | 8 | 2 | 40 | 45 | | | 85 | |
| 65 | Cedar Bluff Female College | Woodburn, Ky | 1864 | 1862 | Rev. B. F. Cabell | Non-sect | 5 | 1 | 4 | 1 | 4 | 70 | | | 74 | |
| 66 | Silliman Female Collegiate Institute. | Clinton, La. (East Feliciana Parish). | 1852 | 1852 | Edwin H. Fay, A. M | Presb | 7 | 1 | 6 | | | | | | 82 | |
| 67 | Keachi College | Keachi, La | 1857 | 1858 | T. N. Coleman | Baptist | 7 | 4 | 3 | | | | | | 75 | |
| 68 | Mansfield Female College* | Mansfield, La | 1855 | 1855 | Rev. J. Lane Borden | M. E. So. | 4 | 1 | 3 | | 15 | 45 | | | 60 | |
| 69 | Minden Female College | Minden, La | 1853 | 1853 | George D. Alexander | Non-sect | 6 | 1 | 5 | 1 | 77 | 24 | 5 | | 106 | |
| 70 | St. Catharine's Hall | Augusta, Me | | 1867 | Rt. Rev. Henry A. Neely, D. D | | 5 | | 5 | | | | | | | |
| 71 | Maine Wesleyan Seminary and Female College. | Kent's Hill, Me | 1821 | 1821 | Rev. Henry P. Torsey, D. D., LL. D. | M. E | 10 | 6 | 4 | | | | | | *g*85 | 5 |
| 72 | Waterville Classical Institute* | Waterville, Me | 1842 | 1829 | James H. Hanson, LL. D | Baptist | 8 | | | | | 29 | | | 29 | |
| 73 | Baltimore Academy of the Visitation. | Baltimore, Md | 1838 | 1837 | Mother Mary Leonard Neale | R. C | 24 | | 24 | | 34 | | 7 | 8 | 143 | |
| 74 | Baltimore Female College | Baltimore, Md. (Park place). | 1849 | 1848 | Nathan Covington Brooks, LL. D. | Non-sect | 10 | 5 | 5 | 0 | 18 | 64 | | | 82 | 26 |
| 75 | Burkittsville Female Seminary | Burkittsville, Md | 1867 | 1866 | Rev. M. L. Heisler, A. M | Ev. Luth | 4 | 1 | 3 | | 10 | 30 | | 1 | 41 | |
| 76 | Cambridge Female Seminary | Cambridge, Md | 1858 | 1864 | John F. Baugher, A. M | Non-sect | 5 | 1 | 4 | | 13 | 14 | | | 27 | 5 |
| 77 | Lutherville Female Seminary | Lutherville, Md | 1853 | 1853 | Rev. J. H. Turner, A. M | Luth | 9 | 4 | 5 | | | 54 | | 2 | 56 | |
| 78 | Abbot Academy | Andover, Mass | 1829 | 1829 | Miss Philena McKeen | Non-sect | 11 | 1 | 10 | | 0 | 104 | | | 104 | 7 |
| 79 | Lasell Seminary for Young Women. | Auburndale, Mass | 1851 | 1851 | Charles C. Bragdon, A. M | M. E | 18 | 5 | 13 | 0 | 59 | 26 | 43 | 0 | 128 | 0 |
| 80 | Gannett Institute | Boston, Mass. (69 Chester square). | | 1852 | Rev. George Gannett, A. M | Non-sect | 17 | 8 | 9 | | | | | | 70 | |
| 81 | Notre Dame Academy* | Boston (Highlands), Mass. | | | Sister Albania, superioress | R. C | 7 | | 7 | | | | | | 40 | |

*From Report of the Commissioner of Education for 1880.
*a* Jane M. Bancroft, PH. M., is dean of the Woman's College.
*b* See Table IX.
*c* Includes students in music and art.
*d* Includes other students not separately specified.
*e* Includes students in primary class.
*f* This is the total number enrolled in the various departments, but the actual number enrolled is 189.
*g* Number of females in attendance during the spring term; during the same term there were 116 males in attendance reported in Table VI.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | President or principal. | Religious denomination. | Corps of instruction. | | | Instructors in preparatory department. | Students. | | | | | Number of scholarships. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Total. | Male. | Female. | | Number in preparatory department. | Number in collegiate department. | | | Total number in all departments. | |
| | | | | | | | | | | | | In regular course. | In special or partial course. | Number of graduate students. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 82 | Bradford Academy | Bradford, Mass | 1804 | 1803 | Miss Annie E. Johnson | Non-sect | 11 | 1 | 10 | ..... | 27 | 70 | 50 | ..... | 147 | 1 |
| 83 | Smith College | Northampton, Mass | 1870 | 1875 | Rev. L. Clark Seelye, D. D | Non-sect | 21 | 12 | 9 | ..... | ..... | 192 | 35 | 0 | *a*254 | .... |
| 84 | Wheaton Female Seminary* | Norton, Mass | 1837 | 1834 | Rev. Mortimer Blake, D. D | Cong | 10 | 1 | 9 | ..... | ..... | ..... | ..... | ..... | 80 | 7 |
| 85 | Maplewood Institute for Young Ladies. | Pittsfield, Mass | 1848 | 1841 | Rev. Charles V. Spear, A. M | Cong | 11 | 5 | 6 | 1 | 6 | 60 | 7 | 0 | 73 | .... |
| 86 | Mount Holyoke Female Seminary | South Hadley, Mass | 1836 | 1837 | Miss Julia E. Ward | Non-sect | 27 | ... | 27 | ..... | ..... | 249 | ..... | 2 | 251 | (*b*) |
| 87 | Wellesley College | Wellesley, Mass | 1870 | 1875 | Miss Alice E Freeman, B. A., acting and vice president. | Non-sect | 43 | 6 | 37 | ..... | ..... | 275 | *c*172 | 3 | 450 | 13 |
| 88 | Michigan Female Seminary | Kalamazoo, Mich | 1856 | 1866 | Miss M. H. Sprague | Presb | 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 51 | .... |
| 89 | Young Ladies' Seminary and Collegiate Institute. | Monroe, Mich | 1850 | 1849 | C. C. Wetzell | Non-sect | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 52 | .... |
| 90 | St. Mary's Hall | Faribault, Minn | 1866 | 1866 | Rt. Rev. H. B. Whipple, D. D., rector. | P. E | 11 | 2 | 9 | 2 | ..... | ..... | ..... | ..... | 120 | .... |
| 91 | Bennet Seminary | Minneapolis, Minn | 1871 | 1870 | Miss Esther E. Kenyon | Non-sect | 10 | 1 | 9 | 2 | 20 | 55 | ..... | ..... | 75 | .... |
| 92 | Blue Mountain Female College | Blue Mountain, Miss | 1877 | 1873 | Rev. M. P. Lowrey, D. D | Non-sect | 9 | 2 | 7 | 1 | 31 | 76 | ..... | ..... | 107 | .... |
| 93 | Whitworth College | Brookhaven, Miss | 1860 | 1859 | Rev. H. F. Johnson, D. D | Meth | 18 | 4 | 14 | ..... | 56 | 233 | ..... | 2 | 291 | 0 |
| 94 | Central Female Institute | Clinton, Miss | 1853 | 1853 | Rev. Walter Hillman, A. M., LL. D. | Baptist | 8 | 2 | 6 | .. | 58 | 61 | 0 | 0 | 119 | 0 |
| 95 | Franklin Female College | Holly Springs, Miss | 1849 | 1849 | Mrs. M. B. Clark | Non-sect | 5 | .... | 5 | ..... | ..... | ..... | ..... | ..... | 70 | .... |
| 96 | Meridian Female College | Meridian, Miss | 1866 | 1865 | Rev. T. A. Moore | Baptist | 6 | 2 | 4 | ..... | 40 | ..... | ..... | ..... | 123 | .... |
| 97 | Union Female College* | Oxford, Miss | 1854 | 1855 | Rev. J. S. Howard, A. M | Cumb. P. | 5 | 1 | 4 | 1 | 40 | 65 | 5 | ..... | 110 | .... |
| 98 | Chickasaw Female College | Pontotoc, Miss | 1852 | 1852 | William V. Frierson | Presb | 7 | 1 | 6 | 2 | 68 | 41 | 1 | 1 | 111 | 0 |
| 99 | Lea Female College | Summit, Miss | 1877 | 1877 | Rev. Charles H. Otken, A. M | Baptist | 6 | 1 | 5 | 1 | 15 | 32 | 0 | 0 | 47 | 0 |
| 100 | Christian Female College* | Columbia, Mo | 1850 | 1850 | George S. Bryant, A. M | Christian | 8 | 1 | 7 | 1 | 50 | 95 | ..... | ..... | 145 | .... |
| 101 | Stephens Female College | Columbia, Mo | 1857 | 1856 | R. P. Rider | Baptist | 10 | 3 | 7 | 2 | 74 | 90 | 10 | 5 | 179 | .... |
| 102 | Howard College | Fayette, Mo | 1858 | 1858 | Rev. J. H. Pritchett, A. M | M. E. So | 9 | 4 | 5 | 3 | 60 | 70 | ..... | ..... | 130 | .... |
| 103 | Fulton Synodical Female College | Fulton, Mo | 1870 | 1871 | Rev. B. H. Charles | Presb | 12 | 4 | 8 | 1 | 40 | 103 | 0 | 3 | 146 | 0 |
| 104 | Independence Female College | Independence, Mo | 1871 | 1871 | A. Carroll | Presb | 5 | 1 | 4 | 1 | 18 | 25 | 4 | ..... | 47 | .... |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 105 | St. Louis Seminary | Jennings, Mo. (near St. Louis). | 1872 | 1871 | B. T. Blewett, LL. D | Non-sect | 4 | 1 | 3 | | | 35 | | | 35 | |
| 106 | St. Teresa's Academy *d* | Kansas City, Mo | 1868 | 1866 | | R. C | | | | | | | | | 111 | |
| 107 | Baptist Female College | Lexington, Mo | 1855 | 1855 | John F. Lanneau, A. M | Baptist | 12 | 2 | 10 | 0 | 33 | 98 | 0 | 2 | 133 | 0 |
| 108 | Central Female College* | Lexington, Mo | 1869 | 1870 | Rev. Wesley G. Miller, M. D | M.E. So. | 10 | 2 | 8 | 1 | 32 | 57 | 3 | 1 | 93 | 1 |
| 109 | The Elizabeth Aull Female Seminary. | Lexington, Mo | 1859 | 1860 | Rev. James Addison Quarles, A. M. | Presb | 14 | 3 | 11 | 2 | 71 | 56 | 14 | | 141 | |
| 110 | Hardin Female College | Mexico, Mo | | 1873 | Mrs. H. T. Baird | Baptist | 6 | 1 | 5 | 2 | | | | 1 | 108 | |
| 111 | Lindenwood College for Young Ladies.* | St. Charles, Mo | 1853 | 1830 | Rev. Robert Irwin, D. D | Presb | 9 | 2 | 7 | 2 | 29 | 46 | | | 75 | |
| 112 | Academy of the Visitation* | St. Louis, Mo | 1832 | 1833 | Sisters of the Visitation | R. C | 25 | | 25 | | | | | 2 | 100 | |
| 113 | Mary Institute (Washington University). | St. Louis, Mo | 1853 | 1859 | C. S. Pennell, A. M | Non-sect | 22 | 1 | 21 | | | | | 8 | 387 | |
| 114 | Ursuline Academy* | St. Louis, Mo | | 1849 | Mother Joanna, superioress | R. C | 18 | 1 | 17 | 8 | 60 | 40 | | | 100 | |
| 115 | Bishop Whitaker's School for Girls. | Reno, Nev | 0 | 1876 | Rt. Rev. O. W. Whitaker, D. D | P. E | 6 | 2 | 4 | | | 56 | | | 56 | 0 |
| 116 | Adams Academy *e* | East Derry, N. H | 1823 | 1828 | | | 1 | | 1 | | | | 9 | | 9 | |
| 117 | Robinson Female Seminary | Exeter, N. H | 1867 | 1869 | Annie M. Kilham | Non-sect | 9 | 1 | 8 | 3 | 118 | 48 | 15 | 5 | 186 | |
| 118 | New Hampshire Conference Seminary and Female College. | Tilton, N. H | 1852 | 1845 | Rev. Silas E. Quimby, A. M | M. E | 11 | 7 | 4 | | 64 | 29 | 14 | | 107 | |
| 119 | Tilden Seminary | West Lebanon, N. H | 1869 | 1855 | E. Hubbard Barlow, A. M | Non-sect | 10 | 2 | 8 | | | 77 | | 1 | 78 | 3 |
| 120 | Bordentown Female College* | Bordentown, N. J | 1853 | 1851 | Rev. William C. Bowen, A. M | Non-sect | 9 | 2 | 7 | 8 | 22 | 45 | 7 | 9 | 83 | 0 |
| 121 | Ivy Hall | Bridgeton, N. J | | 1861 | Rev. Henry Reeves, A. M | Non-sect | 7 | 1 | 6 | 1 | 7 | 21 | 9 | | 37 | |
| 122 | St. Mary's Hall | Burlington, N. J | 1846 | 1837 | Rev. J. L. McKim, rector | P. E | | | | | | | | | | |
| 123 | Freehold Young Ladies' Seminary | Freehold, N. J | | 1845 | Amos Richardson, A. M | Non-sect | 6 | 2 | 4 | 1 | 10 | 35 | | 0 | 45 | 0 |
| 124 | Pennington Seminary | Pennington, N. J | 1839 | 1840 | Rev. Thomas Hanlon, M. A., D. D | M. E | 14 | 9 | 5 | 2 | | | 5 | 4 | 204 | 20 |
| 125 | Academy of the Sacred Heart | Near Albany, N. Y. (Kenwood). | 1861 | | Madam E. L. Hogan | R. C | 1 | 1 | | | | | | 1 | 100 | |
| 126 | St. Agnes School* | Albany, N. Y | | 1871 | Rt. Rev. Wm. C. Doane, S. T. D | P. E | 24 | 6 | 18 | | | | | | 212 | |
| 127 | Brooklyn Heights Seminary* | Brooklyn, N. Y. (138 Montague Place). | 0 | 1851 | Charles E. West, M. D., LL. D | Non-sect | 24 | 8 | 16 | 8 | 131 | 83 | 12 | 0 | 226 | 0 |
| 128 | Packer Collegiate Institute | Brooklyn, N. Y | 1845 | 1846 | Alonzo Crittenden, A. M., PH. D | Non-sect | 31 | 3 | 28 | | 38 | 67 | 445 | 5 | 555 | 38 |
| 129 | Buffalo Female Academy | Buffalo, N. Y | 1851 | 1851 | Rev. Albert T. Chester, D. D | Non-sect | 13 | 4 | 9 | 1 | 33 | 52 | 97 | | 182 | 17 |
| 130 | Holy Angels' Academy | Buffalo, N. Y | 1864 | 1861 | Sister Mary Angela | R. C | 7 | 0 | 7 | 7 | 168 | | 6 | 1 | 175 | |
| 131 | Granger Place School* | Canandaigua, N. Y | 0 | 1876 | Caroline A. Comstock | Non-sect | 10 | 3 | 7 | | | | | | 100 | |
| 132 | Claverack College and Hudson River Institute.* | Claverack, N. Y | 1869 | 1779 | Rev. Alonzo Flack, PH. D | Non-sect | (*f*) | | | | 48 | 55 | 10 | 3 | 116 | 0 |
| 133 | St. Joseph's Academy | Lockport, N. Y | 1866 | 1866 | Sister Emilie | R. C | 6 | 0 | 6 | 6 | 439 | 33 | 0 | 3 | 475 | 0 |
| 134 | Academy of the Sacred Heart | Manhattanville, N. Y | | | Madame Irene Robinson, superioress. | R. C | | | | | | | | | 200 | |
| 135 | Academy of Mount St. Vincent-on-the-Hudson. | New York, N. Y | 1865 | 1847 | Mother M. Jerome Ely | R. C | 39 | 4 | 35 | 19 | *g*100 | 71 | 30 | 2 | *g*203 | |
| 136 | Academy of the Sacred Heart | New York, N. Y. (49 W. 17th st.). | | | Madame Mary G. Edwards, superioress. | R. C | | | | | | | | | 135 | |
| 137 | English, French, and German Boarding and Day School.* | New York, N. Y. (13 E. 31st st.). | | 1869 | Mrs. Frederick Jonson and Miss Agnes L. Jones. | Non-sect | 17 | 8 | 9 | | | | | | 100 | |
| 138 | D'Youville Academy | Plattsburgh, N. Y | 1869 | 1860 | Sister M. H. Lefebvre, sup'r | R. C | 12 | | 12 | 8 | 45 | 46 | 50 | 9 | *h*150 | |

* From Report of the Commissioner of Education for 1880.
*a* Includes students in music and art.
*b* Education fund of $26,000.
*c* Eighty of these are in teachers' collegiate course.
*d* These statistics are for the year 1880.
*e* These figures are for the year ending November, 1880; the school was closed in 1881.
*f* See Table VII.
*g* Includes pupils in Kindergarten.
*h* This is the total number enrolled in the various departments; the reported total is 105.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | President or principal. | Religious denomination. | Corps of instruction. | | | Instructors in preparatory department. | Students. | | | | | Number of scholarships. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Total. | Male. | Female. | | Number in preparatory department. | Number in collegiate department. | | | Total number in all departments. | |
| | | | | | | | | | | | | In regular course. | In special or partial course. | Number of graduate students | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 139 | Cook's Collegiate Institute | Poughkeepsie, N. Y | ..... | 1848 | George W. Cook, PH. D | Non-sect | 16 | 3 | 13 | ..... | 40 | 150 | ..... | ..... | 190 | .... |
| 140 | Howland School *a* | Union Springs, N. Y | ..... | 1863 | Susannah R. Howland | Friends | 7 | 1 | 6 | ..... | ..... | ..... | ..... | ..... | ..... | .... |
| 141 | Asheville Female College *b* | Asheville, N. C | ..... | 1854 | Rev. James Atkins, jr | M. E. So | 6 | 3 | 3 | 1 | 69 | 45 | ..... | ..... | 114 | .... |
| 142 | Davenport Female College | Lenoir, N. C | 1856 | 1856 | Rev. George F. Round, A. M | M. E. So | 2 | 1 | 1 | ..... | 8 | 15 | 1 | ..... | 24 | .... |
| 143 | Oxford Female Seminary | Oxford, N. C | ..... | 1880 | F. P. Hobgood | ..... | 8 | 3 | 5 | 2 | 40 | 67 | 3 | 0 | 110 | .... |
| 144 | Estey Seminary *c* | Raleigh, N. C | ..... | ..... | Rev. H. M. Tupper, A. M | Baptist | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .... |
| 145 | Peace Institute | Raleigh, N. C | 1857 | 1857 | John B. Burwell | Presb | 8 | 2 | 6 | 2 | 30 | ..... | 4 | ..... | 163 | .... |
| 146 | St. Mary's School* | Raleigh, N. C | 0 | 1842 | Rev. Bennett Smedes, A. M | P. E | 15 | 3 | 12 | 2 | 13 | 108 | 14 | ..... | 135 | .... |
| 147 | Thomasville Female College | Thomasville, N. C | 1855 | 1849 | H. W. Reinhart | Non-sect | 7 | 2 | 5 | ... | 40 | 45 | ..... | ..... | 85 | .... |
| 148 | Bartholomew English and Classical School.* | Cincinnati, Ohio (137 and 140 Broadway). | ..... | 1875 | George K. Bartholomew, A. M | P. E | 16 | 4 | 12 | 3 | 48 | 56 | 20 | ..... | 124 | .... |
| 149 | Cincinnati Wesleyan College | Cincinnati, Ohio | 1842 | 1842 | Rev. Richard H. Rust, D. D | Meth | 13 | 6 | 7 | 9 | 35 | 53 | 17 | 0 | 105 | 0 |
| 150 | Mt. Auburn Young Ladies' Institute. | Cincinnati, Ohio | .... | 1856 | H. Thane Miller | ..... | 17 | 3 | 14 | ..... | ..... | ..... | ..... | ..... | ..... | .... |
| 151 | Cleveland Seminary for Girls | Cleveland, Ohio | 1853 | 1854 | S. N. Sanford, A. M | P. E | 9 | 3 | 6 | ..... | ..... | ..... | ..... | ..... | 43 | .... |
| 152 | Cooper Academy* | Dayton, Ohio | 1842 | 1843 | James A. Robert, A. M | Non-sect | 11 | 4 | 7 | 5 | 62 | 30 | ..... | 1 | *d*131 | 0 |
| 153 | Glendale Female College | Glendale, Ohio | 1854 | 1854 | Rev. Ludlow D. Potter, D. D | Presb | 11 | 3 | 8 | 4 | 8 | 44 | 19 | 0 | 71 | 0 |
| 154 | Granville Female College | Granville, Ohio | 1833 | 1833 | William P. Kerr, A. M | Presb | 9 | 2 | 7 | ..... | (68) | | 23 | ..... | *e*110 | 0 |
| 155 | Young Ladies' Institute | Granville, Ohio | ..... | 1832 | Rev. D. Shepardson, D. D | Baptist | 8 | 1 | 7 | ..... | ..... | 45 | 52 | 4 | 101 | .... |
| 156 | Hillsborough Female College | Hillsborough, Ohio | 1854 | 1857 | Rev. John F. Loyd, A. M | M. E | 7 | 2 | 5 | ..... | 16 | 28 | 15 | ..... | 59 | .... |
| 157 | Oxford Female College | Oxford, Ohio | 1854 | 1854 | Rev. Robert D. Morris, D. D | Presb | 10 | 5 | 5 | ..... | 4 | 33 | 38 | ..... | 75 | .... |
| 158 | Western Female Seminary | Oxford, Ohio | 1853 | 1855 | Miss Helen Peabody | Non-sect | 14 | .... | 14 | ..... | ..... | 131 | ..... | ..... | 131 | .... |
| 159 | Lake Erie Female Seminary | Painesville, Ohio | 1856 | 1859 | Miss Mary Evans | Non-sect | 21 | 6 | 15 | ..... | 24 | 88 | 31 | ..... | 143 | 1 |
| 160 | St. Helen's Hall | Portland, Oreg | ..... | 1869 | Miss Mary B. Rodney | P. E | 14 | 2 | 12 | ..... | 35 | | 10 | ..... | 175 | 2 |
| 161 | Allentown Female College | Allentown, Pa | 1867 | 1867 | Rev. W. R. Hofford, A. M | Ref. Ch | 6 | 1 | 5 | ..... | 29 | 34 | 6 | ..... | 69 | 2 |
| 162 | Mrs. Goodwin Watson's English, French, and German Young Ladies' School. | Ashbourne, Pa | ..... | ..... | Mrs. Goodwin Watson | ..... | 17 | 9 | 8 | ..... | ..... | ..... | ..... | ..... | ..... | .... |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 163 | Moravian Seminary for Young Ladies.* | Bethlehem, Pa | 1863 | 1749 | Rev. Francis Wolle | Morav | 16 | 4 | 12 | 4 | 15 | | | 9 | 110 | 0 |
| 164 | Blairsville Ladies' Seminary | Blairsville, Pa | | 1851 | Rev. T. R. Ewing | Presb | 10 | 2 | 8 | | | 80 | | | 80 | 0 |
| 165 | Wilson College* | Chambersburg, Pa | 1869 | 1870 | Rev. T. H. Robinson, D. D., president pro tempore. | Presb | 8 | 1 | 7 | | 27 | 12 | 2 | | 41 | |
| 166 | Pennsylvania Female College | Collegeville, Pa. | 1853 | 1851 | J. Warrenne Sunderland, A. M., LL. D. | Non-sect | 7 | 2 | 5 | 1 | 50 | 29 | | | 79 | |
| 167 | French Protestant School | Germantown, Pa. (Phila., W. Walnut Lane). | | 1857 | Madame Eugène Paulin | P. E | 11 | 4 | 7 | 2 | 10 | | 4 | | 55 | 0 |
| 168 | Miss Mary E. Stevens's Boarding and Day School for Young Ladies. | Germantown, Pa. (Phila., W. Chelten av., near Wayne st.). | | 1868 | Miss Mary E. Stevens | P. E | 10 | 6 | 4 | | | | | | 85 | |
| 169 | University Female Institute | Lewisburg, Pa | 1846 | 1852 | Rev. D. J. Hill | Baptist | 13 | 5 | 8 | 9 | 35 | 35 | 29 | | 99 | |
| 170 | Irving Female College* | Mechanicsburg, Pa | 1857 | 1856 | Rev. T. P. Ege, A. M | Meth | 6 | 2 | 4 | | | 45 | | | 45 | |
| 171 | Brooke Hall Female Seminary | Media, Pa | | 1856 | Maria L. Eastman | P. E | 12 | 2 | 10 | | | 48 | | | 48 | |
| 172 | Academy of Notre Dame | Philadelphia, Pa | | | Sister Julia, superioress | R. C | | | | | | | | | 155 | |
| 173 | Chegary Institute | Philadelphia, Pa. (1527 Spruce st.). | | 1814 | Madame D'Hervilly | | | | | | | | | | | |
| 174 | Chestnut Street Seminary | Philadelphia, Pa. (1615 Chestnut st.). | | 1850 | Misses Mary L. Bonney and Harriette A. Dillaye. | Non-sect | 19 | 7 | 12 | | | | | | 82 | |
| 175 | Pittsburgh Female College | Pittsburgh, Pa | 1854 | 1854 | Rev. I. C. Pershing, D. D | M. E | 25 | 14 | 11 | 18 | *f* 84 | 45 | 241 | 8 | *f* 378 | 54 |
| 176 | Washington Female Seminary | Washington, Pa | 1836 | 1836 | Miss N. Sherrard | Presb | 12 | 2 | 10 | 1 | 10 | 130 | 6 | | 146 | |
| 177 | Columbia Female College | Columbia, S. C | 1854 | 1857 | Rev. Osgood A. Darby, D. D | M. E. So | 10 | 3 | 7 | 1 | 35 | 98 | | | 133 | |
| 178 | Due West Female College | Due West, S. C | 1859 | 1860 | Rev. J. I. Bonner, D. D | Non-sect | 10 | 2 | 8 | 2 | 65 | 64 | | | 129 | |
| 179 | Greenville Female College | Greenville, S. C | 1853 | 1854 | Alexander S. Townes | Baptist | 9 | 3 | 6 | 2 | 68 | 93 | 9 | | 170 | |
| 180 | Walhalla Female College | Walhalla, S. C | | 1877 | Rev. J. P. Smeltzer, D. D | Luther'n | 7 | 1 | 6 | 3 | 83 | 41 | | 6 | 130 | |
| 181 | Williamston Female College* | Williamston, S. C | 1875 | 1872 | Rev. S. Lander, A. M., D. D | Non sect | 10 | 3 | 7 | 1 | 20 | 126 | | | 146 | |
| 182 | Athens Female Seminary | Athens, Tenn | 1869 | 1866 | Mrs. Mary W. Sullins | Non-sect | | | | | | | | | 38 | |
| 183 | Bristol Female College* | Bristol, Tenn | 1872 | 1868 | D. C. Wester, A. M | Baptist | 4 | 1 | 3 | 1 | 72 | 56 | | | 128 | |
| 184 | Wesleyan Female College | Brownsville, Tenn | 1870 | 1867 | Rev. John Williams | M. E. So | 4 | 1 | 3 | | 24 | 26 | | | 50 | |
| 185 | Bellevue Female College *b* | Collierville, Tenn | 1872 | 1872 | Rev. James A. Heard, D. D | Non-sect | 5 | 1 | 4 | 1 | *g* 69 | 33 | | | *g* 102 | |
| 186 | Columbia Athenæum | Columbia, Tenn | 1858 | 1852 | Robert D. Smith, A. M | Non-sect | | | | | | | | | | |
| 187 | Columbia Female Institute | Columbia, Tenn | 1835 | 1835 | Rev. George Beckett, S. T. D | P. E | 10 | 2 | 8 | 1 | 35 | 83 | 3 | | 125 | |
| 188 | Tennessee Female College | Franklin, Tenn | 1856 | 1856 | Mrs. M. E. Clark | Non-sect | 8 | | 8 | 1 | 25 | 90 | 10 | 1 | 126 | |
| 189 | Memphis Conference Female Institute. | Jackson, Tenn | 1844 | 1844 | Rev. A. W. Jones, A. M., D. D | M. E. So | 9 | 3 | 6 | 1 | *g* 42 | 124 | | 6 | *g* 172 | 0 |
| 190 | Cumberland Female College | McMinnville, Tenn | 1850 | 1850 | N. J. Finney, A. M | C. Presb | 6 | 2 | 4 | | 67 | 48 | 4 | | 119 | |
| 191 | Murfreesboro' Female Institute | Murfreesboro', Tenn | 185– | 185– | James E. Scobey, A. M | Non-sect | 9 | 2 | 7 | 1 | 30 | 146 | 5 | 4 | 185 | |
| 192 | Soule Female College* | Murfreesboro', Tenn | 1856 | 1851 | Rev. John R. Thompson, A. M | M. E. So | 7 | 1 | 6 | 1 | 12 | 54 | 2 | 0 | 68 | 0 |
| 193 | Nashville College for Young Ladies. | Nashville, Tenn | | 1880 | Rev. Geo. W. F. Price, D. D | Meth | | | | | | | | | | |
| 194 | St. Cecilia's Academy | Nashville, Tenn | 1862 | 1860 | Mother Ursula | R. C | 15 | | 15 | | 20 | 43 | 10 | 4 | 77 | 0 |
| 195 | W. E. Ward's Seminary for Young Ladies. | Nashville, Tenn | 1869 | 1865 | Rev. William E. Ward, D. D | C. Presb | 17 | 2 | 15 | 1 | 30 | 175 | 45 | | 250 | 0 |

* From Report of the Commissioner of Education for 1880.
*a* Since suspended.
*b* These statistics are for the year 1880.
*c* For the higher education of colored women; there were three graduates from the collegiate department of this seminary in 1881; its report is included in that of Shaw University, Table IX.
*d* This school admits young men and boys, who numbered 38 for the year ending June, 1880.
*e* This includes 19 pupils in primary department.
*f* This includes 15 in primary department.
*g* This includes some primary pupils.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | President or principal. | Religious denomination. | Corps of instruction. | | | Instructors in preparatory department. | Students. | | | | | Number of scholarships. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Total. | Male. | Female. | | Number in preparatory department. | Number in collegiate department. | | | Total number in all departments. | |
| | | | | | | | | | | | | In regular course. | In special or partial course. | Number of graduate students. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 196 | Martin Female College | Pulaski, Tenn | 1872 | 1873 | W. K. Jones | Meth | 7 | 1 | 6 | 3 | 50 | 100 | .... | ..... | 150 | .... |
| 197 | Mary Sharp College | Winchester, Tenn | 1850 | 1851 | Z. C. Graves, LL. D. | Baptist | 8 | 6 | 2 | 1 | 39 | 61 | 23 | 5 | 128 | 0 |
| 198 | Bryan Female Institute* | Bryan, Tex | 0 | 1873 | W. H. Colman | Non-sect | 4 | 1 | 3 | 3 | 25 | 35 | 3 | 0 | 63 | 0 |
| 199 | Soule College | Chappell Hill, Tex | 1853 | 1853 | Rev. E. D. Pitts, D. D | M. E. So | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | .... |
| 200 | Dallas Female College | Dallas, Tex | ..... | ..... | Marshall McIlhany | M. E. So | 8 | 2 | 6 | 1 | 40 | 140 | ..... | ..... | 180 | .... |
| 201 | Ursuline Academy* | Galveston, Tex | ..... | ..... | Madame St. Agnes, superioress | R. C | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | 100 | .... |
| 202 | Young Ladies' School, Southwestern University. | Georgetown, Tex | 1875 | 1840 | Rev. Francis Asbury Mood, D. D., regent. | M. E. So | 12 | 8 | 4 | 3 | 67 | 28 | ..... | ..... | 95 | .... |
| 203 | Andrew Female College* | Huntsville, Tex | 1852 | 1853 | Lyman Harding, jr | M. E. So | 4 | 1 | 3 | ..... | 65 | 24 | ..... | ..... | 89 | .... |
| 204 | Baylor Female College | Independence, Tex | 1846 | 1846 | Rev. John Hill Luther, D. D | Baptist | 10 | 4 | 6 | 1 | 40 | 60 | ..... | ..... | 100 | .... |
| 205 | Woodlawn Female College | Paris, Tex | 1871 | 1871 | P. F. Witherspoon, A. M | ..... | 4 | 1 | 3 | ..... | 50 | 40 | ..... | ..... | 90 | .... |
| 206 | Nazareth Academy | Victoria, Tex | 1880 | 1866 | Mother Mary Ste. Claire | R. C | 17 | .... | 17 | ..... | ..... | ..... | ..... | 2 | 103 | .... |
| 207 | Vermont Methodist Seminary and Female College. | Montpelier, Vt | 1834 | 1834 | Rev. Julius B. Southworth | M. E | 11 | 5 | 6 | 3 | 50 | 117 | 27 | 2 | 196 | 0 |
| 208 | Martha Washington College* | Abingdon, Va | 1853 | 1858 | Rev. E. E. Hoss, M. A | M. E | 9 | 3 | 6 | ..... | 20 | 90 | ..... | 2 | 112 | .... |
| 209 | Hollins Institute* | Botetourt Springs, Va | 1843 | 1842 | Charles L. Cocke, M. A., superintendent. | Baptist | 14 | 5 | 9 | 1 | 8 | 100 | ..... | ..... | 108 | .... |
| 210 | Roanoke Female College | Danville, Va | 1859 | 1859 | S. W. and J. T. Averett | Baptist | 8 | 3 | 5 | 1 | 15 | 84 | 4 | ..... | 103 | 0 |
| 211 | Farmville College* | Farmville, Va | 1875 | 1873 | Rev. Paul Whitehead | M. E. So | 6 | 3 | 3 | 1 | 14 | 65 | ..... | ..... | 79 | .... |
| 212 | Edge Hill School | Keswick Depot, Va | ..... | 1866 | The Misses Randolph | Non-sect | 8 | .... | 8 | ..... | ..... | ..... | ..... | ..... | ..... | .... |
| 213 | Marion Female College *a* | Marion, Va | 1874 | 1873 | Rev. J. J. Scherer, A. M | Ev. Luth | 10 | 3 | 7 | ..... | 55 | 38 | ..... | ..... | 93 | .... |
| 214 | Norfolk College for Young Ladies | Norfolk, Va | 1880 | 1880 | Rev. R. M. Saunders | Non-sect | 8 | 4 | 4 | 2 | 44 | 120 | 31 | ..... | 195 | .... |
| 215 | Southern Female College | Petersburg, Va | 1863 | 1862 | W. T. Davis, A. M | Non-sect | 8 | 2 | 6 | 0 | ..... | ..... | ..... | ..... | 73 | 0 |
| 216 | Richmond Female Institute* | Richmond, Va | 1853 | 1853 | Miss S. B. Hamner | Non-sect | 9 | 2 | 7 | 2 | 25 | 80 | 10 | ..... | 115 | 0 |
| 217 | Staunton Female Seminary* | Staunton, Va | 1870 | 1870 | Rev. J. I. Miller, A. M | Luth | 10 | 5 | 5 | ..... | ..... | ..... | ..... | 8 | 77 | .... |
| 218 | Wesleyan Female Institute | Staunton, Va | 1849 | 1850 | Rev. William A. Harris, D. D | M. E | 20 | .... | 20 | ..... | ..... | 120 | ..... | ..... | 120 | .... |
| 219 | Episcopal Female Institute | Winchester, Va | 1874 | 1874 | Rev. J. C. Wheat, D. D | P. E | 6 | 2 | 4 | 1 | 20 | 45 | 1 | 1 | 67 | 4 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 220 | Broaddus Female College | Clarksburg, W. Va | 1877 | 1871 | Rev. E. J. Willis, L. B | Baptist | 9 | 2 | 7 | 2 | 36 | 34 | | 1 | 71 | |
| 221 | Parkersburg Female Seminary | Parkersburg, W. Va | 0 | 1865 | Mrs. H. L. Field | | 3 | | 3 | 2 | 20 | 40 | 5 | | 65 | |
| 222 | Wheeling Female College | Wheeling, W. Va | 1848 | 1850 | Miss A. Taylor, A. M | Non-sect | 10 | 2 | 8 | | | | | | | |
| 223 | Wisconsin Female College | Fox Lake, Wis | 1855 | 1856 | Sarah O. Sheppard | Cong | 4 | | 4 | | 45 | 19 | | | 64 | |
| 224 | Kemper Hall* | Kenosha, Wis | | 1872 | Rev. L. C. Lance, A. M | P. E | 7 | | | | 9 | 24 | 3 | | 36 | |
| 225 | Milwaukee College | Milwaukee, Wis | 1851 | 1851 | Charles S. Farrar, A. M | Non-sect | 16 | 3 | 13 | 4 | 138 | 25 | 80 | | 243 | 0 |
| 226 | St. Clara Academy | Sinsinawa Mound, Wis | 1852 | 1852 | Sister Mary Emily, O. S. D | R. C | 20 | | 20 | | 32 | 50 | 15 | | 97 | |

* From Report of the Commissioner of Education for 1880.

*a* These statistics are for the year 1880.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is the institution authorized by law to confer collegiate degrees? | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | Cost of— | | | Property, income, &c. | | | Receipts for the last year from tuition fees. | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Number of volumes. | Increase in the last school year. | Board and lodging per annum. | Tuition per annum in preparatory department. | Tuition per annum in regular course. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | | |
| | 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 1 | Union Female College | × | 4 | 38 | 1,500 | 30 | $150 | $30 | $50–60 | $20,000 | ..... | ..... | ..... | June 15. |
| 2 | Florence Synodical Female College | × | 4 | 40 | 1,500 | 25 | 160 | 24 | 40 | 30,000 | ..... | ..... | $6,000 | June 7. |
| 3 | Huntsville Female College | × | 5 | 40 | 2,000 | 200 | 120 | 10–15 | 25–30 | 40,000 | ..... | ..... | ..... | June 1. |
| 4 | Huntsville Female Seminary (Rotherwood Home) | .... | 9 | 40 | 100 | 0 | 100 | 40 | 50 | 12,000 | ..... | ..... | ..... | June 7. |
| 5 | Judson Female Institute | × | 5 | 36 | 3,000 | ..... | 158 | 30–50 | 60 | 50,000 | ..... | ..... | ..... | June 15. |
| 6 | Marion Female Seminary | × | 5 | 36 | 200 | 0 | 145 | 30 | 50 | 8,000 | $0 | $0 | 5,000 | June 22. |
| 7 | Synodical Female Institute* | × | ..... | ..... | 500 | ..... | 100 | 35 | ..... | 10,000 | ..... | ..... | ..... | June 19. |
| 8 | Alabama Central Female College | × | 4 | 38 | ..... | ..... | 150 | 24–36 | 60 | 210,000 | ..... | ..... | ..... | June 25. |
| 9 | Alabama Conference Female College* | × | 4 | 40 | 500 | ..... | 150 | 20–40 | 50 | 60,000 | 0 | 0 | 4,000 | June 22. |
| 10 | Young Ladies' Seminary | 0 | 4 | 40 | 1,000 | 100 | 320 | 50 | 50 | 25,000 | 0 | 0 | *a*24,000 | May 31. |
| 11 | Mills Seminary | ..... | ..... | 40 | 4,000 | ..... | *a*335 | ..... | ..... | 250,000 | 12,500 | ..... | ..... | August 1. |
| 12 | College of Notre Dame | × | ..... | 45 | 2,875 | ..... | 285 | 275 | ..... | ..... | ..... | ..... | ..... | August. |
| 13 | Hartford Female Seminary* | 0 | 4 | 38 | 500 | ..... | 450 | 40–60 | 60–120 | 40,000 | ..... | ..... | 4,500 | June 15. |
| 14 | Wesleyan Female College* | × | 4 | 39 | 1,500 | 0 | 160 | 42 | 54 | 24,000 | 0 | 0 | 3,000 | June 17. |
| 15 | Lucy Cobb Institute | × | 8 | 40 | 1,009 | 12 | 150 | 20 | 60 | 35,000 | ..... | ..... | ..... | June 21. |
| 16 | Columbus Female College | .... | 5 | 40 | 1,000 | ..... | 235 | 30–50 | 70 | 40,000 | ..... | ..... | 7,000 | June 14. |
| 17 | Andrew Female College | × | 5 | 40 | 2,000 | 0 | 135 | 35 | 60 | 16,000 | ..... | ..... | ..... | June 14. |
| 18 | Dalton Female College* | × | 6 | 40 | 200 | 100 | 135 | 20–30 | 40 | 8,000 | 0 | 0 | 2,500 | June 15. |
| 19 | Georgia Baptist Seminary for Young Ladies | × | 4 | 10 | 275 | 40 | 100 | 30 | 50 | 7,000 | ..... | ..... | 2,200 | June 21. |
| 20 | Griffin Female College | × | 4 | 40 | 1,200 | ..... | 125 | 30 | 50 | 6,000 | ..... | ..... | 3,500 | June 25. |
| 21 | La Grange Female College | × | 5 | 40 | 200 | 25 | 125 | 30 | 50 | 50,000 | 0 | 0 | 4,000 | June 12–15. |
| 22 | Southern Female College | × | 4 | 38 | ..... | ..... | 135 | 40 | 50 | 25,000 | ..... | ..... | 7,000 | June. |
| 23 | Wesleyan Female College* | × | 5 | 42 | 400 | ..... | 180 | 36 | 50–70 | 100,000 | 25,000 | 1,500 | 6,500 | June 15. |
| 24 | Georgia Female College | × | 8 | 40 | ..... | ..... | 120 | 43 | 53 | 15,000 | ..... | ..... | 3,000 | July 5. |
| 25 | College Temple | × | 4 | 40 | 1,500 | 0 | 100 | 25–40 | 50 | 50,000 | ..... | ..... | ..... | June 14. |
| 26 | Houston Female College* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,000 | ..... | ..... | ..... | June 30. |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 27 | Rome Female College | × | 4 | 40 | ..... | 2 | 150 | 30 | 50 | 15,000 | ..... | ..... | ..... | June 10. |
| 28 | Shorter Female College | × | 5 | 40 | ..... | ..... | 155 | 25–40 | 60 | 100,000 | 0 | 0 | 7,500 | June 16. |
| 29 | Young Female College | × | 4 | 40 | ..... | ..... | 175 | 30 | 50 | 20,000 | ..... | ..... | 2,500 | June 21. |
| 30 | Seminary of the Sacred Heart* | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 31 | Woman's College of the Northwestern University* | × | 4 | 38 | 20,000 | ..... | 180–237 | 18–27 | 21–45 | 100,000 | ..... | ..... | 3,804 | June. |
| 32 | Knox Seminary* | .... | 4 | 40 | (*b*) | ..... | 165 | 25 | 45 | *c*35,000 | (*b*) | (*b*) | 1,336 | June 23. |
| 33 | Almira College* | .... | 4 | 40 | 500 | ..... | 135 | 35 | 45 | 35,500 | ..... | ..... | *a*4,552 | June 15. |
| 34 | Highland Hall College for Women* | × | 4 | 40 | *d*1,200 | ..... | 240 | 40 | 60 | *d*80,000 | ..... | ..... | ..... | June 15. |
| 35 | Illinois Female College | × | 4 | 40 | 1,000 | ..... | 190 | 40 | 40 | 100,000 | 5,000 | 400 | ..... | June 7. |
| 36 | Jacksonville Female Academy | .... | 4 | 40 | 301 | ..... | 210 | 42 | 42 | 35,000 | ..... | ..... | ..... | May 3. |
| 37 | St. Mary's School | × | 4 | 40 | ..... | ..... | *a*324 | ..... | ..... | 75,000 | ..... | ..... | ..... | June 14. |
| 38 | Ferry Hall, Lake Forest University | 0 | 8 | 37 | 400 | 0 | *a*300 | 40–60 | 60 | 72,500 | 0 | 0 | 7,200 | June 21. |
| 39 | Chicago Female College* | 0 | 3, 4 | 39 | 250 | 45 | 200 | 40 | 50 | 39,000 | 0 | 0 | *a*10,800 | June 2. |
| 40 | Mt. Carroll Seminary | × | 6 | 37 | *2,000 | ..... | 235 | 30 | 40 | 100,000 | ..... | ..... | ..... | June 7. |
| 41 | Rockford Seminary | × | 4 | 38 | 2,650 | 50 | 165 | 28 | 36 | 120,000 | 16,000 | 1,100 | 7,469 | June 21. |
| 42 | De Pauw College for Young Women | × | 3, 4 | 40 | 600 | 28 | 200 | 32 | 40 | 25,000 | ..... | ..... | 2,800 | June 15. |
| 43 | St. Mary's Academic Institute | × | 7 | 44 | 3,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June. |
| 44 | Immaculate Conception Academy | × | 12 | 43 | 1,450 | 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 29. |
| 45 | Callanan College | × | 4 | 36 | ..... | ..... | ..... | 24 | 30 | 50,000 | ..... | ..... | 3,000 | June 7. |
| 46 | St. Agatha's Seminary* | × | ..... | 42 | 571 | 21 | 50 | 10½–21 | 24 | ..... | ..... | ..... | ..... | September 5. |
| 47 | College of the Sisters of Bethany | × | 7 | 36 | 872 | 50 | *a*200–350 | ..... | ..... | 150,000 | 0 | 0 | 37,000 | June 7. |
| 48 | Bowling Green Female College | × | ..... | 39 | ..... | ..... | 160–200 | 30–40 | 50 | 15,000 | ..... | ..... | 4,000 | June 1. |
| 49 | Clinton College* | × | 4 | 40 | 1,000 | 200 | 100 | 30 | 40 | 10,000 | 0 | ..... | 2,000 | June. |
| 50 | Franklin Female College | × | 4 | 40 | 150 | ..... | 130 | 30 | 40 | 30,000 | 0 | 0 | ..... | June 15. |
| 51 | Georgetown Female Seminary | × | 4 | 40 | *300 | ..... | 180 | 30 | 60 | 25,000 | ..... | ..... | ..... | June 14. |
| 52 | Liberty Female College* | × | 4 | 40 | 840 | 18 | 120 | 40 | 50 | 20,000 | ..... | ..... | 3,840 | June 17. |
| 53 | Daughters College | .... | 5 | 40 | 3,000 | ..... | *a*250 | ..... | ..... | 40,000 | ..... | ..... | *a*15,000 | May. |
| 54 | Bethel Female College | × | 4, 6 | 40 | 300 | 100 | 200 | 50 | 50 | 30,000 | ..... | ..... | 8,000 | June 1. |
| 55 | Hamilton Female College | × | 7 | 40 | 500 | 55 | 300 | 30–45 | 60 | 130,000 | ..... | ..... | ..... | June 1. |
| 56 | St. Catharine's Female Academy | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 100,000 | ..... | ..... | ..... | September. |
| 57 | Millersburg Female College* | × | 4 | 40 | 1,500 | 80 | 150 | 30 | 50 | 12,000 | 0 | 0 | 3,900 | June 15. |
| 58 | Mt. Sterling Female College | × | 4 | 40 | ..... | ..... | ..... | 30 | 40, 50 | 12,000 | ..... | ..... | ..... | June 14. |
| 59 | Bourbon Female College* | × | 4 | 40 | 500 | ..... | 140 | 15 | 50 | 6,000 | ..... | ..... | ..... | June 14. |
| 60 | Kentucky College* | × | 4 | 40 | 400 | ..... | 200 | 40 | 60 | 25,000 | ..... | ..... | 3,000 | June 10. |
| 61 | Logan Female College | × | ..... | 40 | 1,500 | ..... | 160 | 30 | 50 | 25,000 | 0 | 0 | ..... | June 7. |
| 62 | Science Hill School | × | 4 | 39 | 1,500 | ..... | 200 | 45 | 50 | 25,000 | 0 | 0 | 8,200 | June 8. |
| 63 | Stuart's Female College | × | 4 | 40 | 400 | ..... | 160 | 32 | 42, 50 | 10,000 | ..... | ..... | 3,500 | June 6. |
| 64 | Stanford Female College | × | ..... | 40 | 200 | ..... | 160 | 40 | 50 | 15,000 | ..... | ..... | 6,000 | June 14. |
| 65 | Cedar Bluff Female College | × | 6 | 40 | 1,000 | 400 | 140 | 12 | 20 | 40,000 | ..... | ..... | 1,500 | June 1. |
| 66 | Silliman Female Collegiate Institute | × | 4 | 40 | *d*300 | ..... | *a*150 | ..... | 30 | *d*25,000 | 20,000 | *d*1,600 | ..... | June 22. |
| 67 | Keachi College | × | ..... | 40 | 100 | ..... | 163 | 35 | 50 | ..... | ..... | ..... | ..... | June. |
| 68 | Mansfield Female College* | × | 4 | 39 | 400 | ..... | 110 | 30 | 40 | 37,000 | ..... | ..... | 1,800 | June 27. |
| 69 | Minden Female College | × | ..... | 40 | 300 | 10 | 180 | 40 | 50 | 16,000 | ..... | ..... | 5,000 | June 8. |
| 70 | St. Catharine's Hall | .... | 3 | 40 | ..... | ..... | *a*250 | 30 | 36 | ..... | ..... | ..... | ..... | June 21. |
| 71 | Maine Wesleyan Seminary and Female College | × | 4 | 39 | 3,000 | ..... | 100 | 25 | 30 | 100,000 | 47,000 | 3,000 | 4,500 | June 9. |
| 72 | Waterville Classical Institute* | × | 4 | 40 | (*e*) | ..... | 120 | (20–24) | | (*e*) | (*e*) | (*e*) | (*e*) | |
| 73 | Baltimore Academy of the Visitation | .... | 8 | 42 | 3,000 | ..... | ..... | 55 | 75 | ..... | ..... | ..... | ..... | June. |
| 74 | Baltimore Female College | × | 4 | 40 | 3,928 | 8 | 200 | 32–50 | 60 | 61,000 | ..... | ..... | 3,300 | June. |
| 75 | Burkittsville Female Seminary | .... | 4 | 40 | ..... | ..... | 160 | 14 | 30 | 10,000 | 0 | 0 | ..... | June 15. |

* From Report of the Commissioner of Education for 1880.
*a* Board and tuition.
*b* See report of Knox College (Table IX).
*c* Grounds and buildings.
*d* In 1879.
*e* See Table VII.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is the institution authorized by law to confer collegiate degrees? | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | Cost of— | | | Property, income, &c. | | | Receipts for the last year from tuition fees. | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Number of volumes. | Increase in the last school year. | Board and lodging per annum. | Tuition per annum in preparatory department. | Tuition per annum in regular course. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | | |
| | 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 76 | Cambridge Female Seminary | × | ..... | 40 | 600 | ..... | $200 | $30 | $45 | $10,000 | ..... | ..... | ..... | June 16. |
| 77 | Lutherville Female Seminary | .... | 4 | 40 | 600 | ..... | 160 | ..... | 50 | 25,000 | ..... | ..... | ..... | June 21. |
| 78 | Abbot Academy | .... | 4 | 39 | 2,800 | ..... | *a*300 | ..... | ..... | *b*40,000 | ..... | ..... | ..... | |
| 79 | Lasell Seminary for Young Women | 0 | 4 | 36 | 750 | 200 | *a*350 | ..... | ..... | 60,000 | $0 | $0 | $9,000 | June 15. |
| 80 | Gannett Institute | 0 | 4 | 38 | 3,000 | 100 | 300 | 80–100 | 200 | 75,000 | ..... | ..... | ..... | June 7. |
| 81 | Notre Dame Academy* | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 82 | Bradford Academy | 0 | 4 | 38 | 2,500 | 40 | 260 | 60 | 60 | 206,300 | ..... | ..... | 8,800 | June 21. |
| 83 | Smith College | × | 4 | 36 | 2,500 | ..... | 250 | ..... | 100 | 300,000 | 300,000 | *b*30,000 | ..... | June 21. |
| 84 | Wheaton Female Seminary* | 0 | 4 | 38 | 3,875 | 200 | 210 | 45 | 45 | 75,000 | 0 | 0 | 4,324 | June 22. |
| 85 | Maplewood Institute for Young Ladies | 0 | 4 | 37 | 1,000 | 25 | 240 | 24 | 30 | 50,000 | 0 | ..... | ..... | June 29. |
| 86 | Mount Holyoke Female Seminary | 0 | 4 | 38 | 11,000 | 204 | *a*175 | ..... | ..... | 275,000 | 75,000 | 4,500 | 41,000 | June 22. |
| 87 | Wellesley College | × | 4, 5 | 38 | 22,000 | 1,000 | 190 | ..... | 60 | ..... | 20,000 | ..... | ..... | |
| 88 | Michigan Female Seminary | .... | ..... | .... | 800 | 200 | *a*175 | ..... | ..... | 50,000 | ..... | ..... | ..... | |
| 89 | Young Ladies' Seminary and Collegiate Institute | .... | ..... | .... | 400 | ..... | ..... | (20–80) | | 10,000 | ..... | ..... | ..... | |
| 90 | St. Mary's Hall | .... | 4 | 40 | *b*800 | ..... | *a*350 | 40 | 50 | *b*30,000 | ..... | ..... | ..... | June. |
| 91 | Bennet Seminary | × | 4 | 39 | 100 | 20 | 250 | 30 | 60 | 12,000 | ..... | ..... | 2,500 | June 1. |
| 92 | Blue Mountain Female College | × | 6 | 40 | 218 | 15 | 120 | 30 | 40 | 14,000 | ..... | ..... | 3,000 | June 15. |
| 93 | Whitworth College | × | 4 | 19 | 500 | 0 | 120 | 30 | 40–50 | 75,000 | 0 | 0 | 17,500 | June 20. |
| 94 | Central Female Institute | × | 4 | 40 | 1,300 | 100 | 150 | 40 | 50 | 20,000 | 0 | 0 | 6,000 | June 20. |
| 95 | Franklin Female College | × | ..... | 40 | ..... | ..... | 200 | 40 | 50 | 15,000 | ..... | ..... | ..... | June 14. |
| 96 | Meridian Female College | .... | ..... | 40 | ..... | ..... | ..... | (22½–50) | | 4,000 | 0 | 0 | ..... | September. |
| 97 | Union Female College* | × | 4 | 40 | 300 | 20 | 125 | 30 | 40, 50 | 30,000 | ..... | ..... | 3,497 | June 15. |
| 98 | Chickasaw Female College | × | 4 | 37 | 2,000 | 0 | 111 | 18½–27½ | 37 | 2,000 | 0 | 0 | 4,000 | June 7. |
| 99 | Lea Female College | × | 4 | 40 | 200 | 15 | 165 | 25 | 50 | 10,000 | 0 | 0 | 4,000 | June 20. |
| 100 | Christian Female College* | × | 4 | 40 | 2,000 | ..... | 160 | 20 | 20 | .... | ..... | ..... | ..... | |
| 101 | Stephens Female College | × | 5 | 38 | 200 | ..... | 200–275 | 20 | 30 | 35,000 | 20,000 | 1,200 | 6,000 | May 31. |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 102 | Howard College | × | 4 | 40 | 500 | 100 | 140 | 30 | 50 | 15,000 | *b*20,000 | ..... | 5,000 | June. |
| 103 | Fulton Synodical Female College | × | 4 | 40 | 800 | 50 | 150 | 35 | 50 | 25,000 | 0 | 0 | 4,500 | June 2. |
| 104 | Independence Female College | .... | 6 | 40 | ..... | ..... | 160 | 20 | 40 | *20,000 | ..... | ..... | ..... | |
| 105 | St. Louis Seminary | × | 4 | 36 | 2,000 | ..... | 180 | (120) | | 25,000 | ..... | ..... | *a*5,000 | May 17. |
| 106 | St. Teresa's Academy*e* | × | 7 | 42 | ..... | ..... | *a*200 | (20–50) | | 20,000 | ..... | ..... | *b*5,000 | June 29. |
| 107 | Baptist Female College | × | ..... | 40 | 400 | ..... | 160 | 20–40 | 50 | 25,000 | ..... | ..... | ..... | June 1. |
| 108 | Central Female College* | × | 3 | 40 | 400 | 400 | 142 | 20–40 | 50 | 12,000 | ..... | ..... | 9,000 | June. |
| 109 | The Elizabeth Aull Female Seminary | × | ..... | 40 | 1,289 | 289 | 160 | 20–40 | 50 | 20,000 | 0 | 0 | 5,000 | June 8. |
| 110 | Hardin Female College | .... | 4 | 40 | 500 | ..... | 140 | 30 | 40 | 75,000 | 40,000 | ..... | *d*10,000 | June 8. |
| 111 | Lindenwood College for Young Ladies* | × | 4 | 40 | 2,000 | 50 | 200 | 30 | 48–56 | 40,000 | ..... | ..... | ..... | June 8. |
| 112 | Academy of the Visitation* | × | ..... | 40 | ..... | ..... | 300 | ..... | ..... | 200,000 | ..... | ..... | ..... | June. |
| 113 | Mary Institute (Washington University) | × | 5 | 40 | 500 | 75 | ..... | (70–160) | | 150,000 | ..... | ..... | ..... | June 15. |
| 114 | Ursuline Academy* | .... | 6 | 40 | 700 | ..... | 150 | ..... | ..... | ..... | ..... | ..... | ..... | June. |
| 115 | Bishop Whitaker's School for Girls | 0 | 4 | 40 | 250 | 0 | 260 | 40 | 60 | 30,000 | 0 | 0 | ..... | June 21. |
| 116 | Adams Academy*e* | × | 4 | .. | 200 | ..... | ..... | 4 | ..... | ..... | ..... | ..... | 40 | June. |
| 117 | Robinson Female Seminary | .... | 8 | 37 | 500 | ..... | ..... | 30 | 30 | *50,000 | *85,000 | *5,200 | 300 | June 14. |
| 118 | New Hampshire Conference Seminary and Female College. | × | 5 | 39 | 600 | ..... | 150–180 | 26⅔ | 33 | *f*25,000 | *f*13,000 | *f*700 | *f*1,300 | June 14. |
| 119 | Tilden Seminary | 0 | 4 | 38 | 1,400 | ..... | 195 | ..... | 30 | *50,000 | *2,000 | *120 | *d*10,500 | |
| 120 | Bordentown Female College* | × | 3, 4 | 40 | 650 | 50 | (240) | | *a*280 | 30,000 | ..... | ..... | ..... | June 16. |
| 121 | Ivy Hall | .... | 4 | 40 | 1,180 | 800 | 250 | 40 | 50 | 12,000 | ..... | ..... | 1,800 | |
| 122 | St. Mary's Hall | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 123 | Freehold Young Ladies' Seminary | 0 | 4 | 39 | 1,200 | ..... | 200 | 24 | 44–52 | 30,000 | 0 | 0 | ..... | June. |
| 124 | Pennington Seminary | × | 5 | 40 | 2,000 | 0 | 160 | 40 | 40 | 80,000 | 0 | 0 | 8,000 | June 27. |
| 125 | Academy of the Sacred Heart | .... | 6 | 42 | 2,000 | 0 | 200 | ..... | ..... | 300,000 | ..... | ..... | ..... | June 21. |
| 126 | St. Agnes School* | × | ..... | 40 | 2,000 | ..... | ..... | ..... | *a*350 | *b*100,000 | ..... | ..... | ..... | June 9. |
| 127 | Brooklyn Heights Seminary* | 0 | 4 | 40 | 10,500 | 200 | 450 | 100, 120 | 150 | 75,000 | 0 | 0 | 25,000 | June 10. |
| 128 | Packer Collegiate Institute | 0 | ..... | 40 | 4,660 | 68 | *a*475 | 12 | 15–25 | *g*200,000 | 42,500 | 2,223 | 39,785 | June 20. |
| 129 | Buffalo Female Academy | 0 | ..... | 40 | 1,236 | 1 | 336 | 32 | 64, 80, 96 | 81,759 | 400 | 20 | 8,575 | June 15. |
| 130 | Holy Angels' Academy | .... | 13 | 40 | 625 | 45 | 150 | 12 | 24 | 75,500 | ..... | ..... | 7,000 | June 29. |
| 131 | Granger Place School* | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*40,000 | ..... | ..... | ..... | |
| 132 | Claverack College and Hudson River Institute* | × | 4 | 39 | (*h*) | 102 | 100–300 | 50 | 50 | (*h*) | 0 | 0 | 5,000 | June 17. |
| 133 | St. Joseph's Academy | × | 5 | 40 | 615 | 6 | 150 | ..... | 20 | 50,000 | 0 | 0 | 2,050 | June 27. |
| 134 | Academy of the Sacred Heart | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 135 | Academy of Mt. St. Vincent-on-the-Hudson | × | 4 | 42 | 3,500 | 2,000 | *a*250 | ..... | ..... | 600,000 | ..... | ..... | 90,000 | June 29. |
| 136 | Academy of the Sacred Heart | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 137 | English, French, and German Boarding and Day School.* | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 138 | D'Youville Academy | .... | 7 | 40 | 405 | ..... | 120 | 10 | 16 | 12,000 | ..... | ..... | ..... | June 26. |
| 139 | Cook's Collegiate Institute | .... | 4 | 40 | 1,500 | ..... | *a*350 | 12 | 15 | 50,000 | ..... | ..... | ..... | June 15. |
| 140 | Howland School*i* | .... | 4 | 38 | *700 | ..... | *a*350 | 38 | 38 | *50,000 | *20,000 | ..... | ..... | June 30. |
| 141 | Asheville Female College*c* | × | ..... | 40 | 700 | ..... | 140 | 30 | 50 | 20,000 | ..... | ..... | ..... | June 15. |
| 142 | Davenport Female College | × | ..... | 40 | ..... | ..... | 100 | 20 | 30 | 4,000 | ..... | ..... | ..... | |
| 143 | Oxford Female Seminary | .... | 4 | 40 | 600 | ..... | 170 | 30 | 60 | 10,000 | ..... | ..... | ..... | June 1. |
| 144 | Estey Seminary*j* | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |

* From Report of the Commissioner of Education for 1880.

*a* Board and tuition.

*b* In 1879.

*c* These statistics are for the year 1880.

*d* Total income from all sources.

*e* These figures are for the year ending November, 1880; the school was closed in 1881.

*f* This college is connected financially with the New Hampshire Conference Seminary.

*g* Value of grounds and buildings.

*h* See Table VII.

*i* Since suspended.

*j* For the higher education of colored women; there were 3 graduates from the collegiate department of this seminary in 1881; its report is included in that of Shaw University, Table IX.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is the institution authorized by law to confer collegiate degrees? | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | Cost of— | | | Property, income, &c. | | | Receipts for the last year from tuition fees. | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Number of volumes. | Increase in the last school year. | Board and lodging per annum. | Tuition per annum in preparatory department. | Tuition per annum in regular course. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | | |
| | 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 145 | Peace Institute | 0 | 4 | 40 | 1,000 | ..... | $150 | $40 | $50 | $50,000 | ..... | ..... | ..... | June 7. |
| 146 | St. Mary's School* | .... | 5 | 40 | 3,000 | ..... | 160 | 40 | 50 | ..... | ..... | ..... | ..... | June. |
| 147 | Thomasville Female College | × | 4 | 40 | 600 | 30 | 110 | 40, 30 | 50 | 20,000 | ..... | ..... | ..... | June 6. |
| 148 | Bartholomew English and Classical School* | 0 | 6 | 36 | ..... | ..... | 500 | 50–130 | 150 | ..... | ..... | ..... | ..... | June 9. |
| 149 | Cincinnati Wesleyan College | × | 4 | 38 | 1,131 | ..... | 200 | 30–60 | 100 | 200,000 | $0 | $0 | $6,000 | June 7. |
| 150 | Mt. Auburn Young Ladies' Institute | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 151 | Cloveland Seminary for Girls | × | 4 | 40 | 200 | ..... | 300 | ..... | 60 | 100,000 | ..... | ..... | ..... | June 16. |
| 152 | Cooper Academy* | 0 | 4 | 38 | 2,050 | ..... | 160 | 50–100 | 100 | 40,000 | 0 | 0 | 6,800 | June 18. |
| 153 | Glendale Female College | × | 6 | 40 | 3,000 | 200 | a250 | 15 | 20, 25 | 75,000 | 0 | 0 | ..... | June 8. |
| 154 | Granville Female College | 0 | 4 | 37 | ..... | ..... | 150 | 15 | 30 | 20,000 | ..... | ..... | ..... | June 21. |
| 155 | Young Ladies' Institute | 0 | 4 | 37 | 1,200 | ..... | 180 | 30 | 36 | 25,000 | ..... | ..... | ..... | June. |
| 156 | Hillsborough Female College | × | 6 | 40 | 900 | ..... | 100 | 20 | 30 | 40,000 | 6,000 | 360 | 1,761 | June 15. |
| 157 | Oxford Female College | .... | 4 | 38 | 2,000 | ..... | 250 | 50 | 50 | 100,000 | ..... | ..... | 10,400 | June. |
| 158 | Western Female Seminary | 0 | 4 | 38 | 3,165 | 205 | a170 | ..... | ..... | 116,000 | 12,000 | 900 | 22,058 | June 16. |
| 159 | Lake Erie Female Seminary | .... | 4 | 38 | 2,000 | 60 | ..... | (170) | | 131,250 | *26,400 | 1,624 | 25,058 | June 22. |
| 160 | St. Helen's Hall | .... | 4 | 40 | 550 | ..... | 250 | 30 | 50 | 30,000 | ..... | ..... | ..... | June 8. |
| 161 | Allentown Female College | × | 3 | 40 | 475 | 50 | 180–190 | 32–36 | 40–50 | 35,000 | ..... | ..... | ..... | June 23. |
| 162 | Mrs. Goodwin Watson's English, French, and German Young Ladies' School. | .... | 4 | .... | ..... | ..... | a675 | ..... | ..... | ..... | ..... | ..... | ..... | June. |
| 163 | Moravian Seminary for Young Ladies* | × | ..... | 40 | 5,000 | 25 | 200 | 40 | 40 | 80,000 | 0 | 0 | 2,700 | June 23. |
| 164 | Blairsville Ladies' Seminary | 0 | 4 | 40 | 407 | 53 | 210 | 40 | 40 | 25,000 | ..... | ..... | ..... | June 15. |
| 165 | Wilson College* | × | 4 | 38 | 1,500 | ..... | 300 | 60 | 60 | 40,000 | ..... | ..... | 10,000 | June 15. |
| 166 | Pennsylvania Female College | × | 4 | 40 | 2,500 | ..... | 130 | 40 | 50 | 50,000 | ..... | ..... | ..... | June. |
| 167 | French Protestant School | 0 | 8 | 40 | 500 | 50 | 500 | 80–100 | 125–150 | 50,000 | ..... | ..... | *13,000 | June 10. |
| 168 | Miss Mary E. Stevens's Boarding and Day School for Young Ladies. | .... | ..... | 40 | 1,000 | ..... | a500 | 80 | 130 | ..... | ..... | ..... | ..... | June 15. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 169 | University Female Institute | × | 6 | 40 | | | 164 | 30 | 36 | b75, 000 | | | | June. |
| 170 | Irving Female College* | × | 5 | 40 | 5, 000 | | 200 | 60 | 100 | 40, 000 | | | | June 21. |
| 171 | Brooke Hall Female Seminary | 0 | 4 | 38 | 600 | | a400 | | | 60, 000 | | | *a22, 000 | June 16, |
| 172 | Academy of Notre Dame | | | | | | | | | | | | | |
| 173 | Chegary Institute | | | 39 | | | a500 | 80 | 120 | | | | | June 20. |
| 174 | Chestnut Street Seminary | 0 | 4 | 38 | 1, 000 | | a600 | | | | | | | September. |
| 175 | Pittsburgh Female College | × | 4 | 40 | 698 | | 240 | 48–56 | 60–80 | 100, 600 | 11, 000 | 660 | 17, 630 | June 22. |
| 176 | Washington Female Seminary | | 4 | 40 | 500 | 200 | 250 | 24 | 40 | 18, 000 | | | | June 13. |
| 177 | Columbia Female College | × | 3 | 40 | 500 | 100 | 150 | 20–40 | 50 | 45, 000 | | | | June 21. |
| 178 | Due West Female College | × | 4 | 40 | 1, 000 | | 120 | 15–21 | 42 | 15, 000 | 1, 000 | 70 | 4, 000 | June 29. |
| 179 | Greenville Female College | × | 5 | 40 | 400 | | 140 | 20–30 | 40–50 | 20, 000 | | | | June 22. |
| 180 | Walhalla Female College | × | 3 | 40 | | | 100 | 5–10 | 30 | 5, 000 | | | 1, 200 | June. |
| 181 | Williamston Female College* | × | 4 | 40 | 500 | | 120 | 20 | 40 | 12, 000 | | | | June 23. |
| 182 | Athens Female Seminary | × | 4 | 40 | | | 100 | 18 | 33 | *c5, 000 | | | | |
| 183 | Bristol Female College* | × | 4 | 40 | | | 100 | 20 | 40 | 15, 000 | | | | June 4. |
| 184 | Wesleyan Female College | × | 4 | 40 | | | 150 | 44, 34 | 54 | 6, 000 | | | 1, 750 | June. |
| 185 | Bellevue Female College d | × | | 40 | b400 | | 125 | 30, 40 | 50 | | | | | June. |
| 186 | Columbia Athenæum | × | | 40 | | | a236 | 35 | 50 | | | | | June 15. |
| 187 | Columbia Female Institute | × | 5 | 40 | 5, 000 | 120 | 250 | 30 | 60 | 50, 000 | | | | June 7. |
| 188 | Tennessee Female College | × | 5 | 40 | | | 140 | 25 | 50 | b15, 000 | | | | |
| 189 | Memphis Conference Female Institute | × | | | 4, 000 | | 160 | 28 | 50 | 45, 000 | 0 | 0 | *7, 700 | June. |
| 190 | Cumberland Female College | × | 4 | 40 | 200 | | 115 | 10–15 | 18–22 | 15, 000 | | | 1, 800 | May 25. |
| 191 | Murfreesboro' Female Institute | × | 4 | 40 | 600 | 30 | 160 | 25 | 50 | 13, 000 | 0 | 0 | 6, 200 | June. |
| 192 | Soule Female College* | × | 4 | 40 | 50 | 2 | 120 | 25–30 | 40–50 | 18, 000 | 0 | 0 | 1, 200 | June 10. |
| 193 | Nashville College for Young Ladies | | | | | | | | | | | | | |
| 194 | St. Cecilia's Academy | × | 6 | 40 | 300 | 0 | 200 | 170 | 200 | 90, 000 | 0 | | | June. |
| 195 | W. E. Ward's Seminary for Young Ladies | × | 5 | 40 | 2, 500 | | 200 | 30 | 60 | 90, 000 | 0 | 0 | 10, 000 | June. |
| 196 | Martin Female College | × | 7 | | 200 | | 135 | 30 | 50 | 30, 000 | 30, 000 | 1, 800 | 2, 000 | June 10. |
| 197 | Mary Sharp College | × | 4 | 40 | 1, 500 | 0 | 135 | 40 | 60 | 20, 000 | 0 | 0 | 7, 180 | June 18. |
| 198 | Bryan Female Institute* | 0 | | 40 | 0 | 0 | | | | 0 | 0 | 0 | | |
| 199 | Soule College | × | | 40 | | | 140 | (30–50) | | | | | | June. |
| 200 | Dallas Female College | × | 4 | 40 | | | 160 | 25–40 | 50 | 20, 000 | | | 5, 000 | June 10. |
| 201 | Ursuline Academy* | | | | | | | | | | | | | |
| 202 | Young Ladies' School, Southwestern University | × | 4 | 40 | 1, 200 | 80 | 175 | 20–40 | 60 | 5, 000 | | | 3, 800 | June 27. |
| 203 | Andrew Female College* | × | 4 | 40 | 600 | 0 | 150 | 16½–36 | 48 | 10, 000 | 0 | 0 | 2, 500 | June 3. |
| 204 | Baylor Female College | × | 4 | 40 | 200 | | 100 | 30 | 50 | 20, 000 | | | 5, 000 | June 8. |
| 205 | Woodlawn Female College | × | 4 | 40 | | | 120 | 20–30 | 40–50 | 6, 000 | | | | June 16. |
| 206 | Nazareth Academy | × | | 43 | 900 | 100 | | | | 3, 000 | 0 | 0 | | June 30. |
| 207 | Vermont Methodist Seminary and Female College | × | 4 | 39 | 650 | | 120 | 30 | 50 | 102, 000 | 8, 000 | 480 | | June 24. |
| 208 | Martha Washington College* | × | 4 | 40 | 1, 200 | 30 | 160 | 20–40 | 60 | 50, 000 | | | 4, 500 | June 22. |
| 209 | Hollins Institute* | × | | 36 | | | 180 | 25 | 60 | 75, 000 | | | 10, 000 | June 15. |
| 210 | Roanoke Female College | × | 4 | 38 | | | 130 | 36 | 50 | 23, 000 | 0 | 0 | 3, 300 | May 31. |
| 211 | Farmville College* | × | 4 | 40 | | | 150 | 35 | 70 | 8, 500 | | | | June 2. |
| 212 | Edge Hill School | | 4 | 40 | | | a150 | | | | | | | September 15. |
| 213 | Marion Female College d | × | 3 | 40 | b300 | | 110 | 30 | 40 | b13, 000 | | | | June 7. |
| 214 | Norfolk College for Young Ladies | × | 8 | 36 | | | | 40 | 50 | 50, 000 | | | 11, 000 | June 22. |
| 215 | Southern Female College | × | 6 | 40 | 1, 000 | | 150 | 30, 40 | 50 | 20, 000 | 0 | 0 | | June 13. |
| 216 | Richmond Female Institute* | × | 4 | 40 | | | 180 | 34–45 | 69–110 | 100, 000 | | | | June 14. |
| 217 | Staunton Female Seminary* | × | 6 | 40 | 400 | | 170 | 25 | 40 | b25, 000 | | | | |

* From Report of the Commissioner of Education for 1880.
a Board and tuition.
b In 1879.
c Value of grounds and buildings.
d These statistics are for the year 1880.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1881, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | Is the institution authorized by law to confer collegiate degrees? | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | Cost of— | | | Property, income, &c. | | | Receipts for the last year from tuition fees. | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Number of volumes. | Increase in the last school year. | Board and lodging per annum. | Tuition per annum in preparatory department. | Tuition per annum in regular course. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | | |
| | 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 218 | Wesleyan Female Institute | × | 2, 4 | 40 | ..... | ..... | ..... | ..... | ..... | $30, 000 | ..... | ..... | ..... | June 15. |
| 219 | Episcopal Female Institute | × | 4 | 40 | ..... | ..... | $240 | $25 | $40 | 15, 000 | $0 | $0 | $2, 000 | June 15. |
| 220 | Broaddus Female College | × | 4 | 36 | ..... | ..... | 150 | 40 | 50 | 10, 000 | ..... | ..... | 3, 500 | June 15. |
| 221 | Parkersburg Female Seminary | 0 | 4 | 40 | ..... | ..... | 225 | 25 | 35 | *a*5, 000 | ..... | ..... | ..... | June 18. |
| 222 | Wheeling Female College | × | 4 | 40 | ..... | ..... | 300 | ..... | ..... | ..... | ..... | ..... | ..... | June 14. |
| 223 | Wisconsin Female College | .... | 4 | 38 | 1, 100 | 60 | 122 | 28 | 28 | *32, 500 | ..... | 10, 546 | ..... | June 14. |
| 224 | Kemper Hall* | .... | 4 | 38 | 1, 000 | ..... | 150 | ..... | 150 | 52, 000 | ..... | ..... | 10, 800 | June 24. |
| 225 | Milwaukee College | × | 4 | 40 | 3, 500 | 32 | 240 | 50 | 60 | 150, 000 | 0 | 0 | *a*10, 000 | June 13. |
| 226 | St. Clara Academy | .... | 4 | 46 | 940 | ..... | *b*165 | ..... | ..... | *55, 750 | ..... | ..... | *10, 000 | July. |

* From Report of the Commissioner of Education for 1880.

*a* In 1879.

*b* Board and tuition.

*List of institutions for the superior instruction of women from which no information has been received.*

| Name. | Location. | Name. | Location. |
|---|---|---|---|
| Centenary Institute | Summerfield, Ala. | St. Clare's Academy | Buffalo, N. Y. |
| Tuscaloosa Female College | Tuscaloosa, Ala. | English, French, and German School. | New York, N. Y. (222 Madison ave.) |
| School for Girls (Miss Sarah Porter). | Farmington, Conn. | Mrs. S. Reed's Boarding and Day School. | New York, N. Y. (6 East 53d street). |
| Grove Hall | New Haven, Conn. | Poughkeepsie Female Academy. | Poughkeepsie, N. Y. |
| Congrégation de Notre Dame | Waterbury, Conn. | Greensboro' Female College | Greensboro', N. C. |
| Young Ladies' Seminary | Windsor, Conn. | Chowan Baptist Female Institute. | Murfreesboro', N. C. |
| Nassau College for Young Ladies. | Fernandina, Fla. | Simonton Female College | Statesville, N. C. |
| Southern Masonic Female College. | Covington, Ga. | Highland Institute | Hillsborough, Ohio. |
| Hamilton Female College | Hamilton, Ga. | Pennsylvania Female College. | Pittsburgh, Pa. (East End). |
| Lumpkin Masonic Female College. | Lumpkin, Ga. | Cottage Hill College | York, Pa. |
| Cherokee Baptist Female College. | Rome, Ga. | St. James Hall | Bolivar, Tenn. |
| St. Angela's Academy | Morris, Ill. | Brownsville Female College. | Brownsville, Tenn. |
| Female College of Indiana | Greencastle, Ind. | State Female College | Memphis, Tenn. |
| Mt. Pleasant Female Seminary | Mt. Pleasant, Iowa. | Rogersville Female College | Rogersville, Tenn. |
| Christ Church Seminary | Lexington, Ky. | Austin Collegiate Female Institute. | Austin, Tex. |
| Louisville Female Seminary | Louisville, Ky. | Galveston Female High School. | Galveston, Tex. |
| Paducah Female College | Paducah, Ky. | Goliad College | Goliad, Tex. |
| The Misses Norris' School | Baltimore, Md. (32 McCulloh st.). | Waco Female College | Waco, Tex. |
| Frederick Female Seminary | Frederick, Md. | Albemarle Female Institute | Charlottesville, Va. |
| Columbus Female Institute | Columbus, Miss. | Petersburg Female College | Petersburg, Va. |
| Female College | Sardis, Miss. | Augusta Female Seminary | Staunton, Va. |
| Woodland College | Independence, Mo. | Virginia Female Institute | Staunton, Va. |
| Clay Seminary | Liberty, Mo. | | |
| Delacove Institute | Trenton, N. J. | | |
| Athenæum Seminary | Brooklyn, N. Y. (cor. Clinton st. and Atlantic avenue). | | |

TABLE VIII.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Monroe Female College | Forsyth, Ga | Suspended. |
| Marietta Female College | Marietta, Ga | Buildings destroyed by fire and college superseded by Marietta Institute, Table VI. |
| Highland College for Women | Highland Park, Ill | Name changed to Highland Hall College for Women. |
| Moravian Seminary for Young Ladies. | Hope, Ind | Closed for the present. |
| Tarrant College | Crab Orchard, Ky | Closed. |
| Warrendale Female College | Georgetown, Ky | Closed. |
| South Kentucky Female College | Hopkinsville, Ky | Opened September, 1881, to both sexes; see Table IX. |
| Sylvester-Larned Institute for Young Ladies. | New Orleans, La | Closed. |
| Oread Collegiate Institute | Worcester, Mass | Suspended. |
| St. Joseph Female College | St. Joseph, Mo | Closed. |
| Judson College | Hendersonville, N. C. | For both sexes, see Table VI. |
| Louisburg Female College | Louisburg, N. C | Not in existence. |
| Rose Ridge Seminary | Portsmouth, Ohio | Closed. |
| La Grange Female College | La Grange, Tenn | Superseded by La Grange Female School, see Table VI. |
| Chappell Hill Female College | Chappell Hill, Tex | See Soule College. |
| Lamar Female College | Paris, Tex | Name changed to Woodlawn Female College. |
| Mozart Institute | Staunton, Va | Closed. |

TABLE IX.—*Statistics of universities and colleges for* 1881; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Location. | Date of charter. | Date of organization. | Religious denomination. | President. | Preparatory department. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Number of instructors. | Students. | | | | Number of students unclassified. |
| | | | | | | | | Male. | Female. | Preparing for classical course. | Preparing for scientific course. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1 | Southern University | Greensboro', Ala | 1856 | 1859 | M. E. South | Prof. J. S. Moore, chairman of faculty. | 1 | 20 | ..... | ..... | ..... | ..... |
| 2 | Howard College | Marion, Ala | 1843 | 1842 | Baptist | James T. Murfee, LL. D | 1 | ..... | ..... | ..... | ..... | ..... |
| 3 | University of Alabama | Tuscaloosa, Ala | 1820 | 1831 | Non-sect | Burwell Boykin Lewis, LL. D | .... | ..... | ..... | ..... | ..... | ..... |
| 4 | Cane Hill College | Boonsboro', Ark | 1852 | 1852 | Cumb. Presb | Rev. F. R. Earle, A. M | .... | 73 | 50 | ..... | ..... | ..... |
| 5 | Arkansas Industrial University | Fayetteville, Ark | 1871 | 1871 | Non-sect | Gen. D. H. Hill, LL. D | *a*6 | (*a*321) | | ..... | ..... | ..... |
| 6 | Judson University* | Judsonia, Ark | 1871 | 1875 | Baptist | Richard S. James, LL. D | 2 | 40 | 45 | ..... | ..... | ..... |
| 7 | St. John's College of Arkansas* | Little Rock, Ark | 1850 | 1859 | Non-sect | Rev. Leo Baier, A. M | 2 | 15 | 20 | 22 | ..... | ..... |
| 8 | College of St. Augustine | Benicia, Cal | 1868 | 1867 | P. E | Rt. Rev. J. H. D. Wingfield, D. D., LL. D. | 4 | 48 | ..... | 16 | 22 | ..... |
| 9 | University of California* | Berkeley, Cal | 1868 | 1869 | Non-sect | John LeConte, A. M., M. D., LL. D*b* | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | Pierce Christian College | College City, Cal | 1874 | 1874 | Christian | James C. Keith, A. B | 2 | ..... | ..... | 8 | ..... | ..... |
| 11 | St. Vincent's College* | Los Angeles, Cal | 1869 | 1867 | R. C | Rev. M. V. Richardson, C. M | *c*6 | *c*63 | ..... | ..... | ..... | ..... |
| 12 | University of Southern California | Los Angeles, Cal | ..... | 1880 | M. E | Rev. M. M. Bovard, A. M | 4 | 40 | 16 | 8 | 11 | ..... |
| 13 | St. Ignatius College* | San Francisco, Cal. (cor. Hayes street and Van Ness avenue). | 1859 | 1855 | R. C | Rev. R. E. Kenna, S. J | 9 | *c*651 | ..... | ..... | ..... | ..... |
| 14 | St. Mary's College | San Francisco, Cal | 1872 | 1863 | R. C | Rev. Brother Bettelin | 2 | 60 | ..... | 20 | 20 | ..... |
| 15 | Santa Clara College | Santa Clara, Cal | 1855 | 1851 | R. C | Rev. John Pinasco, S. J | 2 | 15 | 0 | 8 | 6 | ..... |
| 16 | University of the Pacific | Santa Clara, Cal | 1852 | 1852 | M. E | Rev. C. C. Stratton, D. D | 7 | 94 | 47 | 11 | 130 | ..... |
| 17 | Pacific Methodist College | Santa Rosa, Cal | 1862 | 1861 | M. E. South | Rev. W. A. Finley, A. M., D. D | .... | 33 | 21 | 43 | 11 | ..... |
| 18 | Hesperian College | Woodland, Cal | 1869 | 1861 | Christian | A. M. Elston, A. M | .... | 40 | 50 | 12 | 22 | ..... |
| 19 | University of Colorado | Boulder, Colo | 1875 | 1877 | Non-sect | Joseph A. Sewall, M. D., LL. D | .... | 45 | 28 | 27 | 28 | ..... |
| 20 | Colorado College | Colorado Springs, Colo | 1874 | 1874 | Non-sect | Rev. E. P. Tenney | .... | ..... | ..... | ..... | ..... | ..... |
| 21 | University of Denver | Denver, Colo | 1880 | 1880 | M. E | Rev. David H. Moore, A. M., D. D., chancellor. | 2 | 25 | 15 | 10 | 8 | ..... |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 22 | Trinity College | Hartford, Conn | 1824 | 1826 | P. E | Rev. Thomas R. Pynchon, D.D., LL.D. | 0 | 0 | 0 | 0 | 0 | |
| 23 | Wesleyan University | Middletown, Conn | 1831 | 1831 | M. E | Rev John Wesley Beach, D.D., LL.D | | | | | | |
| 24 | Yale College | New Haven, Conn | 1701 | 1701 | Non-sect | Rev. Noah Porter, D. D., LL. D | 0 | 0 | 0 | 0 | 0 | |
| 25 | Delaware College | Newark, Del | 1867 | 1870 | Non-sect | William H. Purnell, A. M., LL. D | | | | | | |
| 26 | University of Georgia | Athens, Ga | 1785 | 1801 | Non-sect | Rev. P. H. Mell, D. D., LL. D., chancellor. | | | | | | |
| 27 | Atlanta University* | Atlanta, Ga | 1867 | 1869 | Non-sect | Edmund A. Ware, A. M | | 20 | 2 | | | |
| 28 | Clark University | Atlanta, Ga | | 1869 | M. E | Rev. E. O. Thayer, A. M | | | | 12 | | |
| 29 | Mercer University | Macon, Ga | 1837 | 1838 | Baptist | Rev. Archibald J. Battle, D. D | | | | | | |
| 30 | Pio Nono College | Macon, Ga | 1876 | 1874 | R. C | Rt. Rev. William H. Gross, D. D | | | | | | |
| 31 | Emory College | Oxford, Ga | 1836 | 1837 | M. E. South | Rev. Atticus G. Haygood, D. D | 2 | 48 | | | | |
| 32 | Abingdon College | Abingdon, Ill | d1855 | d1853 | Christian | Francis M. Bruner, A. M | | 52 | 22 | 14 | | |
| 33 | Hedding College | Abingdon, Ill | 1875 | 1855 | M. E | Rev. George W. Peck, A. M., LL. D | | 62 | 60 | | | |
| 34 | Illinois Wesleyan University | Bloomington, Ill | 1850 | 1850 | M. E | Rev. W. H. H. Adams, D. D | | 182 | 91 | 8 | 25 | |
| 35 | St. Viateur's College | Bourbonnais Grove, Ill | 1874 | 1865 | R. C | Very Rev. Peter Beaudoin, C. S. V | 8 | 100 | | (100) | | |
| 36 | Blackburn University | Carlinville, Ill | 1857 | 1859 | Presbyterian | Rev. E. L. Hurd, D. D | 3 | 113 | 60 | 34 | 139 | |
| 37 | Carthage College | Carthage, Ill | 1870 | 1870 | Lutheran | Rev. J. A. Kunkelman, A. M. | | 52 | 15 | | | 51 |
| 38 | St. Ignatius College | Chicago, Ill. (413 W. 12th st.) | 1870 | 1869 | R. C | Rev. Thomas O'Neil, S. J | 3 | 70 | 0 | 70 | 0 | |
| 39 | University of Chicago | Chicago, Ill | 1859 | 1859 | Baptist | Rev. Galusha Anderson, S. T. D | 1 | 43 | 9 | 17 | 16 | 25 |
| 40 | Eureka College[e] | Eureka, Ill | 1855 | 1853 | Christian | Rev. H. W. Everest, A. M.[f] | | | | | | |
| 41 | Northwestern University | Evanston, Ill | 1851 | 1855 | M. E | Rev. Joseph Cummings, D. D., LL.D. | 7 | 115 | 88 | 53 | 134 | |
| 42 | Ewing College | Ewing, Ill | 1874 | 1867 | Baptist | Rev. John Washburn, A. M., D. D | 4 | 61 | 28 | | | |
| 43 | Knox College* | Galesburg, Ill. | 1837 | 1841 | Non-sect | Newton Bateman, A. M., LL. D | (g) | (g) | (g) | (g) | (g) | |
| 44 | Lombard University | Galesburg, Ill. | 1851 | 1852 | Universalist | Rev. Nehemiah White, PH. D | | 25 | 14 | 2 | 6 | |
| 45 | Irvington College | Irvington, Ill | 1863 | 1865 | Presbyterian | Rev. Edgar W. Clarke, A. M. | 2 | 24 | 22 | 6 | 5 | |
| 46 | Illinois College | Jacksonville, Ill | 1835 | 1830 | Non-sect | Rufus C. Crampton, A. M. (acting) | (h) | (h) | (h) | (h) | (h) | |
| 47 | Lake Forest University | Lake Forest, Ill | 1856 | 1876 | Presbyterian | Rev. Daniel S. Gregory, A. M., D. D. | 5 | 93 | | 35 | 20 | |
| 48 | McKendree College | Lebanon, Ill | 1834 | 1828 | M. E | Rev. Daniel W. Phillips, A. M | | 49 | 22 | 24 | 47 | |
| 49 | Lincoln University | Lincoln, Ill | 1865 | 1866 | Cumb. Pres | Rev. A. J. McGlumphy, D.D., LL.D. | | 114 | 40 | 75 | 79 | |
| 50 | Monmouth College | Monmouth, Ill | 1857 | 1856 | United Pres | Rev. J. B. McMichael, D. D | | 64 | 48 | 34 | 27 | |
| 51 | Mt. Morris College | Mt. Morris, Ill | 1840 | i1840 | Ger. Baptist | D. L. Miller | 7 | 176 | 87 | 8 | 138 | |
| 52 | Northwestern College | Naperville, Ill | 1865 | 1861 | Evang. Asso | Rev. A. A. Smith, A. M | 5 | 140 | 27 | 7 | 26 | |
| 53 | Chaddock College | Quincy, Ill | 1878 | 1853 | M. E | John T. Long, LL. D | 5 | 94 | 82 | 35 | 27 | |
| 54 | Augustana College | Rock Island, Ill | 1865 | 1863 | Evang. Luth | Rev. T. N. Hasselquist, D. D | | 75 | | | | |
| 55 | St. Joseph's College | Teutopolis, Ill | 1881 | 1861 | R. C | Very Rev. P. Mauritius Klostermann, O. S. F., rector | | 62 | | 22 | 40 | |
| 56 | Shurtleff College | Upper Alton, Ill | 1835 | 1827 | Baptist | Rev. A. A. Kendrick, D. D | 3 | 55 | 16 | 28 | 43 | |
| 57 | Illinois Industrial University | Urbana, Ill | 1867 | 1868 | Non-sect | Selim H. Peabody, PH. D., LL. D., regent. | (j) | (j) | (j) | | | |
| 58 | Westfield College | Westfield, Ill | 1865 | 1865 | United Breth | Rev. Samuel B. Allen, D. D | 2 | 73 | 44 | 4 | | |
| 59 | Wheaton College | Wheaton, Ill | 1861 | 1855 | Non-sect | Rev. Jonathan Blanchard | 3 | (232) | | k54 | | |
| 60 | The Indiana University | Bloomington, Ind | 1828 | 1828 | Non-sect | Rev. Lemuel Moss, D. D | 3 | 62 | 120 | 147 | 25 | |
| 61 | Wabash College | Crawfordsville, Ind | 1834 | 1833 | Presbyterian | Rev. Joseph F. Tuttle, D. D | 3 | 93 | | 33 | 35 | |
| 62 | Concordia College* | Fort Wayne, Ind | 1850 | 1848 | Evang. Luth | F. Zucker | | | | | | |
| 63 | Fort Wayne College[l] | Fort Wayne, Ind | 1847 | 1848 | M. E | Rev. W. F. Yocum, A. M | 12 | 258 | 137 | 15 | 44 | |
| 64 | Franklin College | Franklin, Ind | 1844 | 1836 | Baptist | Rev. W. T. Stott, D. D | | 47 | 21 | 36 | 12 | |

* From Report of the Commissioner of Education for 1880.
*a* Includes report of normal department.
*b* Since succeeded by William T. Reid, A. M.
*c* Total for all departments.
*d* Reorganized in 1881 under State law.
*e* These statistics are for the year 1880.
*f* Since succeeded by J. M. Allen, A. M.
*g* See report of Knox Academy, Table VII.
*h* Preparatory department is identical with Whipple Academy (See Table VII).
*i* Reorganized in 1879.
*j* See Table X, Part 1.
*k* Includes those preparing for laureate course.
*l* Preparatory department only in operation.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Location. | Date of charter. | Date of organization. | Religious denomination. | President. | Preparatory department. | | | | | Number of students unclassified. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Number of instructors. | Students. | | | | |
| | | | | | | | | Male. | Female. | Preparing for classical course. | Preparing for scientific course. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 65 | Indiana Asbury University | Greencastle, Ind | 1837 | 1837 | M. E | Rev. Alexander Martin, D. D., LL. D. | 7 | 150 | 50 | ..... | ..... | ..... |
| 66 | Hanover College | Hanover, Ind | 1833 | 1827 | Presbyterian | Rev. D. W. Fisher, D. D | 2 | 52 | 11 | 60 | 3 | ..... |
| 67 | Hartsville University | Hartsville, Ind | 1851 | 1852 | United Breth. | Rev. C. H. Kiracofe, A. M | 1 | 59 | 34 | 16 | 77 | ..... |
| 68 | Butler University | Irvington, Ind | 1850 | 1855 | Christian | Harvey W. Everest, LL. D | 3 | 46 | 24 | ..... | ..... | ..... |
| 69 | Union Christian College | Merom, Ind | 1859 | 1860 | Christian | Rev. Thomas C. Smith, A. M. | 3 | 74 | 34 | 16 | 29 | ..... |
| 70 | Moore's Hill College | Moore's Hill, Ind | 1856 | 1856 | M. E | Rev. J. P. D. John, A. M | 1 | 44 | 20 | ..... | ..... | ..... |
| 71 | University Notre Dame du Lac | Notre Dame, Ind | 1844 | 1842 | R. C | Very Rev. Thomas E. Walsh, C.S.C. | 18 | 180 | ..... | ..... | ..... | ..... |
| 72 | Earlham College | Richmond, Ind | 1859 | 1847 | Friends | Joseph Moore, LL. D | 5 | 79 | 69 | 36 | 27 | ..... |
| 73 | Ridgeville College | Ridgeville, Ind | 1867 | 1867 | F. W. B | Rev. Samuel D. Bates, A. M | .... | 73 | 50 | 26 | 93 | ..... |
| 74 | St. Meinrad's College | St. Meinrad, Ind | ..... | 1857 | R. C | Rt. Rev. Fintan Mundwiler, O. S. B. | .... | 6 | ..... | ..... | ..... | *a*16 |
| 75 | Amity College* | College Springs, Iowa | 1853 | 1857 | Non-sect | Rev. S. C. Marshall, A. M | 3 | 110 | 94 | (204) | | ..... |
| 76 | Griswold College | Davenport, Iowa | 1859 | 1859 | P. E | Rt. Rev. Wm. Stevens Perry, D. D., LL. D. | 2 | 60 | ..... | 24 | 36 | ..... |
| 77 | Norwegian Luther College | Decorah, Iowa | 1866 | 1861 | Lutheran | Rev. Laur. Larsen | .... | 67 | ..... | *b*67 | ..... | ..... |
| 78 | Drake University | Des Moines, Iowa | ..... | ..... | ..... | George T. Carpenter, A. M | ..... | ..... | ..... | ..... | ..... | ..... |
| 79 | University of Des Moines | Des Moines, Iowa | 1865 | 1866 | Baptist | George Dana Purinton, A. M | 4 | 90 | 45 | ..... | ..... | ..... |
| 80 | St. Joseph's College* | Dubuque, Iowa | ..... | 1873 | R. C | Very Rev. P. J. McGrath | 5 | 40 | ..... | 20 | 10 | ..... |
| 81 | Parsons College | Fairfield, Iowa | 1875 | 1875 | Presbyterian | Rev. T. D. Ewing, D. D | 7 | 48 | 21 | 14 | 21 | ..... |
| 82 | Upper Iowa University | Fayette, Iowa | 1857 | 1857 | M. E | Rev. John W. Bissell, D. D | 4 | 54 | 75 | 26 | 40 | ..... |
| 83 | Iowa College | Grinnell, Iowa | 1847 | 1848 | Cong | Rev. George F. Magoun, D. D | 3 | 102 | 51 | ..... | ..... | ..... |
| 84 | Simpson Centenary College | Indianola, Iowa | 1867 | 1868 | M. E | Rev. Edward Lamay Parks, A. M., B. D. | .... | 64 | 50 | 37 | 77 | ..... |
| 85 | State University of Iowa | Iowa City, Iowa | 1847 | 1855 | Non-sect | Josiah L. Pickard, LL. D | 0 | 0 | 0 | 0 | 0 | ..... |
| 86 | German College | Mount Pleasant, Iowa | 1873 | 1873 | German M. E. | Rev. Wm. Balcke, A. M | 3 | 21 | 3 | 4 | 3 | *c*72 |
| 87 | Iowa Wesleyan University | Mount Pleasant, Iowa | 1855 | 1852 | M. E | Rev. W. J. Spaulding, PH. D. | 1 | 55 | 68 | 3 | 120 | ..... |
| 88 | Cornell College | Mount Vernon, Iowa | 1857 | 1853 | M. E | Rev. Wm. F. King, D. D | 7 | 225 | 115 | 150 | 190 | ..... |
| 89 | Oskaloosa College | Oskaloosa, Iowa | 1857 | 1861 | Christian | G. H. Laughlin, A. M | ..... | ..... | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 90 | Penn College | Oskaloosa, Iowa | 1873 | 1873 | Friends | Benjamin Trueblood, A. M. | 2 | 45 | 40 | 52 | 33 | |
| 91 | Central University of Iowa | Pella, Iowa | 1853 | 1854 | Baptist | Rev. George Warren Gardner, S. T. D. | 1 | 40 | 35 | 41 | 24 | |
| 92 | Tabor College* | Tabor, Iowa | 1866 | 1866 | Cong | Rev. William M. Brooks, A. M. | 4 | 53 | 26 | 20 | 8 | |
| 93 | St. Benedict's College | Atchison, Kans | 1868 | 1859 | R. C | Rt. Rev. Innocent Wolf, D.D., O.S.B. | 2 | 62 | | 24 | 38 | |
| 94 | Baker University | Baldwin City, Kans | 1858 | 1858 | M. E | Rev. W. H. Sweet, A. M | 8 | 106 | 103 | | | |
| 95 | Highland University | Highland, Kans | 1858 | 1856 | Presb | Rev. Robert Cruikshank, D. D | | 35 | 18 | | | |
| 96 | University of Kansas | Lawrence, Kans | 1863 | 1866 | Non-sect | Rev. James Marvin, D. D | 3 | 166 | 111 | | | |
| 97 | Lane University | Lecompton, Kans | *d*1862 | 1862 | United Breth. | N. B. Bartlett, A. M | 2 | 39 | 24 | | | |
| 98 | Ottawa University | Ottawa, Kans | 1860 | 1865 | Baptist | T. M. Stewart, A. M | 1 | 40 | 26 | | | |
| 99 | St. Mary's College | St. Mary's, Kans | 1869 | 1869 | R. C | Rev. A. G. van der Eerden, S. J | 2 | 30 | | 13 | 17 | |
| 100 | Washburn College | Topeka, Kans | 1856 | 1863 | Cong | Rev. Peter McVicar, M. A., D. D | 3 | 72 | 57 | 38 | 29 | |
| 101 | St. Joseph's College | Bardstown, Ky | 1824 | 1819 | R. C | Rev. Wm. P. Maekin | 1 | 30 | 0 | 13 | 17 | |
| 102 | Berea College | Berea, Ky | 1865 | 1858 | Non-sect | Rev. E. H. Fairchild, D. D | 7 | 134 | 101 | 10 | | |
| 103 | Ceeilian College | Cecilian, Ky | 1867 | 1860 | R. C | H. A. Cecil, A. M | | | | | | |
| 104 | Centre College | Danville, Ky | 1819 | 1822 | Presb | Ormond Beatty, LL. D | 2 | 80 | | 60 | 20 | |
| 105 | Eminence College | Eminence, Ky | 1856 | 1857 | Christian | W. S. Giltner | 1 | | | | | |
| 106 | Kentucky Military Institute | Farmdale, Ky | 1845 | 1845 | Non-sect | Col. Robert D. Allen, M. D., C. E., superintendent. | 1 | 90 | 0 | 20 | 30 | |
| 107 | Georgetown College | Georgetown, Ky | 1829 | 1831 | Baptist | Rev. Richard M. Dudley, D. D | 2 | 24 | | 12 | 12 | |
| 108 | South Kentucky College | Hopkinsville, Ky | *e*1849 | *f*1881 | | R. C. Cave, M. A | | | | | | |
| 109 | Kentucky University | Lexington, Ky | 1858 | 1859 | Christian | Charles Louis Loos | 1 | 25 | | 13 | 12 | |
| 110 | Kentucky Wesleyan College | Millersburg, Ky | 1860 | 1866 | Methodist | D. W. Batson, A. M | | | | | | |
| 111 | Murray Male and Female Institute and West Kentucky Normal School.* | Murray, Ky | 1870 | 1871 | Non-sect | Dean Babbitt | | | | | | |
| 112 | Concord College* | New Liberty, Ky | 1868 | 1868 | Baptist | James Riee | 1 | 15 | 17 | | 15 | |
| 113 | Central University | Richmond, Ky | 1873 | 1874 | So. Presb | Rev. L. H. Blanton, D. D., chancellor. | 2 | 70 | | 60 | 10 | |
| 114 | St. Mary's College | St. Mary's, Ky | 1837 | 1821 | R. C | Rev. David Fennessy, C. R | | 8 | | (8) | | |
| 115 | Louisiana State University and Agricultural and Mechanical College. | Baton Rouge, La | 1853 | 1860 | Non-sect | Col. Wm. Preston Johnston | 1 | 40 | | | | |
| | | | 1874 | 1874 | | | | | | | | |
| 116 | Jefferson College (St. Mary's) | Convent (St. James Parish), La. | 1861 | 1864 | R. C | Very Rev. J. B. Bigot, S. M | | 86 | | 50 | | |
| 117 | St. Charles College | Grand Coteau, La | 1852 | 1837 | R. C | Rev. Jno. Montillot, S. J | | | | | | |
| 118 | Centenary College of Louisiana | Jackson, La | 1825 | 1825 | M. E. South | Rev. C. G. Andrews, A. M., D. D | 1 | 89 | | | | |
| 119 | College of the Immaculate Conception | New Orleans, La | 1856 | 1847 | R. C | Very Rev. T. W. Butler, S. J | 8 | 164 | | | | *a*123 |
| 120 | Leland University* | New Orleans, La | 1870 | 1874 | Baptist | Rev. Seth J. Axtell, jr | *g*5 | *g*93 | *g*55 | | | |
| 121 | New Orleans University | New Orleans, La | 1873 | | M. E | Isaac N. Failor, A. M | 1 | 45 | 39 | | | 68 |
| 122 | Straight University | New Orleans, La | 1869 | 1870 | Cong | Rev. W. S. Alexander, D. D | | 132 | 99 | | | |
| 123 | University of Louisiana* | New Orleans, La | 1847 | 1878 | Non-sect | Hon. Randell Hunt, LL. D | 6 | 180 | | 57 | 32 | |
| 124 | Bowdoin College | Brunswiek, Me | 1794 | 1802 | Cong | Joshua Lawrenee Chamberlain, LL. D. | 0 | 0 | 0 | 0 | 0 | |
| 125 | Bates College | Lewiston, Me | 1863 | 1863 | F. W. Baptist | Rev. Oren B. Cheney, S. T. D | 3 | 39 | 6 | 44 | 0 | |
| 126 | Colby University | Waterville, Me | 1820 | 1818 | Baptist | Rev. Henry E. Robins, D. D | | | | | | |
| 127 | St. John's College* | Annapolis, Md | 1784 | 1789 | Non-sect | William H. Hopkins, A. M., acting vice president. | 2 | 35 | | | | |
| 128 | Baltimore City College | Baltimore, Md | 0 | 1839 | Non-sect | William Elliott, jr | | | | | | |

* From Report of the Commissioner of Education for 1880.
*a* These are in commercial course.
*b* Includes 8 preparing for normal course.
*c* These are in English course.
*d* New charter in 1881.
*e* As an institution for the higher education of women; recently amended so as to admit both sexes.
*f* Under the amended charter.
*g* Total for all departments.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Location. | Date of charter. | Date of organization. | Religious denomination. | President. | Preparatory department. | | | | | Number of students unclassified. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Number of instructors. | Students. | | | | |
| | | | | | | | | Male. | Female. | Preparing for classical course. | Preparing for scientific course. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 129 | Johns Hopkins University | Baltimore, Md | 1867 | 1876 | Non-sect | Daniel C. Gilman, A. M., LL. D | 0 | 0 | 0 | 0 | 0 | |
| 130 | Loyola College | Baltimore, Md | 1853 | 1852 | R. C | Rev. Edward A. McGurk, S. J | | 30 | | 30 | | |
| 131 | Washington College | Chestertown, Md | 1782 | 1782 | Non-sect | William J. Rivers, A. M | | | | | | |
| 132 | Rock Hill College | Ellicott City, Md | 1865 | 1857 | R. C | Rev. Brother Azarias | 7 | 91 | | | | |
| 133 | St. Charles's College | Ellicott City, Md | 1831 | 1848 | R. C | Rev. Peter Paul Denis, S. S., A. M | 4 | 71 | | 71 | | |
| 134 | Mt. St. Mary's College | Emmittsburg, Md | 1830 | 1808 | R. C | Very Rev. Wm. Byrne, A. M., D. D., V. G. | 3 | 54 | 0 | 35 | 19 | |
| 135 | Frederick College | Frederick, Md | 1829 | 1763 | Non-sect | Thomas A. Gatch, A. M | | | | | | *a*35 |
| 136 | New Windsor College | New Windsor, Md | 1843 | 1843 | Presb | Rev. A. M. Jelly, D. D | | | | | | |
| 137 | Western Maryland College | Westminster, Md | 1868 | 1867 | Meth. Prot | Rev. James Thomas Ward, D. D | 2 | 32 | 12 | 33 | 11 | |
| 138 | Amherst College | Amherst, Mass | 1825 | 1821 | Cong | Rev. Julius H. Seelye, D. D., LL. D | 0 | 0 | 0 | 0 | 0 | |
| 139 | Boston College | Boston, Mass. (761 Harrison avenue). | 1863 | 1864 | R. C | Rev. Jeremiah O'Connor, S. J | 7 | 130 | 0 | 100 | 30 | |
| 140 | Boston University (College of Liberal Arts). | Boston, Mass | 1869 | 1873 | M. E | Rev. Wm. F. Warren, S. T. D., LL. D | | | | | | |
| 141 | Harvard College | Cambridge, Mass | 1650 | 1638 | Non-sect | Charles Wm. Eliot, LL. D | 0 | 0 | 0 | 0 | 0 | |
| 142 | Tufts College | College Hill, Mass | 1852 | 1855 | Universalist | Rev. Elmer H. Capen, D. D | 0 | 0 | 0 | 0 | 0 | |
| 143 | Williams College | Williamstown, Mass | 1793 | 1793 | Cong | Franklin Carter, PH. D., LL. D | 0 | 0 | 0 | 0 | 0 | |
| 144 | College of the Holy Cross | Worcester, Mass | 1865 | 1843 | R. C | Rev. Edward D. Boone, S. J | | 62 | | | | |
| 145 | Adrian College | Adrian, Mich | 1859 | 1859 | Meth. Prot | D. S. Stephens, M. A | 2 | 50 | 28 | | | |
| 146 | Albion College | Albion, Mich | 1860 | 1860 | M. E | Rev. Lewis R. Fiske, D. D., LL. D | 4 | 79 | 57 | 70 | 66 | |
| 147 | University of Michigan* | Ann Arbor, Mich | 1836 | 1841 | Non-sect | James B. Angell, LL. D | | | | | | |
| 148 | Battle Creek College | Battle Creek, Mich | 1874 | 1874 | 7th Day Adv't | A. Sidney Brownsberger, A. M | | *b*250 | *b*230 | 5 | 9 | |
| 149 | Grand Traverse College* | Benzonia, Mich | 1862 | 1863 | Cong | L. D. Maltby | | | | | | |
| 150 | Hillsdale College | Hillsdale, Mich | 1855 | 1855 | F. W. Baptist | Rev. De Witt Clinton Durgin, D. D | 3 | 208 | 121 | 44 | 285 | |
| 151 | Hope College | Holland, Mich | 1866 | 1857 | Ref. Dutch | Rev. Charles Scott, D. D | 3 | 52 | 23 | 38 | 1 | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 152 | Kalamazoo College | Kalamazoo, Mich | 1855 | 1855 | Baptist | Rev. Kendall Brooks, D. D | 3 | 61 | 51 | 32 | 80 | |
| 153 | Olivet College | Olivet, Mich | 1859 | 1858 | Cong. & Pres. | Rev. Horatio Q. Butterfield, D. D | 7 | 73 | 78 | 50 | c101 | |
| 154 | Hamline University | Hamline, Minn | 1854 | 1855 | M. E | Rev. D. C. John, D. D | .... | 63 | 32 | 37 | 58 | |
| 155 | Augsburg Seminary (Greek department). | Minneapolis, Minn | ..... | 1874 | Lutheran | Prof. Georg Sverdrup | .... | 28 | ..... | 28 | ..... | ..... |
| 156 | Macalester College *d* | Minneapolis, Minn | 1853 | 1874 | Presb | Rev. Rockwood Macquesten, A. M | .... | ..... | ..... | ..... | ..... | ..... |
| 157 | University of Minnesota | Minneapolis, Minn | 1868 | 1867 | Non-sect | William Watts Folwell, LL. D | .... | 43 | 13 | 16 | 40 | ..... |
| 158 | Carleton College | Northfield, Minn | 1866 | 1867 | Cong | Rev. James W. Strong, D. D | 1 | 54 | 46 | c74 | 26 | f142 |
| 159 | Mississippi College | Clinton, Miss | 1850 | 1851 | Baptist | Rev. W. S. Webb, D. D | 2 | 130 | ..... | 30 | 60 | ..... |
| 160 | Shaw University | Holly Springs, Miss | 1870 | 1868 | M. E | Rev. W. W. Hooper, A. M | 2 | 193 | 97 | 219 | 71 | ..... |
| 161 | University of Mississippi | Oxford, Miss | 1844 | 1848 | Non-sect | Alexander P. Stewart, chancellor | 3 | 137 | 0 | ..... | ..... | ..... |
| 162 | Christian University | Canton, Mo | 1853 | 1855 | Christian | J. C. Reynolds, A. M | 2 | ..... | ..... | ..... | ..... | ..... |
| 163 | St. Vincent's College | Cape Girardeau, Mo | 1843 | 1844 | R. C | Rev. J. W. Hickey, C. M | .... | 102 | ..... | ..... | ..... | ..... |
| 164 | University of the State of Missouri* | Columbia, Mo | 1839 | 1840 | Non-sect | Samuel S. Laws, A. M., M. D., LL. D | .... | ..... | ..... | ..... | ..... | ..... |
| 165 | Grand River College *g* | Edinburg, Mo | ..... | 1859 | Baptist | Thomas H. Storts, A. M *h* | *i*4 | *i*45 | *i*30 | 30 | 20 | ..... |
| 166 | Central College | Fayette, Mo | 1855 | 1857 | M. E. South | Rev. Eugene R. Hendrix, A. M., D. D | 2 | 81 | ..... | 30 | 42 | ..... |
| 167 | Lewis College | Glasgow, Mo | 1865 | 1866 | M. E | Rev. James C. Hall, A. M | .... | 15 | 20 | ..... | ..... | ..... |
| 168 | Pritchett School Institute | Glasgow, Mo | 1868 | 1866 | Non-sect | Rev. J. H. Pritchett, A. M | 2 | 75 | 80 | 49 | 22 | ..... |
| 169 | Lincoln College | Greenwood, Mo | 1870 | 1869 | United Presb | J. A. McKirahan | .... | 14 | 12 | 14 | 12 | ..... |
| 170 | La Grange College* | La Grange, Mo | 1859 | 1866 | Baptist | J. F. Cook, M. A., LL. D | .... | ..... | ..... | ..... | ..... | ..... |
| 171 | William Jewell College | Liberty, Mo | 1849 | 1852 | Baptist | Rev. W. R. Rothwell, D. D | 1 | 65 | ..... | 30 | 25 | ..... |
| 172 | College of the Christian Brothers* | St. Louis, Mo | 1855 | 1855 | R. C | Rev. Brother James | .... | ..... | ..... | ..... | ..... | ..... |
| 173 | St. Louis University | St. Louis, Mo | 1832 | 1829 | R. C | Rev. R. J. Meyer, S. J | 14 | 299 | ..... | 149 | 30 | ..... |
| 174 | Washington University* | St. Louis, Mo | 1853 | 1853 | Non-sect | Rev. William Greenleaf Eliot, D. D | (*j*) | (*j*) | (*j*) | (*j*) | (*j*) | ..... |
| 175 | Drury College | Springfield, Mo | 1873 | 1873 | Cong | Rev. Nathan J. Morrison, D. D | 6 | 50 | 47 | 58 | 18 | ..... |
| 176 | Stewartsville College | Stewartsville, Mo | 1879 | 1863 | Non-sect | Rev. W. O. H. Perry, A. M | 2 | 33 | 17 | 8 | 42 | ..... |
| 177 | Central Wesleyan College | Warrenton, Mo | 1865 | 1864 | German M. E | Rev. Herman A. Koch, D. D | 4 | 85 | 31 | ..... | ..... | ..... |
| 178 | Doane College | Crete, Nebr | 1872 | 1872 | Cong | Rev. D. B. Perry, A. M | .... | 51 | 42 | (38) | | ..... |
| 179 | Nebraska Wesleyan University | Fullerton, Nebr | *k*1880 | *k*1879 | ..... | Rev. J. J. Fleharty, A. M | ..... | ..... | ..... | ..... | ..... | ..... |
| 180 | University of Nebraska | Lincoln, Nebr | 1869 | 1871 | Non-sect | Rev. Edmund B. Fairfield, S. T. D., LL. D., chancellor. | .... | ..... | ..... | ..... | ..... | ..... |
| 181 | Nebraska College | Nebraska City, Nebr | 1868 | 1866 | P. E | Rev. John McNamara, D. D | 5 | 67 | ..... | 9 | ..... | ..... |
| 182 | Creighton University | Omaha, Nebr | 1879 | 1878 | R. C | Rev. Thos. H. Miles, S. J | 6 | 200 | 0 | ..... | ..... | ..... |
| 183 | State University of Nevada *l* | Elko, Nev | ..... | 1874 | Non-sect | John S. Mayhugh, pres't board of regents. | 1 | (40) | | ..... | ..... | ..... |
| 184 | Dartmouth College* | Hanover, N. H | 1769 | 1770 | Cong | Rev. Samuel C. Bartlett, D. D., LL. D | .... | ..... | ..... | ..... | ..... | ..... |
| 185 | St. Benedict's College | Newark, N. J. (522 High street). | ..... | 1868 | R. C | Rev. P. Mellitus Tritz, O. S. B | .... | ..... | ..... | ..... | ..... | ..... |
| 186 | Rutgers College | New Brunswick, N. J | 1770 | 1771 | Non-sect | Rev. William H. Campbell, D. D., LL. D. | (*m*) | (*m*) | ..... | ..... | ..... | ..... |
| 187 | College of New Jersey* | Princeton, N. J | 1746 | 1746 | Presb | Rev. James McCosh, D. D., LL. D | 0 | 0 | 0 | 0 | 0 | 0 |
| 188 | Seton Hall College* | South Orange, N. J | 1861 | 1856 | R. C | Rev. James Henry Corrigan, A. M | .... | ..... | ..... | ..... | ..... | ..... |

* From Report of the Commissioner of Education for 1880.

*a* These are in elementary studies.

*b* Includes students in biblical and teachers' course.

*c* 77 are preparing for ladies' course.

*d* Suspended for several years; Baldwin school, the preparatory department, was reopened September, 1880.

*e* Includes students preparing for literary course,

*f* These are in English and musical departments.

*g* These statistics are for the year 1880.

*h* Since succeeded by John E. Vertrees, A. M.

*i* Total for all departments.

*j* See reports of Smith Academy (Table VII) and Mary Institute (Table VIII).

*k* At Osceola; removed to Fullerton in 1881.

*l* Preparatory department only organized.

*m* Preparatory department is identical with Rutgers College Grammar School (Table VII).

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Location. | Date of charter. | Date of organization. | Religious denomination. | Principal. | Preparatory department. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Number of instructors. | Students. | | | | Number of students unclassified. |
| | | | | | | | | Male. | Female. | Preparing for classical course. | Preparing for scientific course. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 189 | St. Bonaventure's College | Allegany, N. Y | 1875 | 1859 | R. C | Very Rev. Fr. Theophilus Pospisilik, O. S. F. | 8 | 59 | ..... | 38 | 21 | ..... |
| 190 | St. Stephen's College | Annandale, N. Y | 1860 | 1860 | Prot. Epis | Rev. Robert B. Fairbairn, D.D., LL.D. | .... | 11 | 0 | 11 | 0 | ..... |
| 191 | Wells College | Aurora, N. Y | 1868 | 1868 | Presb | Rev. Edward S. Frisbee, D. D | .. | ..... | 48 | 39 | 9 | ..... |
| 192 | Brooklyn Collegiate and Polytechnic Institute. | Brooklyn, N. Y | 1854 | 1855 | Non-sect | David H. Cochran, PH. D., LL. D | 22 | 562 | 0 | 120 | *a*300 | ..... |
| 193 | St. John's College | Brooklyn, N. Y | 1873 | 1879 | R. C | Rev. A. J. Meyer, C. M | 4 | 85 | 0 | ..... | ..... | ..... |
| 194 | Canisius College | Buffalo, N. Y | 1881 | 1870 | R. C | Rev. Martin Port, S. J | 12 | ..... | ..... | ..... | ..... | ..... |
| 195 | St. Joseph's College* | Buffalo, N. Y | ..... | 1861 | R. C | Brother Frank | 6 | 220 | ..... | ..... | ..... | ..... |
| 196 | St. Lawrence University | Canton, N. Y | 1856 | 1858 | Universalist | Rev. Absalom G. Gaines, D. D | 0 | 0 | 0 | 0 | 0 | 0 |
| 197 | Hamilton College | Clinton, N. Y | 1812 | 1812 | Presb | Rev. Henry Darling, D. D., LL. D | ... | ..... | ..... | ..... | ..... | ..... |
| 198 | Elmira Female College* | Elmira, N. Y | 1855 | 1855 | Presb | Rev. Augustus W. Cowles, D. D | ... | ..... | 30 | 30 | ..... | *b*38 |
| 199 | St. John's College | Fordham, N. Y | 1846 | 1841 | R. C | Rev. F. Wm. Gockeln, S. J | 5 | 90 | ..... | 90 | 50 | ..... |
| 200 | Hobart College | Geneva, N. Y | 1825 | 1824 | P. E | Rev. Robt. Graham Hinsdale, S.T. D. | 0 | 0 | 0 | 0 | 0 | 0 |
| 201 | Madison University | Hamilton, N. Y | 1846 | 1820 | Baptist | Rev. Ebenezer Dodge, D. D., LL. D | (*c*) | (*c*) | ..... | (*c*) | (*c*) | ..... |
| 202 | Cornell University | Ithaca, N. Y | 1865 | 1868 | Non-sect | Hon. Andrew Dickson White, LL. D. | 0 | 0 | 0 | 0 | 0 | 0 |
| 203 | Ingham University | Le Roy, N. Y | 1857 | 1835 | Presb | Mrs. E. E. Ingham Staunton, A. E., vice chancellor. | 2 | ..... | 80 | ..... | ..... | ..... |
| 204 | College of St. Francis Xavier | New York, N. Y | 1861 | 1847 | R. C | Rev. Samuel H. Frisbee, S. J | 10 | 276 | ..... | 276 | ..... | ..... |
| 205 | College of the City of New York | New York, N. Y | *d*1847 | 1848 | Non-sect | Alexander Stewart Webb, LL. D | 15 | 329 | ..... | 139 | 190 | *e*244 |
| 206 | Columbia College | New York, N. Y | 1754 | 1754 | Non-sect | Frederick A. P. Barnard, S. T. D., LL. D., L. H. D. | .... | ..... | ..... | ..... | ..... | ..... |
| 207 | Manhattan College | New York, N. Y. (Grand Boulevard and One hundred and thirty-second street). | 1863 | 1853 | R. C | Rev. Brother Anthony | 20 | 524 | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 208 | Rutgers Female College | New York, N. Y. (487 to 491 Fifth avenue). | 1867 | 1838 | Non-sect | Rev. Samuel D. Burchard, D. D | 2 | | 40 | | | |
| 209 | St. Louis College* | New York, N. Y | | 1869 | R. C | John P. Brophy | | | | | | |
| 210 | University of the City of New York* | New York, N. Y | 1830 | 1830 | Non-sect | Rev. Howard Crosby, D. D., LL. D., chancellor. *f* | | | | | | |
| 211 | Vassar College | Poughkeepsie, N. Y | 1861 | 1865 | Non-sect | Rev. Samuel L. Caldwell, D. D | | | 69 | 69 | | |
| 212 | University of Rochester | Rochester, N. Y | 1850 | 1850 | Baptist | Martin B. Anderson, LL. D | | | | | | |
| 213 | Union College* | Schenectady, N. Y | 1795 | 1795 | Non-sect | Rev. Eliphalet Nott Potter, D. D., LL. D. | 7 | 80 | 100 | 48 | 20 | |
| 214 | College and Seminary of Our Lady of Angels. | Suspension Bridge, N. Y | 1863 | 1856 | R. C | Very Rev. Patrick V. Kavanagh, C. M. | | 59 | 0 | (59) | | |
| 215 | Syracuse University | Syracuse, N. Y | 1870 | 1871 | M. E | Rev. Charles N. Sims, D. D., chancellor. | 0 | 0 | 0 | 0 | 0 | 0 |
| 216 | University of North Carolina* | Chapel Hill, N. C | 1789 | 1795 | Non-sect | Kemp P. Battle, LL. D | 0 | 0 | 0 | 0 | 0 | 0 |
| 217 | Biddle University* | Charlotte, N. C | 1877 | 1867 | Presb | Rev. Stephen Mattoon, D. D | 4 | 120 | | 40 | | |
| 218 | Davidson College* | Davidson College, N. C | 1837 | 1837 | Presb | Rev. A. D. Hepburn, D. D., LL. D | 1 | 8 | | 8 | | |
| 219 | North Carolina College | Mt. Pleasant, N. C | 1859 | 1859 | Ev. Luth | Rev. L. A. Bikle, D. D | 1 | 66 | | 25 | 12 | |
| 220 | Shaw University | Raleigh, N. C | | 1866 | Baptist | Rev. H. M. Tupper, A. M | | | | | | |
| 221 | Rutherford College | Rutherford College, N. C | *g*1871 | *g*1871 | Non-sect | Rev. Robt. L. Abernethy, A. M., D. D | | *h*198 | *h*54 | 248 | 74 | |
| 222 | Trinity College* | Trinity College, N. C | 1852 | 1852 | M. E. So | Rev. B. Craven, D. D., LL. D | | 14 | | 10 | 4 | |
| 223 | Wake Forest College | Wake Forest College, N. C | 1834 | 1834 | Baptist | Rev. Thos. Henderson Pritchard, D. D | 1 | 50 | | | | |
| 224 | Weaverville College | Weaverville, N. C | 1873 | 1874 | Non-sect | E. M. Goolsby, A. M | 1 | 77 | 29 | 8 | 12 | |
| 225 | Buchtel College | Akron, Ohio | 1870 | 1872 | Universalist | Rev. Orello Cone, D. D | 6 | 73 | 67 | *i*39 | 101 | |
| 226 | Ashland College* | Ashland, Ohio | 1878 | 1879 | Ger. Baptist | Elder R. H. Miller | 3 | 42 | 15 | | | |
| 227 | Ohio University | Athens, Ohio | 1804 | 1809 | Non-sect | William H. Scott | 3 | 34 | 31 | | | |
| 228 | Baldwin University | Berea, Ohio | *j*1856 | *j*1856 | M. E | Aaron Schuyler, LL. D | 3 | 125 | 77 | 50 | 65 | |
| 229 | German Wallace College | Berea, Ohio | 1864 | 1864 | M. E | Rev. Wm. Nast, D. D | | 23 | 1 | 9 | 6 | |
| 230 | Hebrew Union College* | Cincinnati, Ohio | 1874 | 1875 | Jewish | Isaac Meir Wise | 3 | 22 | | | | |
| 231 | St. Joseph's College | Cincinnati, Ohio | 1873 | 1871 | R. C | Rev. P. J. Hurth, C. S. C | 6 | 170 | | 60 | 110 | |
| 232 | St. Xavier College | Cincinnati, Ohio | 1831 | 1831 | R. C | Rev. J. I. Coghlan, S. J | 6 | 240 | | 100 | 25 | |
| 233 | University of Cincinnati | Cincinnati, Ohio | 1870 | 1873 | Non-sect | Thomas Vickers, B. D., rector | 0 | 0 | 0 | 0 | 0 | 0 |
| 234 | Farmers' College | College Hill, Ohio | 1846 | 1846 | Non-sect | P. V. N. Myers, A. M | 1 | 20 | 8 | 1 | 28 | |
| 235 | Capital University | Columbus, Ohio | 1850 | 1850 | Ev. Luth | Rev. M. Loy, A. M | 1 | 27 | | 20 | | |
| 236 | Ohio State University* | Columbus, Ohio | 1870 | 1873 | Non-sect | Edward Orton, PH. D *k* | (*l*) | (*l*) | (*l*) | | | |
| 237 | Ohio Wesleyan University | Delaware, Ohio | 1842 | 1842 | M. E | Rev. Charles H. Payne, D. D., LL. D | | 260 | 102 | 222 | 86 | |
| 238 | Kenyon College* | Gambier, Ohio | 1824 | 1825 | P. E | Rev. William B. Bodine, D. D | 10 | 116 | | | | |
| 239 | Denison University | Granville, Ohio | 1832 | 1831 | Baptist | Rev. Alfred Owen, D. D | 8 | 170 | | 35 | 15 | |
| 240 | Hiram College | Hiram, Ohio | 1867 | 1867 | Disciples | Burke A. Hinsdale, A. M | | 3 | 4 | 4 | *m*4 | |
| 241 | Western Reserve College *n* | Hudson, Ohio | 1826 | 1826 | Presb. & Cong. | Rev. Carroll Cutler, D. D | 2 | 48 | 5 | | | |
| 242 | Ohio Central College | Iberia, Ohio | 1853 | 1849 | Non-sect | Rev. J. P. Robb, A. M | | 39 | 43 | 4 | 5 | |
| 243 | Marietta College | Marietta, Ohio | 1835 | 1835 | Non-sect | Rev. Israel Ward Andrews, D. D., LL. D. | 2 | 106 | | 80 | 26 | |
| 244 | Mt. Union College | Mt. Union, Ohio | 1858 | 1846 | Non-sect | O. N. Hartshorn, LL. D | *o*7 | 115 | 40 | | | |

* From Report of the Commissioner of Education for 1880.

*a* For scientific or liberal course.

*b* English and special students.

*c* See report of Colgate Academy (Table VII).

*d* As a free academy; in 1866 as a college.

*e* These are in commercial course.

*f* Catalogue 1881-'82 gives Rev. John Hall, D. D., chancellor ad interim.

*g* As an academy in 1858.

*h* Total for all departments.

*i* Includes students preparing for philosophical course.

*j* As Baldwin University; founded in 1845 as Baldwin Institute.

*k* Since succeeded by Rev. Walter Q. Scott, A. M.

*l* See Table X, Part I.

*m* Preparing for philosophical course.

*n* These statistics are for the year ending June, 1881; since that time steps have been taken towards the removal of Western Reserve College to Cleveland, Ohio, name to be changed to Adelbert College of Western Reserve University.

*o* Preparatory and normal.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Location. | Date of charter. | Date of organization. | Religious denomination. | President. | Preparatory department. | | | | | Number of students unclassified. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Number of instructors. | Students. | | | | |
| | | | | | | | | Male. | Female. | Preparing for classical course. | Preparing for scientific course. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 245 | Franklin College | New Athens, Ohio | 1825 | 1825 | Non-sect | Rev. George C. Vincent, D. D | .... | 28 | 8 | ..... | ..... | ..... |
| 246 | Muskingum College | New Concord, Ohio | 1837 | 1837 | United Presb | Rev. F. M. Spencer | .... | 64 | 25 | 30 | 59 | ..... |
| 247 | Oberlin College | Oberlin, Ohio | 1833 | 1833 | Cong | Rev. James H. Fairchild | 30 | 390 | 250 | 269 | a371 | ..... |
| 248 | Richmond College *b* | Richmond, Ohio | 1835 | 1843 | ..... | M. Stahl | ..... | ..... | ..... | ..... | ..... | ..... |
| 249 | Rio Grande College | Rio Grande, Ohio | 875 | 1876 | F. W. Baptist | Albanus A. Moulton, A. M | 2 | 80 | 25 | 5 | 22 | ..... |
| 250 | Scio College | Scio, Ohio | 1866 | 1865 | M. E | John W. Raveill, PH. D | 2 | (114) | | ..... | ..... | ..... |
| 251 | Miami Valley College | Springboro', Ohio | 1875 | 1871 | Friends | Eugene H. Foster, A. M | 5 | 33 | 30 | ..... | ..... | ..... |
| 252 | Wittenberg College | Springfield, Ohio | 1845 | 1845 | Ev. Luth | Rev. J. B. Helwig, D. D | 3 | 60 | 10 | 45 | ..... | ..... |
| 253 | Heidelberg College | Tiffin, Ohio | 1850 | 1850 | Reformed | Rev. Geo. W. Williard, D. D | .... | 74 | 27 | ..... | ..... | ..... |
| 254 | Urbana University | Urbana, Ohio | 1850 | 1851 | New Church | Rev. Frank Sewall, A. M | 5 | 41 | 37 | ..... | ..... | ..... |
| 255 | Otterbein University | Westerville, Ohio | 1847 | 1847 | United Breth | Rev. H. A. Thompson, D. D | 3 | 66 | 27 | 33 | 60 | ..... |
| 256 | Wilberforce University | Wilberforce, Ohio | 1863 | 1863 | Af. M. E | Rev. Benjamin F. Lee, D. D | .... | ..... | ..... | ..... | ..... | ..... |
| 257 | Willoughby College | Willoughby, Ohio | 1858 | 1859 | Meth | W. W. Gist | .... | 30 | 35 | 14 | 51 | ..... |
| 258 | Wilmington College | Wilmington, Ohio | 1875 | 1870 | Friends | James B. Unthank, B. S | .... | ..... | ..... | ..... | ..... | ..... |
| 259 | University of Wooster | Wooster, Ohio | 1866 | 1870 | Presb | Rev. Archibald A. E. Taylor, D. D | 6 | 116 | 60 | 72 | 1 | ..... |
| 260 | Antioch College *c* | Yellow Springs, Ohio | 1852 | 1853 | Non-sect | Samuel. C. Derby, A. M | 3 | 51 | 18 | 42 | ..... | ..... |
| 261 | Corvallis College | Corvallis, Oreg | 1868 | 1865 | Non-sect | B. L. Arnold, A. M | 2 | 60 | 50 | ..... | ..... | ..... |
| 262 | University of Oregon* | Eugene City, Oreg | 1876 | 1876 | Non-sect | John W. Johnson, A. M | 2 | 35 | 34 | 22 | 47 | ..... |
| 263 | Pacific University and Tualatin Academy.* | Forest Grove, Oreg | 1854 | 1854 | Evang | Rev. J. R. Herrick, S. T. D | 2 | 74 | 49 | ..... | ..... | ..... |
| 264 | Blue Mountain University* | La Grande, Oreg | 1876 | 1876 | Non-sect | Rev. G. E. Ackerman, A. B., S. T. B | 4 | 60 | 44 | 40 | d64 | ..... |
| 265 | McMinnville College | McMinnville, Oreg | 1857 | 1858 | Baptist | E. C. Andersen | 3 | 46 | 48 | 14 | 5 | ..... |
| 266 | Christian College | Monmouth, Oreg | 1865 | 1866 | Christian | T. F. Campbell, A. M | 2 | 44 | 36 | 26 | 56 | ..... |
| 267 | Philomath College | Philomath, Oreg | 1865 | 1868 | United Breth | Rev. Wayne S. Walker, A. M | .... | 70 | 30 | 27 | 73 | ..... |
| 268 | Willamette University* | Salem, Oreg | 1853 | 1844 | M. E | Thomas Van Scoy, A. M., B. D | 6 | 50 | 55 | 105 | ..... | ..... |
| 269 | Muhlenberg College | Allentown, Pa | 1867 | 1867 | Ev. Luth | Rev. Benjamin Sadtler, D. D | 5 | 103 | ..... | 34 | ..... | ..... |
| 270 | Lebanon Valley College | Annville, Pa | 1867 | 1866 | United Breth | Rev. D. D. DeLong, A. M | 1 | 52 | 24 | 16 | 6 | ..... |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 271 | St. Vincent's College* | Beatty, Pa | 1870 | 1846 | R. C | Rt Rev. Boniface Wimmer, O. S. B. | .... | 77 | ..... | ..... | ..... | c31 |
| 272 | Dickinson College | Carlisle, Pa | 1783 | 1783 | M. E | Rev. James A. McCauley, D. D | 1 | 27 | 3 | 23 | 3 | ..... |
| 273 | Pennsylvania Military Academy | Chester, Pa | 1862 | 1862 | Non-sect | Col. Theodore Hyatt, M. A | .... | 25 | ..... | ..... | 25 | ..... |
| 274 | Lafayette College | Easton, Pa | 1826 | 1832 | Presb | Rev. Wm. C. Cattell, D. D., LL. D | 0 | 0 | 0 | 0 | 0 | 0 |
| 275 | Ursinus College | Freeland, Pa. (Collegeville P. O.). | 1869 | 1870 | Ref. German | Rev. J. H. A. Bomberger, D. D | 3 | 52 | ..... | ..... | ..... | ..... |
| 276 | Pennsylvania College | Gettysburg, Pa | 1832 | 1832 | Ev. Luth | Rev. Milton Valentine, D. D | 2 | 46 | ..... | 44 | 2 | ..... |
| 277 | Thiel College | Greenville, Pa | 1870 | 1870 | Ev. Luth | Rev. H. W. Roth, A. M | 2 | 31 | 5 | 34 | ..... | ..... |
| 278 | Haverford College | Haverford College, Pa | 1832 | 1832 | Friends | Thomas Chase, LIT. D., LL. D | .... | ..... | ..... | ..... | ..... | ..... |
| 279 | Monongahela College | Jefferson, Pa | 1868 | 1868 | Baptist | Rev. H. K. Craig, D. D | .... | ..... | ..... | ..... | ..... | ..... |
| 280 | Franklin and Marshall College | Lancaster, Pa | 1853 | 1853 | Reformed | Rev. Thomas G. Apple, D. D | 3 | 51 | ..... | 35 | ..... | ..... |
| 281 | University at Lewisburg | Lewisburg, Pa | 1846 | 1847 | Baptist | Rev. David J. Hill, A. M | (f) | (f) | (f) | (f) | (f) | ..... |
| 282 | Lincoln University* | Lincoln University, Pa. (Chester County). | 1854 | 1853 | Non-sect | Rev. Isaac N. Rendall, D. D | 4 | 63 | ..... | ..... | ..... | ..... |
| 283 | St. Francis College | Loretto, Pa | 1858 | 1851 | R. C | Bro. Lawrence O'Donnell | 10 | 65 | ..... | 12 | ..... | ..... |
| 284 | Allegheny College | Meadville, Pa | 1817 | 1815 | M. E | Rev. Lucius H. Bugbee, D. D | 3 | 137 | 35 | 172 | ..... | ..... |
| 285 | Mercersburg College* | Mercersburg, Pa | 1865 | 1865 | Reformed | Rev. E. E. Higbee, D. D | 1 | 17 | ..... | 14 | 3 | ..... |
| 286 | Westminster College | New Wilmington, Pa | 1852 | 1852 | United Presb | Rev. E. T. Jeffers, D. D | 2 | 34 | 17 | 39 | 12 | ..... |
| 287 | La Salle College | Philadelphia, Pa | 1863 | 1863 | R. C | Brother Romuald | 12 | 180 | ..... | 75 | 38 | ..... |
| 288 | St. Joseph's College | Philadelphia, Pa | 1852 | 1852 | R. C | Rev. B. Villiger, S. J | 8 | 245 | 216 | 12 | ..... | ..... |
| 289 | University of Pennsylvania* | Philadelphia, Pa | 1755 | 1748 | Non-sect | William Pepper, A. M., M. D., LL. D | .... | ..... | ..... | ..... | ..... | ..... |
| 290 | Pittsburgh Catholic College | Pittsburgh, Pa | ..... | 1878 | R. C | Rev. P. W. Power | 3 | 50 | ..... | 10 | 40 | ..... |
| 291 | Western University of Pennsylvania. | Pittsburgh, Pa | 1819 | 1819 | Non-sect | Rev. Henry M. MacCracken, D. D., chancellor. | 4 | 150 | ..... | 43 | 107 | ..... |
| 292 | Lehigh University | South Bethlehem, Pa | 1866 | 1866 | Prot. Epis | Robert A. Lamberton, LL. D | 0 | 0 | 0 | 0 | 0 | 0 |
| 293 | Swarthmore College | Swarthmore, Pa | 1864 | 1869 | Friends | Edward H. Magill, A. M | 4 | 80 | 56 | 43 | 67 | ..... |
| 294 | Augustinian College of Villanova* | Villanova, Pa | 1848 | 1842 | R. C | Rev. Joseph A. Coleman, O. S. A | .... | ..... | ..... | ..... | ..... | ..... |
| 295 | Washington and Jefferson College | Washington, Pa | g1802 | g1802 | Presb | Rev. George P. Hays, D. D*h* | 2 | 36 | ..... | ..... | ..... | ..... |
| 296 | Brown University | Providence, R. I | 1764 | 1765 | Non-sect | Rev. E. G. Robinson, D. D., LL. D | .... | ..... | ..... | ..... | ..... | ..... |
| 297 | College of Charleston | Charleston, S. C | 1785 | 1789 | Non-sect | F. W. Capers, chairman of faculty | 0 | 0 | 0 | 0 | 0 | 0 |
| 298 | University of South Carolina*i* | Columbia, S. C | 1801 | 1805 | ..... | William Porcher Miles | .... | ..... | ..... | ..... | ..... | ..... |
| 299 | Erskine College | Due West, S. C | 1841 | 1839 | Asso. Ref. Pres | Rev. W. M. Grier, D. D | 1 | 23 | ..... | 21 | 2 | ..... |
| 300 | Furman University*j* | Greenville, S. C | 1850 | 1851 | Baptist | Rev. James C. Furman, D. D | 1 | 83 | ..... | ..... | ..... | ..... |
| 301 | Newberry College | Newberry, S. C | 1856 | 1858 | Ev. Luth | Rev. G. W. Holland, A. M | 1 | 25 | ..... | 12 | 13 | ..... |
| 302 | Claflin University and South Carolina Agricultural College and Mechanics' Institute. | Orangeburg, S. C | 1869<br>1872 | 1870<br>1874 | Meth. Epis | Rev. Edward Cooke, A. M., S. T. D | 4 | 86 | 54 | 14 | 4 | ..... |
| 303 | Wofford College | Spartanburg, S. C | 1851 | 1854 | M. E. So | James H. Carlisle, A. M., LL. D | .... | ..... | ..... | ..... | ..... | ..... |
| 304 | Adger College* | Walhalla, S. C | 1877 | 1877 | Presb | Rev. John R. Riley, chairman | 1 | 87 | ..... | ..... | ..... | ..... |
| 305 | East Tennessee Wesleyan University. | Athens, Tenn | 1867 | 1868 | Meth. Epis | Rev. John F. Spence, S. T. D | 2 | 100 | 40 | 40 | 100 | ..... |
| 306 | King College | Bristol, Tenn | 1868 | 1867 | Presb | Rev. J. D. Tadlock, D. D | 1 | 70 | ..... | 26 | ..... | ..... |
| 307 | Southwestern Presbyterian University.* | Clarksville, Tenn | 1875 | 1875 | Presb | Rev. J. N. Waddel, D. D., LL. D., chancellor. | .... | ..... | ..... | ..... | ..... | ..... |
| 308 | Hiwassee College | Hiwassee College, Tenn *k* | 1850 | 1849 | M. E. South | Rev. John H. Brunner, A. M., D. D | .... | ..... | ..... | ..... | ..... | ..... |

* From Report of Commissioner of Education for 1880.

*a* Preparing for literary course.

*b* Reported in 1880 as suspended; reorganized in the autumn of 1881.

*c* Suspended for a short time; figures are for 1880.

*d* Includes students preparing for other courses.

*e* These are in elementary studies.

*f* See report of University Academy (Table VII).

*g* Date of charter and organization of Jefferson College; Washington College was chartered and organized in 1806, and the two institutions were united in 1865.

*h* Since succeeded by Rev. James D Moffat, D. D.

*i* Suspended for several years; the South Carolina College of Agriculture and the Mechanic Arts was organized October, 1880, in the buildings of the university (see Table X, Part 1).

*j* Institution undergoing reorganization; figures are for 1880.

*k* The female department is at Sweetwater, seven miles from Hiwassee College.

TABLE IX.— *Statistics of universities and colleges for* 1881, *&c.*—Continued.

NOTE.— For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Location. | Date of charter. | Date of organization. | Religious denomination. | President. | Preparatory department. | | | | | Number of students unclassified. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Number of instructors. | Students. | | | | |
| | | | | | | | | Male. | Female. | Preparing for classical course. | Preparing for scientific course. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 309 | Southwestern Baptist University | Jackson, Tenn | 1874 | 1875 | Baptist | George W. Jarman, M. A., LL. D. | 1 | 38 | ..... | 20 | 18 | ..... |
| 310 | University of Tennessee; Tennessee Agricultural College. | Knoxville, Tenn | 1807<br>1869 | 1808<br>1869 | Non-sect | Rev. Thomas W. Humes, S. T. D | 3 | 92 | 0 | 8 | *a*84 | ..... |
| 311 | Cumberland University | Lebanon, Tenn | 1842 | 1842 | Cumb. Pres | Nathan Green, LL. D., chancellor | 2 | 100 | ..... | ..... | ..... | ..... |
| 312 | Bethel College | McKenzie, Tenn | 1850 | 1850 | Cumb. Pres | Rev. W. W. Hendrix, D. D | .... | .... | .... | .... | .... | ..... |
| 313 | Maryville College | Maryville, Tenn | 1842 | 1819 | Presb | Rev. P. Mason Bartlett, D. D | 5 | 100 | 54 | 52 | ..... | ..... |
| 314 | Christian Brothers' College | Memphis, Tenn | 1872 | 1871 | R. C | Brother Maurelian | 5 | 110 | ..... | 20 | 25 | ..... |
| 315 | Mosheim Insfitute | Mosheim, Tenn | 1870 | 1869 | Lutheran | Rev. J. C. Barb, A. M | .... | 20 | 15 | 2 | 10 | ..... |
| 316 | Carson College | Mossy Creek, Tenn | 1853 | 1850 | Baptist | Rev. N. B. Goforth, D. D | 2 | 108 | ..... | ..... | ..... | ..... |
| 317 | Central Tennessee College | Nashville, Tenn | 1866 | 1866 | Meth. Epis | Rev. John Braden, D. D | .... | 12 | 6 | 18 | ..... | ..... |
| 318 | Fisk University | Nashville, Tenn | 1867 | 1866 | Cong | Rev. E. M. Cravath, M. A | 3 | 39 | 14 | 53 | ..... | ..... |
| 319 | Vanderbilt University | Nashville, Tenn | 1873 | 1875 | M. E. South | Landon C. Garland, LL. D., chancellor. | 0 | 0 | 0 | 0 | 0 | 0 |
| 320 | University of the South | Sewanee, Tenn | 1858 | 1868 | Prot. Epis | Rev. Telfair Hodgson, D. D., vice-chancellor. | 5 | 66 | ..... | ..... | ..... | ..... |
| 321 | Burritt College | Spencer, Tenn | 1850 | 1850 | Christian | T. W. Brents | 2 | 50 | 30 | ..... | ..... | ..... |
| 322 | Greeneville and Tusculum College* | Tusculum, Tenn | 1794 | 1794 | Non-sect | Rev. W. S. Doak, D. D | .... | 51 | 7 | 58 | ..... | ..... |
| 323 | Winchester Normal | Winchester, Tenn | ..... | ..... | ..... | James W. Terrill | 2 | ..... | ..... | ..... | ..... | ..... |
| 324 | St. Mary's University | Galveston, Tex | 1856 | 1855 | R. C | Rev. A. M. Truchard | 4 | 100 | 0 | 12 | 20 | ..... |
| 325 | Southwestern University | Georgetown, Tex | 1875 | 1840 | M. E. South | Rev. Francis Asbury Mood, D. D., regent. | .... | 58 | ..... | 41 | 17 | ..... |
| 326 | Henderson Male and Female College | Henderson, Tex | 1870 | 1873 | Non-sect | Lyman Gould, A. M | *b*6 | *b*65 | *b*71 | ..... | ..... | ..... |
| 327 | Baylor University | Independence, Tex | 1845 | 1846 | Baptist | Rev. Wm. Carey Crane, D. D., LL. D | 1 | 35 | ..... | 12 | 23 | ..... |
| 328 | Mansfield Male and Female College | Mansfield, Tex | 1872 | 1869 | Non-sect | Rev. John Collier | .... | *b*186 | *b*154 | 109 | 121 | ..... |
| 329 | Austin College | Sherman, Tex | 1849 | 1850 | Presb | Rev. E. P. Palmer, D. D | .... | 48 | .... | 19 | ..... | ..... |
| 330 | Trinity University | Tehuacana, Tex | 1870 | 1869 | Cumb. Presb | Rev. W. E. Beeson, D. D | 2 | 104 | 93 | 9 | .... | ..... |
| 331 | Waco University *c* | Waco, Tex | 1861 | 1867 | Baptist | Rev. Rufus C. Burleson, D. D | 3 | 41 | 20 | ..... | ..... | 78 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 332 | Marvin College | Waxahachie, Tex | 1873 | 1872 | Non-sect | Rev. L. M. Lewis, D. D | 2 | 55 | 45 | 41 | 59 | |
| 333 | University of Vermont and State Agricultural College. | Burlington, Vt | 1791<br>1865 | 1880<br>1865 | Non-sect | Rev. Matthew Henry Buckham, D.D | 0 | 0 | 0 | 0 | 0 | 0 |
| 334 | Middlebury College | Middlebury, Vt | 1800 | 1800 | Cong | Rev. Cyrus Hamlin, D. D., LL. D | | | | | | |
| 335 | Randolph Macon College | Ashland, Va | 1830 | 1832 | M. E. South | Rev. William W. Bennett, D. D | 0 | 0 | 0 | 0 | 0 | 0 |
| 336 | Emory and Henry College | Emory, Va | 1839 | 1838 | M. E. South | Rev. David Sullins, M. A., D. D | 2 | 42 | | 18 | 10 | |
| 337 | Hampden Sidney College | Hampden Sidney College, Va | 1783 | 1776 | Presb | Rev. J. M. P. Atkinson, D. D | | | | | | |
| 338 | Washington and Lee University | Lexington, Va | 1782 | 1749 | Non-sect | Gen. G. W. C. Lee | | | | | | |
| 339 | Richmond College | Richmond, Va | 1840 | 1832 | Baptist | B. Puryear, LL. D., chairman of faculty. | 0 | 0 | 0 | 0 | 0 | 0 |
| 340 | Roanoke College | Salem, Va | 1853 | 1853 | Lutheran | Julius D. Dreher, A. M., PH. D | 2 | 31 | | | | |
| 341 | University of Virginia | University of Virginia, Va. | 1819 | 1825 | Non-sect | James F. Harrison, M. D., chairman of faculty. | | | | | | |
| 342 | College of William and Mary *d* | Williamsburg, Va | 1693 | 1694 | Prot. Epis | Benjamin S. Ewell, LL. D | 2 | | | | | |
| 343 | Bethany College | Bethany, W. Va | 1840 | 1841 | Christian | W. K. Pendleton, LL. D | 2 | | | | | |
| 344 | West Virginia College | Flemington, W. Va | 1868 | 1868 | F. W. B | Howard N. Ogden, A. B | 2 | 12 | 15 | | | |
| 345 | West Virginia University | Morgantown, W. Va | 1867 | 1867 | Non-sect | D. B. Purinton, A. M., acting president. | 3 | 97 | 0 | 40 | 37 | |
| 346 | Shepherd College* | Shepherdstown, W. Va | 1871 | 1871 | Non-sect | Joseph McMurran, A. M | | 3 | 7 | | | |
| 347 | Lawrence University | Appleton, Wis | 1847 | 1849 | Meth. Epis | Rev. E. D. Huntley, D. D., LL. D | | 67 | 55 | 9 | 43 | |
| 348 | Beloit College | Beloit, Wis | 1846 | 1847 | Presb. & Cong. | Rev. Aaron L. Chapin, D. D | 2 | 114 | | 77 | 37 | |
| 349 | Galesville University* | Galesville, Wis | 1854 | 1859 | Presb | J. W. McLaury, A. M | | 81 | 27 | | | |
| 350 | University of Wisconsin | Madison, Wis | 1848 | 1849 | Non-sect | Rev. John Bascom, D. D., LL. D | | | | | | |
| 351 | Milton College | Milton, Wis | 1867 | 1867 | 7th Day Bapt | Rev. T. R. Williams, D. D., acting | 2 | 54 | 33 | | | |
| 352 | Racine College | Racine, Wis | 1852 | 1852 | Prot. Epis | Rev. Stevens Parker, S. T. D., warden. | 9 | 109 | | 79 | 30 | |
| 353 | Ripon College | Ripon, Wis | 1851 | 1863 | Cong. & Presb. | Rev. Edward H. Merrell, A. M., D. D | 2 | 77 | 113 | | | |
| 354 | Northwestern University* | Watertown, Wis | 1864 | 1865 | Lutheran | Rev. Augustus F. Ernst | | 56 | | | | 64 |
| 355 | Georgetown College | Georgetown, D. C | 1815 | 1789 | R. C | Rev. James A. Doonan, S. J | 3 | 147 | | 147 | | |
| 356 | Columbian University* | Washington, D. C | 1821 | 1821 | Non-sect | James C Welling, LL. D | | 70 | | 23 | | |
| 357 | Gonzaga College* | Washington, D. C | 1858 | 1848 | R. C | Rev. Robert Fulton, S. J | 5 | 123 | | 113 | 10 | |
| 358 | Howard University | Washington, D. C | 1867 | 1867 | Non-sect | Rev. Wm. W. Patton, D. D | 1 | 19 | | 19 | | |
| 359 | National Deaf-Mute College | Washington, D. C | 1864 | 1864 | Non-sect | Edward M. Gallaudet, PH. D., LL. D | | | | | | |
| 360 | University of Deseret | Salt Lake City, Utah | 1850 | 1850 | Non-sect | John R. Park, M. D | 3 | 128 | 74 | | | |
| 361 | University of Washington Territory* | Seattle, Wash. Ter | 1861 | 1862 | Non-sect | A. J. Anderson, A. M | 5 | (83) | | | | |
| 362 | Holy Angels' College | Vancouver City, Wash. Ter. | 0 | 1866 | R. C | Rev. Peter Poaps | 2 | | | 80 | | 30 |

* From Report of the Commissioner of Education for 1880.
*a* Includes Latin science students.
*b* Total for all departments.
*c* These statistics are for the year 1880.
*d* College is for the present virtually suspended; figures are for 1880.
*e* Preparatory Greek class; preparatory department proper is discontinued.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Collegiate department. | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Corps of instruction. | | | | Whole number of students. | Students in classical course. | | | | | | | | Students in scientific course. | | | | | | | | Special or optional students. | No. of graduate students. | No. of fellowships. | No. of scholarships. | No. of years in collegiate course. | No. of weeks in scholastic year. |
| | | No. of faculty. | No. of resident professors and instructors. | No. of non-resident professors and lecturers. | No. of endowed professorships. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | | | | | | |
| | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| 1 | Southern University | 4 | 4 | ..... | ..... | 41 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... | ..... | 5 | 40 |
| 2 | Howard College | 4 | 4 | 0 | 0 | *a*130 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 0 | 0 | 4 | 40 |
| 3 | University of Alabama | 10 | 10 | ..... | ..... | 143 | *b*57 | ..... | *b*35 | ..... | *b*23 | ..... | *b*28 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 38 |
| 4 | Cane Hill College | 3 | ..... | ..... | ..... | 26 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 5 | Arkansas Industrial University | 11 | ..... | ..... | ..... | *c*120 | 19 | 3 | 7 | 1 | 12 | ..... | 6 | 2 | 2 | ..... | 3 | 1 | ..... | ..... | ..... | ..... | 64 | ..... | ..... | (*d*) | 4 | 40 |
| 6 | Judson University* | 6 | 5 | 1 | ..... | 17 | 3 | 4 | 2 | 1 | 3 | 2 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 36 |
| 7 | St. John's College of Arkansas* | 8 | 8 | 0 | 0 | 108 | 16 | 12 | 7 | 10 | 5 | 7 | 6 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 43 | 0 | 0 | 0 | 5 | 40 |
| 8 | College of St. Augustine | 6 | 6 | ..... | ..... | 48 | 4 | ..... | 6 | ..... | 10 | ..... | ..... | ..... | 10 | ..... | 4 | ..... | 13 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 9 | University of California* | 36 | 33 | 5 | 0 | *e*145 | (40) | | (30) | | (20) | | (7) | | (*e*) | (*e*) | (*e*) | (*e*) | (*e*) | (*e*) | (*e*) | (*e*) | 48 | ..... | 0 | 0 | 4 | 40 |
| 10 | Pierce Christian College | 5 | 8 | ..... | ..... | 22 | 5 | 0 | 2 | ..... | 1 | ..... | 0 | ..... | 3 | 4 | 2 | 1 | 2 | ..... | 0 | 1 | 1 | 0 | 0 | ..... | 4 | 32 |
| 11 | St. Vincent's College* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 |
| 12 | University of Southern California | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 13 | St. Ignatius College* | 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | St. Mary's College | 15 | 12 | 3 | 0 | 79 | 15 | ..... | 5 | ..... | 5 | ..... | 6 | ..... | 15 | ..... | 17 | ..... | 7 | ..... | 6 | ..... | ..... | 3 | 0 | 0 | 4 | 43 |
| 15 | Santa Clara College | 12 | 20 | 4 | 0 | 178 | 40 | 0 | 30 | 0 | 35 | 0 | 24 | 0 | ..... | ..... | ..... | ..... | 22 | 0 | 26 | 0 | 0 | 1 | 0 | 0 | 6 | 43 |
| 16 | University of the Pacific | 7 | 6 | 1 | ..... | 60 | 5 | 1 | 4 | 1 | 2 | 1 | 3 | 1 | ..... | ..... | 19 | 10 | 6 | 4 | 2 | 1 | ..... | ..... | ..... | ..... | 4 | 40 |
| 17 | Pacific Methodist College | 9 | 9 | ..... | ..... | 70 | *b*16 | *b*15 | *b*13 | ..... | *b*7 | *b*5 | *b*9 | *b*5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 18 | Hesperian College | 6 | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | 32 |
| 19 | University of Colorado | 6 | 6 | 0 | 0 | 42 | (*b*12) | | (*b*10) | | (*b*8) | | (*b*6) | | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | 0 | 0 | ..... | 4 | 39 |
| 20 | Colorado College | 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 35 |
| 21 | University of Denver | 9 | 6 | 3 | 0 | 3 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 4 | 40 |
| 22 | Trinity College | 12 | 8 | 4 | 3 | 101 | 24 | ..... | 22 | ..... | 33 | ..... | 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | ..... | ..... | *f*48 | 4 | 38 |
| 23 | Wesleyan University | 20 | 20 | 0 | 9 | 163 | *b*46 | *b*5 | *b*40 | *b*1 | *b*32 | *b*1 | *b*29 | *b*1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5 | 3 | 0 | ..... | 4 | 38 |
| 24 | Yale College | 30 | 30 | 0 | 9 | *e*695 | 153 | ..... | 164 | ..... | 164 | ..... | 120 | ..... | (*e*) | ..... | (*e*) | ..... | (*e*) | ..... | (*e*) | ..... | 50 | 44 | 3 | 13 | 4 | 37 |
| 25 | Delaware College | ..... | 6 | 2 | ..... | 54 | 4 | 7 | 4 | 2 | 0 | 0 | ..... | 2 | 15 | ..... | 7 | ..... | 4 | 0 | 7 | ..... | 1 | 1 | 0 | 30 | 4 | 39 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 26 | University of Georgia | 12 | 12 | | | 93 | | | | | | | | | | | | | | | | | 2 | | | 4 | 40 |
| 27 | Atlanta University* | *a*12 | | | | 26 | | | | | | | | | | | | | | | | | | | 1 | 4 | 36 |
| 28 | Clark University | *a*9 | | | | *a*125 | | | | | | | | | | | | | | | | | | | | | 36 |
| 29 | Mercer University | 6 | 6 | | | 96 | 9 | | 24 | | 34 | | 28 | | | | | | | | | | 1 | | | 4 | 36 |
| 30 | Pio Nono College | *a*7 | | | | *a*80 | | | | | | | | | | | | | | | | | | | | 4 | |
| 31 | Emory College | 8 | | | 4 | 134 | 34 | | 46 | | 33 | | 18 | | | | | | | | | | 3 | | 50 | 4 | 40 |
| 32 | Abingdon College | 6 | 6 | | | 2 | 1 | 1 | | | | | | | | | | | | | | | | | | 4 | 40 |
| 33 | Hedding College | 6 | 6 | | | 61 | *b*18 | *b*12 | *b*3 | *b*1 | *b*5 | *b*8 | *b*7 | *b*6 | | | | | | | | | 1 | | | | 36 |
| 34 | Illinois Wesleyan University | 6 | 7 | | | 85 | *b*43 | | *b*13 | | *b*15 | | *b*2 | | | | | | | | | 2 | *g*10 | | | 4 | 39 |
| 35 | St. Viateur's College | 16 | 16 | | | 79 | | | | | | | | | | | | | | | | | 6 | | | 6 | 40 |
| 36 | Blackburn University | 9 | 9 | | | 96 | 5 | | 3 | | 5 | | 4 | | 32 | | 23 | | 16 | | 8 | | | | | 4 | |
| 37 | Carthage College | 7 | | | | 66 | 6 | 10 | 13 | 4 | 5 | 6 | 4 | | 1 | | 2 | 1 | 2 | 1 | 7 | 2 | 2 | | | 4 | 35 |
| 38 | St. Ignatius College | 9 | 9 | 0 | 0 | 16 | 7 | 0 | 0 | 0 | 7 | 0 | 2 | 0 | | | | | | | | | 0 | 0 | 0 | 4 | 40 |
| 39 | University of Chicago | 11 | | | | 74 | 9 | | 11 | | 9 | | 13 | | *h*6 | | *h*2 | | *h*2 | | *h*5 | | 17 | | 60 | 4 | 38 |
| 40 | Eureka College *i* | *a*9 | | | | *a*231 | | | | | | | | | | | | | | | | | | | | 4 | 40 |
| 41 | Northwestern University | 11 | 11 | | 1 | 155 | 16 | 8 | 20 | 11 | 16 | 6 | 22 | 3 | 6 | 5 | 6 | 5 | 2 | 2 | 3 | 2 | 22 | | | 4 | 37 |
| 42 | Ewing College | 5 | 4 | 1 | | 22 | | | | | | | 1 | | | | | | | | | 1 | | | | 4 | 39 |
| 43 | Knox College* | 7 | 7 | 0 | 0 | 105 | 13 | | 14 | 4 | 8 | 2 | 8 | | 16 | 7 | 9 | 9 | 5 | 2 | 3 | 3 | 2 | 0 | 0 | 4 | 39 |
| 44 | Lombard University | 7 | 7 | 2 | 3 | 29 | | *j*1 | 1 | *j*4 | 2 | | 1 | 1 | 4 | 5 | 6 | 1 | 2 | | 1 | | | | | 4 | 40 |
| 45 | Irvington College | 4 | 3 | 1 | 0 | 3 | 2 | 1 | | | | | | | | | | | | | | | 0 | 0 | 0 | 4 | 38 |
| 46 | Illinois College | 8 | 7 | 1 | 3 | 74 | 5 | | 5 | | 4 | | 7 | | 21 | | 13 | | 11 | | 8 | | 0 | 0 | *k*10 | 4 | 38 |
| 47 | Lake Forest University | 9 | 8 | 1 | | 70 | 12 | 2 | 10 | 2 | 6 | 3 | 4 | 1 | 3 | 3 | 3 | | | 6 | | | 15 | | 8 | 4 | 37 |
| 48 | McKendree College | 6 | 6 | 0 | 0 | 108 | 3 | 2 | 6 | 0 | 3 | 2 | 5 | 0 | 13 | 13 | 10 | 5 | 5 | 4 | 9 | 8 | *l*20 | 0 | 0 | 35 | 4 | 39 |
| 49 | Lincoln University | 9 | | | | 81 | *j*25 | *j*15 | *j*13 | *j*8 | *j*6 | *j*2 | *j*7 | *j*5 | | | | | | | | | | | | 4 | |
| 50 | Monmouth College | 12 | | | | 170 | 20 | 9 | 9 | 2 | 19 | 3 | 12 | 4 | 5 | 21 | | | 7 | 10 | | 8 | 41 | | | 4 | 40 |
| 51 | Mt. Morris College | | | | | | | | | | | | | | | | | | | | | | | | | 4 | 40 |
| 52 | Northwestern College | 7 | 7 | | | 73 | 7 | 1 | | | 1 | | 1 | | 1 | 2 | 3 | 1 | 2 | 5 | 6 | 1 | 42 | | | 4 | 39 |
| 53 | Chaddock College | 16 | 16 | 0 | 0 | 77 | 6 | 13 | 5 | 1 | 1 | 1 | 2 | | 1 | 0 | 1 | 2 | 15 | | 2 | | 25 | 2 | 0 | 4 | 39 |
| 54 | Augustana College | 10 | 9 | 1 | 0 | 66 | 16 | | 14 | | 11 | | 9 | | 4 | | 1 | | | | | | 11 | 0 | 0 | 4 | 38 |
| 55 | St. Joseph's College | | 8 | | | 35 | 14 | | 7 | | 5 | | 5 | | 2 | | 1 | | 1 | | | | | | | 5 | 42 |
| 56 | Shurtleff College | 8 | 8 | | 3 | 49 | 12 | | 3 | 2 | 4 | 3 | 5 | 2 | 4 | | | 1 | 1 | 2 | | | 9 | 1 | 12 | 4 | 39 |
| 57 | Illinois Industrial University | (*d*) | | | | (*d*) | | | | | | | | | | | | | | | | | | | 0 | 4 | 36 |
| 58 | Westfield College | 5 | 5 | 0 | 0 | 30 | 1 | | | | 2 | 1 | 2 | | | | 3 | | 3 | 1 | 3 | 2 | 12 | | | 4 | 40 |
| 59 | Wheaton College | 10 | | | *k*4 | 30 | *j*6 | *j*5 | *j*3 | *j*2 | *j*5 | *j*2 | *j*4 | *j*3 | | | | | | | | | | | | 4 | 39 |
| 60 | The Indiana University | 13 | 12 | 1 | 0 | 189 | *b*59 | *b*11 | *b*39 | *b*15 | *b*29 | *b*7 | 21 | 3 | | | | | | | | | 2 | 2 | | 1 | 0 | 64 | 4 | 39 |
| 61 | Wabash College | 8 | 8 | | 2 | 79 | 18 | | 14 | | 10 | | 13 | | 7 | | 5 | | 5 | | 4 | | 3 | | | 4 | 37 |
| 62 | Concordia College* | *a*7 | *a*7 | | | *a*236 | | | | | | | | | | | | | | | | | | | | 6 | 41 |
| 63 | Fort Wayne College *m* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 64 | Franklin College | 8 | 8 | | | 37 | 6 | | 5 | 1 | 2 | | 4 | | 3 | 1 | | | | 1 | | | 14 | | | 4 | 37 |
| 65 | Indiana Asbury University | 13 | 13 | | | 212 | (*j*43) | | (*j*34) | | (*j*44) | | (*j*40) | | | | | | | | | | 51 | | | 4 | 40 |
| 66 | Hanover College | 7 | 6 | 1 | 5 | 60 | 14 | 1 | 13 | 1 | 3 | 0 | 11 | 0 | 5 | 2 | 1 | 0 | 3 | 0 | 4 | 0 | 2 | | | 4 | 39 |
| 67 | Hartsville University | 5 | 5 | | 3 | 36 | 0 | | 1 | | | | | | 11 | 6 | 3 | | 2 | | 1 | | 12 | | 25 | 4 | 39 |
| 68 | Butler University | 7 | 7 | 0 | 2 | 88 | 9 | 2 | 4 | 3 | 5 | | 7 | 1 | *h*5 | *h*7 | *h*4 | 4 | 1 | *h*2 | *h*3 | *h*2 | 24 | 5 | 0 | 0 | 4 | 40 |
| 69 | Union Christian College | 7 | 5 | 2 | | 33 | 2 | 1 | 1 | | | | 3 | | 3 | | | | 1 | | 3 | | 19 | | | 4 | 37 |
| 70 | Moore's Hill College | 5 | 1 | | | 64 | 1 | 3 | 3 | 1 | 1 | 2 | 1 | 6 | 13 | 16 | 2 | 3 | 2 | 5 | | 3 | | 2 | | 4 | 39 |

* From Report of the Commissioner of Education for 1880.
*a* Total for all departments.
*b* Under classical are included students in scientific course.
*c* Whole number of students in college classes proper.
*d* See Table X, Part 1.
*e* For students in scientific department, see Table X, Part 1.
*f* In 1879.
*g* There were also 25 non-resident students pursuing the non-resident course of study.
*h* Includes some students in philosophical course.
*i* These statistics are for the year 1880.
*j* Includes students in other collegiate courses.
*k* Includes one only partially endowed.
*l* These are graduates of the year 1881.
*m* Preparatory department only in operation.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Collegiate department. | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Corps of instruction. | | | | Whole number of students. | Students in classical course. | | | | | | | | Students in scientific course. | | | | | | | | Special or optional students. | No. of graduate students. | No. of fellowships. | No. of scholarships. | No. of years in collegiate course. | No. of weeks in scholastic year. |
| | | | | | | | Freshman. | | Sophomore. | | Junior. | | Senior. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | | | | | | |
| | | No. of faculty. | No. of resident professors and instructors. | No. of non-resident professors and lecturers. | No. of endowed professorships. | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| 71 | University Notre Dame du Lac | 24 | ..... | ..... | ..... | 144 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 34 | ..... | ..... | ..... | 4 | 41 |
| 72 | Earlham College | 10 | 10 | 0 | 0 | 48 | 3 | 6 | 2 | 2 | 0 | 3 | 1 | 2 | 3 | 6 | 2 | 2 | 1 | 0 | 1 | 0 | 14 | ..... | ..... | ..... | 4 | 39 |
| 73 | Ridgeville College | 5 | 4 | 1 | 1 | 51 | 6 | 3 | 5 | 2 | 5 | 2 | 3 | 0 | 12 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | ..... | 50 | 4 | 36 |
| 74 | St. Meinrad's College | 9 | ..... | ..... | ..... | 52 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5 | ..... |
| 75 | Amity College* | 4 | 4 | ..... | ..... | 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | 2 | 2 | 2 | ..... | ..... | ..... | ..... | 4 | 39 |
| 76 | Griswold College | 8 | 8 | 2 | 2 | 14 | ..... | ..... | 5 | ..... | 1 | ..... | 1 | ..... | 2 | ..... | ..... | ..... | 3 | ..... | ..... | ..... | 2 | ..... | ..... | 1 | 4 | 38 |
| 77 | Norwegian Luther College | 9 | 9 | 0 | 0 | 98 | 33 | ..... | 17 | ..... | 15 | ..... | 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | a15 | 0 | 0 | 0 | 4 | 43 |
| 78 | Drake University | b26 | ..... | ..... | ..... | b125 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 79 | University of Des Moines | 6 | 6 | 0 | ..... | 52 | 4 | 3 | 12 | 6 | 6 | 3 | 3 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13 | ..... | ..... | ..... | 4 | 39 |
| 80 | St. Joseph's College* | 6 | 6 | ..... | ..... | 117 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5 | 42 |
| 81 | Parsons College | 6 | 6 | 0 | 2 | 50 | 5 | 0 | 8 | 4 | 1 | 0 | 5 | 0 | 0 | 1 | 3 | 4 | 1 | 0 | 0 | 1 | 11 | 6 | 0 | 0 | 4 | 38 |
| 82 | Upper Iowa University | 7 | ..... | ..... | ..... | 33 | 5 | 1 | 3 | 1 | 4 | ..... | 5 | 3 | ..... | 5 | 1 | ..... | 2 | ..... | 1 | ..... | 2 | ..... | ..... | ..... | 4 | 37 |
| 83 | Iowa College | 12 | 12 | 0 | c4 | 160 | d22 | d19 | d11 | d25 | d11 | d12 | d17 | d14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 29 | 0 | 0 | 12 | 4 | 38½ |
| 84 | Simpson Centenary College | 8 | 8 | ..... | ..... | 62 | 6 | 1 | 5 | 5 | 2 | 3 | 0 | 2 | 4 | 19 | 1 | 2 | 4 | 2 | 2 | 0 | 4 | 0 | 0 | 0 | 4 | 37 |
| 85 | State University of Iowa | 16 | 16 | 0 | 0 | 242 | 39 | 10 | 24 | 9 | 27 | 11 | 21 | 11 | 25 | 7 | 12 | 5 | 7 | 0 | 7 | 1 | 26 | 0 | 0 | 0 | 4 | 38 |
| 86 | German College | 7 | 7 | ..... | ..... | 27 | e14 | e1 | e2 | e2 | e2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | ..... | ..... | ..... | 4 | 40 |
| 87 | Iowa Wesleyan University | 10 | 10 | 0 | 2 | 134 | 6 | 2 | 2 | 1 | 4 | ..... | 6 | 3 | 31 | 21 | 17 | 12 | 6 | 4 | 9 | 6 | 3 | 1 | ..... | ..... | 4 | 38 |
| 88 | Cornell College | 12 | 12 | 0 | 3 | 120 | 4 | 3 | 12 | 3 | 6 | 1 | 3 | 1 | 21 | 27 | 8 | 9 | 5 | 5 | 8 | 0 | ..... | 4 | 0 | 175 | 4 | 37 |
| 89 | Oskaloosa College | b5 | ..... | ..... | ..... | b190 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 90 | Penn College | 6 | 6 | 2 | 0 | 56 | e11 | e10 | e9 | e10 | e4 | e6 | e2 | e4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 4 | 38 |
| 91 | Central University of Iowa | 8 | 8 | ..... | 5 | 30 | 4 | 1 | 2 | 1 | 3 | 2 | 3 | 1 | 2 | 4 | 2 | 3 | ..... | 1 | ..... | ..... | 1 | ..... | ..... | ..... | 4 | 36 |
| 92 | Tabor College* | 8 | 8 | 0 | ..... | 92 | 5 | 0 | 4 | 2 | 1 | 2 | 2 | 0 | 14 | 26 | 5 | 8 | 2 | 3 | 1 | 0 | 17 | ..... | 0 | 0 | 4 | 38½ |
| 93 | St. Benedict's College | 14 | 14 | ..... | ..... | 54 | 5 | ..... | 14 | ..... | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 31 | ..... | ..... | 1 | 4 | 42 |
| 94 | Baker University | 8 | 8 | ..... | 0 | 28 | 3 | 1 | 1 | 2 | 3 | 1 | 1 | ..... | 2 | 2 | ..... | 6 | 1 | 2 | 3 | ..... | ..... | ..... | ..... | 0 | 4 | 38 |
| 95 | Highland University | 5 | 5 | ..... | ..... | 12 | 1 | 1 | ..... | ..... | 2 | 1 | 3 | 1 | 2 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 39 |
| 96 | University of Kansas | 17 | 17 | ..... | ..... | 156 | d28 | d19 | d10 | d4 | 7 | d4 | d5 | d9 | d12 | 10 | 9 | 3 | 4 | 1 | 5 | ..... | 25 | 1 | ..... | ..... | 4 | 40 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 97 | Lane University | 5 | | | | 14 | | | | | | | | | 3 | 2 | 3 | | 1 | 1 | 2 | 2 | | | | | 4 | 39 |
| 98 | Ottawa University | 4 | 4 | | | 2 | 2 | | | | | | | | | | | | | | | | | | | | 4 | 40 |
| 99 | St. Mary's College | 15 | 13 | 2 | 0 | 153 | 28 | | 20 | | 15 | | 2 | | 42 | | 28 | | 12 | | 6 | | | | | | 6 | 44 |
| 100 | Washburn College | 7 | 5 | 2 | | 12 | 4 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | | 0 | | | 4 | 36 |
| 101 | St. Joseph's College | 12 | 11 | 1 | | 69 | 14 | 0 | 8 | 0 | 7 | 0 | 4 | 0 | 7 | 0 | 10 | 0 | 7 | 0 | 8 | 0 | 2 | 2 | | | 5 | 40 |
| 102 | Berea College | 6 | 6 | 0 | 0 | 29 | *d*8 | *d*5 | *d*2 | *d*1 | | *d*6 | *d*4 | *d*1 | | | | | | | | | 2 | | | 73 | 4 | 36 |
| 103 | Cecilian College | | *b*7 | | | *b*50 | | | | | | | | | | | | | | | | | | | | | | 40 |
| 104 | Centre College | 6 | 6 | 0 | 1 | 100 | 21 | 0 | 28 | 1 | 15 | 0 | 17 | 0 | | | | | | | | | 18 | 0 | 0 | | 4 | 40 |
| 105 | Eminence College | *f*9 | | | | *bf*127 | | | | | | | | | | | | | | | | | | | | | | 40 |
| 106 | Kentucky Military Institute | 7 | 7 | 0 | 0 | 79 | | | | | | | | | | | *d*29 | | *d*22 | | *d*18 | | 10 | | 0 | 0 | (*g*) | 40 |
| 107 | Georgetown College | 7 | 7 | | | 140 | | | | | | | | | | | | | | | | | | | | | 4, 6 | 40 |
| 108 | South Kentucky College | | | | | | | | | | | | | | | | | | | | | | | | | | | 40 |
| 109 | Kentucky University | 9 | 9 | 0 | 1 | 80 | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | 5 | 40 |
| 110 | Kentucky Wesleyan College | 4 | 4 | 0 | 0 | 83 | | | | | | | | | | | | | | | | | | | | | 4 | 38 |
| 111 | Murray Male and Female Institute and West Kentucky Normal School.* | *b*7 | *b*7 | | | *b*185 | | | | | | | | | | | | | | | | | | | | | 3 | 40 |
| 112 | Concord College* | 4 | 3 | 1 | | 97 | 4 | 2 | | | | | | | 21 | 11 | 8 | 8 | 2 | 3 | | | 37 | 1 | | | 4 | |
| 113 | Central University | 8 | 8 | 1 | 1 | 85 | 20 | | 15 | | 10 | | 8 | | 8 | | 10 | | 3 | | 1 | | 10 | | | 30 | 4 | 40 |
| 114 | St. Mary's College | 10 | 8 | 2 | | 54 | | | | | | | | | | | | | | | | | | | | | 5 | 43 |
| 115 | Louisiana State University and Agricultural and Mechanical College. | 9 | 9 | 0 | 0 | 29 | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | 3, 4 | 39 |
| 116 | Jefferson College (St. Mary's) | 15 | 15 | | | | | | | | | | | | | | | | | | | | | | | | 6 | 40 |
| 117 | St. Charles College | 10 | 9 | 1 | 0 | 49 | 16 | | 17 | | 11 | | 5 | | | | | | | | | | | | | | 4, 6 | 44 |
| 118 | Centenary College of Louisiana | 6 | 4 | 2 | | 44 | *e*24 | | *e*10 | | *e*7 | | *e*3 | | | | | | | | | | | | | | 4 | 40 |
| 119 | College of the Immaculate Conception | 8 | | | | 14 | | | | | | | | | | | | | | | | | | | | | | 42 |
| 120 | Leland University* | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 121 | New Orleans University | 4 | | | | 9 | 3 | | 2 | | | | | | | | 1 | | | 3 | | | | | | | 4 | 34 |
| 122 | Straight University | 9 | 9 | | | 29 | 9 | 2 | 1 | 2 | 5 | 1 | 0 | 0 | 2 | 6 | 0 | 0 | 0 | 0 | 1 | 0 | | | | 0 | 4 | 33 |
| 123 | University of Louisiana* | 6 | 7 | | 0 | | | | | | | | | | | | | | | | | | | | | | 4 | |
| 124 | Bowdoin College | 14 | 14 | 0 | *h*6 | 146 | 49 | | 30 | | 36 | | 26 | | | | 1 | | 2 | | 2 | | | | | 40 | 4 | 38 |
| 125 | Bates College | 7 | 7 | 2 | 2 | 127 | 36 | 5 | 31 | 5 | 21 | 3 | 24 | 2 | | | | | | | | | | 0 | 0 | 21 | 4 | 38 |
| 126 | Colby University | 9 | 8 | 1 | 2 | 149 | 30 | 3 | 37 | 1 | 35 | 3 | 33 | 3 | 1 | 1 | 1 | 1 | | | | | | | | 69 | 4 | 38 |
| 127 | St. John's College* | 9 | 10 | | | 64 | 17 | | 13 | | 17 | | 8 | | 1 | | | | 1 | | | | 6 | 1 | 0 | 26 | 4 | 41 |
| 128 | Baltimore City College | 13 | | | | 543 | | | | | | | | | | | | | | | | | | | | 5 | | |
| 129 | Johns Hopkins University | 39 | 33 | 6 | | *i*176 | | | | | | | | | | | | | | | | | | 82 | 20 | 31 | | |
| 130 | Loyola College | 14 | | | | 70 | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | 4 | 44 |
| 131 | Washington College | 3 | 3 | | | 34 | *e*6 | | *e*12 | | *e*8 | | *e*6 | | | | | | | | | | 2 | | | 20 | 4 | 40 |
| 132 | Rock Hill College | 10 | 19 | | | 44 | 20 | | 12 | | 7 | | 5 | | | | | | | | | | | | | | 4 | |
| 133 | St. Charles's College | 15 | 13 | 0 | 0 | 107 | 34 | | 28 | | 20 | | 25 | | | | | | | | | | 0 | 0 | 0 | 4 | 4 | 42 |
| 134 | Mt. St. Mary's College | 12 | 15 | 5 | 0 | 132 | 37 | | 28 | | 19 | | 11 | | 12 | | 10 | | 9 | | 6 | | | | | 0 | 4 | 40 |
| 135 | Frederick College | 3 | 3 | 0 | 0 | 51 | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | (*g*) | 42 |
| 136 | New Windsor College | *b*11 | | | | *b*82 | | | | | | | | | | | | | | | | | | | | | 4 | 39 |
| 137 | Western Maryland College | 11 | 11 | 2 | 0 | 82 | 9 | 16 | 14 | | 14 | 9 | 4 | 9 | 3 | 1 | 2 | | | | 1 | | | 0 | 0 | 38 | 3, 4 | 40 |
| 138 | Amherst College | 21 | 21 | 0 | 8 | 339 | 82 | | 104 | | 69 | | 74 | | | | 3 | | | | 5 | | | 2 | 1 | 100 | 4 | 38 |
| 139 | Boston College | 10 | 16 | 1 | 0 | 115 | 35 | 0 | 30 | 0 | 26 | 0 | 24 | | | | | | | | | | 0 | 0 | 0 | 20 | 4 | 40 |
| 140 | Boston University (College of Liberal Arts). | 16 | 15 | 1 | | 107 | 7 | 8 | 12 | 11 | 11 | 9 | 19 | 5 | | 1 | | | 1 | | | | 4 | 19 | | 1 | 4 | 36 |

* From Report of the Commissioner of Education for 1880.
*a* These are normal students.
*b* Total for all departments.
*c* Also five partially endowed.
*d* Includes students in other collegiate courses.
*e* Under classical are included students in scientific course.
*f* These statistics are for the year 1880.
*g* Not prescribed.
*h* Three are only partially endowed.
*i* Total enrolment, including fellows.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Collegiate department. | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Corps of instruction. | | | | Whole number of students. | Students in classical course. | | | | | | | | Students in scientific course. | | | | | | | | Special or optional students. | No. of graduate students. | No. of fellowships. | No. of scholarships. | No. of years in collegiate course. | No. of weeks in scholastic year. |
| | | | | | | | Freshman. | | Sophomore. | | Junior. | | Senior. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | | | | | | |
| | | No. of faculty. | No. of resident professors and instructors. | No. of non-resident professors and lecturers. | No. of endowed professorships. | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| 141 | Harvard College | 55 | ..... | ..... | 13 | *ab*908 | 217 | .... | 217 | .... | 207 | .... | 182 | .... | (*b*) | .... | (*b*) | .... | (*b*) | .... | (*b*) | .... | *c*75 | 3 | 7 | 120 | 4 | 37 |
| 142 | Tufts College | 12 | 11 | 1 | 0 | 63 | 19 | .... | 15 | .... | 12 | .... | 10 | .... | 3 | .... | .... | .... | 3 | .... | .... | .... | 1 | 0 | 0 | 28 | 4 | 37 |
| 143 | Williams College | 12 | 11 | 1 | *d*1 | 253 | 88 | .... | 64 | .... | 56 | ... | 45 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 32 | 4 | 38 |
| 144 | College of the Holy Cross | 18 | ..... | ..... | ..... | 80 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | .... | .... |
| 145 | Adrian College | 9 | 8 | 1 | ..... | 53 | 15 | 4 | 12 | 3 | 10 | 2 | 5 | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | 39 |
| 146 | Albion College | 10 | 10 | ..... | 0 | 166 | 12 | 8 | 9 | 9 | 7 | 8 | 7 | 2 | 10 | 13 | 8 | 12 | 10 | 7 | 3 | 5 | 34 | 2 | 0 | 0 | 4 | 40 |
| 147 | University of Michigan* | 33 | 33 | ..... | ..... | 521 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 10 | .... | .... | .... | 3–4 | 40 |
| 148 | Battle Creek College | 14 | 14 | ..... | ..... | 14 | .... | .... | 2 | .... | .... | .... | .... | 1 | .... | .... | 5 | 2 | .... | 1 | 2 | 1 | .... | .... | .... | .... | 5 | 40 |
| 149 | Grand Traverse College* | 2 | ..... | ..... | ..... | 40 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 150 | Hillsdale College | 13 | 19 | ..... | 5 | 176 | 3 | .... | 3 | 2 | 3 | 1 | 3 | .... | 53 | 26 | 21 | 18 | 11 | 15 | 5 | 12 | .... | .... | .... | .... | 4 | 36 |
| 151 | Hope College | 5 | 6 | ..... | ..... | 35 | 4 | 2 | 9 | 0 | 8 | 2 | 8 | 0 | .... | 1 | .... | .... | .... | .... | .... | .... | 1 | .... | .... | 2 | 4 | 40 |
| 152 | Kalamazoo College | 6 | 6 | .... | 1 | 62 | 14 | 4 | 10 | 2 | 4 | .... | 3 | 1 | 2 | 2 | .... | .... | .... | .... | .... | 1 | 19 | .... | .... | 30 | 4 | 38 |
| 153 | Olivet College | 14 | 14 | 1 | ..... | 99 | 16 | ... | 6 | 1 | 9 | 2 | 4 | .... | 6 | *e*24 | 5 | *e*14 | 1 | *e*6 | .... | *e*5 | .... | 0 | 0 | ..... | 4 | 37 |
| 154 | Hamline University | 9 | 8 | 1 | 1 | 18 | 4 | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | 13 | .... | .... | ..... | 4 | 36 |
| 155 | Augsburg Seminary (Greek department). | 6 | 6 | 0 | ..... | 50 | 21 | .... | 9 | .... | 11 | ... | 9 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 35 |
| 156 | Macalester College*f* | ..... | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | .... | 36 |
| 157 | University of Minnesota | 18 | 16 | 2 | ..... | 277 | 21 | 3 | 13 | 3 | 6 | 2 | 10 | 2 | 28 | 16 | 20 | 17 | 10 | 8 | 10 | 7 | 100 | 1 | 0 | 0 | 4 | 38 |
| 158 | Carleton College | 11 | 11 | 0 | ..... | 63 | 7 | *e*3 | *e*7 | *e*2 | 10 | 2 | 9 | *e*4 | 3 | 1 | 8 | 1 | 1 | 0 | 1 | 2 | .... | 2 | 0 | 0 | 4 | 38 |
| 159 | Mississippi College | 6 | 6 | 0 | 0 | 105 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 0 | (*g*) | 40 |
| 160 | Shaw University | 4 | 4 | 0 | 0 | 23 | 6 | 1 | 3 | 0 | 1 | 0 | 4 | 1 | 1 | 3 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 36 |
| 161 | University of Mississippi | 11 | 11 | 0 | ..... | 192 | 29 | 0 | 23 | 0 | 13 | .... | 17 | .... | 27 | 0 | 10 | 0 | 9 | .... | 9 | .... | 52 | 3 | .... | ..... | 4 | 39 |
| 162 | Christian University | 10 | ..... | ..... | ..... | *h*149 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | .... | 37 |
| 163 | St. Vincent's College | 10 | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | 40 |
| 164 | University of the State of Missouri* | *h*36 | *h*28 | *h*8 | 0 | *h*555 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 6 | (*i*) | 0 | 6 | 36 |
| 165 | Grand River College*j* | ..... | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | .... | 3 | 36 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 166 | Central College | 6 | 6 | ..... | 3 | 102 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | ..... | 4 | 40 |
| 167 | Lewis College | 6 | ..... | ..... | ..... | 37 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 38 |
| 168 | Pritchett School Institute | 13 | 12 | 1 | 2 | 83 | 18 | 14 | 8 | 10 | 8 | 6 | 8 | 3 | .... | .... | .... | .... | .... | .... | .... | .... | 8 | .... | 1 | 4 | 4 | 40 |
| 169 | Lincoln College | 4 | 4 | 0 | 0 | 8 | 3 | 3 | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 0 | 4 | 38 |
| 170 | La Grange College* | *h*13 | ..... | ..... | ..... | *h*101 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | 4 | 34 |
| 171 | William Jewell College | 5 | 6 | ..... | ..... | 102 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | ..... | 4 | 40 |
| 172 | College of the Christian Brothers* | *h*38 | ..... | ..... | ..... | *h*250 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | .... |
| 173 | St. Louis University | 10 | 10 | ..... | 0 | 66 | 16 | .... | 10 | .... | 10 | .... | 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 23 | .... | ..... | 4 | 42 |
| 174 | Washington University* | *k*20 | *k*20 | *k*5 | ..... | *k*75 | *k*22 | *k*4 | *k*14 | *k*3 | *k*9 | *k*1 | *k*14 | .... | .... | .... | .... | .... | .... | .... | .... | .... | *k*8 | .... | .... | 30 | 4 | 40 |
| 175 | Drury College | 9 | 9 | 0 | 1 | 55 | 5 | 4 | 1 | 1 | 2 | 1 | 4 | 3 | 13 | 9 | 4 | 3 | 2 | 1 | 0 | 0 | 2 | .... | 0 | 11 | 4 | 40 |
| 176 | Stewartsville College | 4 | 4 | 0 | 0 | 48 | 5 | 3 | 2 | 1 | .... | .... | .... | .... | 10 | 8 | 8 | 8 | 2 | 1 | .... | .... | .... | 0 | 0 | 0 | 4 | 40 |
| 177 | Central Wesleyan College | 6 | 6 | ..... | 2 | 64 | 15 | .... | 11 | .... | 4 | .... | 1 | 1 | 7 | 1 | .... | 1 | 5 | .... | 1 | .... | 17 | .... | .... | 1 | 4 | 40 |
| 178 | Doane College | 8 | 7 | 1 | 2 | 16 | 1 | 1 | 1 | 2 | .... | .... | 2 | 1 | 1 | 1 | 1 | .... | 1 | 1 | 3 | .... | .... | .... | .... | 2 | 4 | 39 |
| 179 | Nebraska Wesleyan University | .... | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | .... |
| 180 | University of Nebraska | .... | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | .... |
| 181 | Nebraska College | .... | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | .... |
| 182 | Creighton University | 8 | 8 | ..... | ..... | 200 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 6 | 40 |
| 183 | State University of Nevada*l* | .... | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | .... |
| 184 | Dartmouth College* | 15 | 15 | 0 | *m*5 | *b*247 | 64 | .... | 76 | .... | 58 | .... | 49 | .... | (*b*) | .... | (*b*) | .... | (*b*) | .... | (*b*) | .... | .... | 0 | 0 | 100 | 4 | 38 |
| 185 | St. Benedict's College | *h*6 | ..... | ..... | ..... | *h*50 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 3 | 42 |
| 186 | Rutgers College | 16 | 16 | 0 | *n*4 | *o*89 | 16 | 0 | 22 | 0 | 23 | .... | 26 | .... | (*o*) | .... | (*o*) | .... | (*o*) | .... | (*o*) | .... | .... | 2 | 0 | 0 | 4 | 36 |
| 187 | College of New Jersey* | 25 | 37 | 0 | 11 | *b*428 | 89 | .... | 106 | .... | 90 | .... | 93 | .... | (*b*) | .... | (*b*) | .... | (*b*) | .... | (*b*) | .... | *b*11 | *b*39 | 8 | 63 | 4 | 38 |
| 188 | Seton Hall College* | *h*14 | ..... | ..... | ..... | *h*110 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | .... |
| 189 | St. Bonaventure's College | 12 | 16 | ..... | ..... | 100 | 16 | .... | 12 | .... | *p*20 | .... | *p*15 | .... | 18 | .... | 13 | .... | .... | .... | .... | .... | .... | 6 | .... | ..... | 6 | 40 |
| 190 | St. Stephen's College | 6 | 6 | 0 | 0 | 43 | 12 | .... | 14 | .... | 4 | .... | 9 | .... | 0 | .... | 0 | .... | 0 | .... | 0 | .... | 4 | 0 | 0 | 40 | 4 | 37 |
| 191 | Wells College | 14 | 12 | 2 | 0 | 27 | .... | 6 | .... | 4 | .... | 2 | .... | 6 | .... | 2 | .... | .... | .... | .... | .... | 1 | 6 | 0 | 0 | 0 | 4 | 40 |
| 192 | Brooklyn Collegiate and Polytechnic Institute. | 14 | 14 | 0 | 0 | *q*170 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 5 | 0 | 0 | 4 | 38 |
| 193 | St. John's College | 10 | 9 | 1 | 0 | 75 | *p*25 | .... | *p*18 | .... | *p*17 | .... | *p*15 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 | 4 | 42 |
| 194 | Canisius College | 14 | 12 | ..... | ..... | *h*178 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 16 | .... | ..... | 6 | 42 |
| 195 | St. Joseph's College* | 10 | 7 | ..... | ..... | 22 | 12 | .... | 8 | .... | .... | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 44 |
| 196 | St. Lawrence University | 12 | 10 | 2 | ..... | 64 | 1 | 2 | 0 | 0 | 4 | 2 | 1 | 2 | 17 | 6 | 3 | 1 | 4 | 2 | 3 | 6 | 10 | 0 | 0 | 56 | 4 | 39 |
| 197 | Hamilton College | 13 | ..... | ..... | ..... | 183 | 42 | .... | 64 | .... | 38 | .... | 34 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | 3 | 0 | 36 | 4 | 36 |
| 198 | Elmira Female College* | 12 | 10 | 2 | 1 | 72 | .... | 17 | .... | 13 | .... | 10 | .... | 7 | .... | 19 | .... | 4 | .... | 2 | .... | .... | .... | .... | .... | *r*1 | 4 | 40 |
| 199 | St. John's College | 24 | 24 | ..... | ..... | 65 | 20 | .... | 18 | .... | 16 | .... | 11 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 5, 7 | 42 |
| 200 | Hobart College | 9 | 10 | 2 | 4 | 62 | 12 | .... | 15 | .... | 14 | .... | 14 | .... | 2 | .... | .... | .... | 1 | .... | 4 | .... | 0 | .... | 0 | ..... | 4 | .... |
| 201 | Madison University | 10 | 10 | 0 | 2 | 96 | 26 | .... | 19 | .... | 22 | .... | 19 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 10 | .... | .... | 10 | 4 | 39 |
| 202 | Cornell University | 46 | 50 | 2 | 1 | *o*140 | 17 | 6 | 19 | 4 | 18 | 7 | 18 | 7 | (*o*) | (*o*) | (*o*) | (*o*) | (*o*) | (*o*) | (*o*) | (*o*) | 30 | 14 | 0 | 132 | 4 | 36 |
| 203 | Ingham University | 17 | ..... | ..... | ..... | 120 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 3, 4 | 40 |
| 204 | College of St. Francis Xavier | 19 | 13 | 6 | ..... | 152 | 45 | .... | 46 | .... | 24 | .... | 30 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 7 | .... | 17 | 4 | 42 |
| 205 | College of the City of New York | 14 | 18 | 0 | 0 | 515 | 138 | .... | 70 | .... | 58 | .... | 27 | .... | 106 | .... | 57 | .... | 35 | .... | 23 | .... | .... | 1 | 0 | 0 | 5 | 36 |
| 206 | Columbia College | 28 | 28 | 0 | 1 | 298 | 94 | 0 | 82 | 0 | 69 | 0 | 53 | 0 | (*s*) | .... | (*s*) | .... | (*s*) | .... | (*s*) | .... | 0 | .... | 6 | *t*19 | 4 | 36 |

* From Report of the Commissioner of Education for 1880.

*a* Includes holders of fellowships.

*b* For students in scientific department, see Table X, Part 2.

*c* Includes unmatriculated students and candidates for higher degrees.

*d* Also several partially endowed.

*e* Includes students in other collegiate courses.

*f* Suspended for several years; Baldwin School, the preparatory department, was reopened September, 1880.

*g* Not prescribed.

*h* Total for all departments.

*i* Fund of $30,000 to aid needy youth of Boone County.

*j* These statistics are for the year 1880.

*k* Includes report of O'Fallon Polytechnic Institute.

*l* Preparatory department only organized.

*m* Also 6 partially endowed.

*n* Three are only partially endowed.

*o* For students in scientific department, see Table X, Part 1.

*p* Under classical are included students in scientific course.

*q* Of these 63 are in classical, 43 in scientific, 47 in liberal, 12 in commercial, and 5 in graduate course.

*r* Also an "aid fund" of $25,000.

*s* For students in School of Mines, see Table X, Part 2.

*t* Seven only endowed; there are 30 free students not on scholarships.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Collegiate department. | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Corps of instruction. | | | | Whole number of students. | Students in classical course. | | | | | | | | Students in scientific course. | | | | | | | | Special or optional students. | No. of graduate students. | No. of fellowships. | No. of scholarships. | No. of years in collegiate course. | No. of weeks in scholastic year. |
| | | No. of faculty. | No. of resident professors and instructors. | No. of non-resident professors and lecturers. | No. of endowed professorships. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | | | | | | |
| | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| 207 | Manhattan College | 11 | 8 | 3 | 0 | 114 | 52 | .... | 33 | .... | 15 | .... | 14 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 4 | 43 |
| 208 | Rutgers Female College | 7 | 7 | 2 | 0 | 41 | .... | 5 | .... | 5 | .... | 5 | .... | 5 | .... | .... | .... | .... | .... | .... | .... | .... | 20 | 1 | .... | 0 | 4 | 38 |
| 209 | St. Louis College* | .... | .... | .... | .... | a73 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 210 | University of the City of New York* | 15 | .... | .... | .... | 110 | b34 | .... | b29 | .... | b29 | .... | b18 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3, 4 | .... |
| 211 | Vassar College | 9 | 28 | .... | .... | 215 | .... | 36 | .... | 37 | .... | 37 | .... | 36 | .... | .... | .... | .... | .... | .... | .... | .... | 66 | 3 | .... | .... | 4 | 40 |
| 212 | University of Rochester | 12 | 12 | .... | 4 | 162 | 32 | .... | 29 | .... | 29 | .... | 18 | .... | 8 | .... | 5 | .... | 1 | .... | 4 | .... | 36 | .... | 2 | 28 | 4 | 40 |
| 213 | Union College* | .... | 17 | 9 | 3 | 173 | 24 | .... | 21 | .... | 23 | .... | 24 | .... | 20 | .... | 13 | .... | 10 | .... | 13 | .... | 20 | 5 | 5 | .... | 4 | 40 |
| 214 | College and Seminary of Our Lady of Angels. | 16 | 15 | 0 | 0 | 71 | b15 | .... | b17 | .... | b19 | .... | b20 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 0 | 4 | 42 |
| 215 | Syracuse University | 8 | 7 | 1 | .... | 154 | 24 | .... | 19 | 1 | 26 | .... | 14 | 4 | c15 | c3 | c12 | c11 | c4 | c4 | c5 | c5 | 3 | 4 | 0 | 0 | 4 | 39 |
| 216 | University of North Carolina* | 11 | 16 | 1 | 0 | 171 | 29 | .... | 38 | .... | 29 | .... | 17 | .... | 4 | .... | 3 | .... | 5 | .... | 0 | .... | 46 | 0 | 0 | 101 | 4 | 40 |
| 217 | Biddle University* | 4 | .... | .... | 0 | 20 | 6 | .... | 4 | .... | 4 | .... | 3 | .... | 1 | .... | 1 | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 4 | 34 |
| 218 | Davidson College* | 6 | 6 | .... | .... | 109 | 36 | .... | 23 | .... | 23 | .... | 11 | .... | 5 | .... | .... | .... | 1 | .... | 1 | .... | 9 | .... | .... | .... | 4 | 40 |
| 219 | North Carolina College | 5 | 5 | .... | .... | 15 | 8 | .... | 5 | .... | 2 | .... | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | 40 |
| 220 | Shaw University | d9 | .... | .... | .... | 49 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | .... |
| 221 | Rutherford College | 10 | 6 | 4 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | (e) | 40 |
| 222 | Trinity College* | 5 | 5 | 0 | 0 | 87 | 28 | .... | 11 | .... | 7 | .... | 14 | .... | 8 | .... | 7 | .... | 2 | .... | 0 | .... | 10 | 0 | 0 | 0 | 4 | 42 |
| 223 | Wake Forest College | 8 | 8 | 0 | 0 | 131 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 10 | 3,4,5 | 40 |
| 224 | Weaverville College | 5 | 5 | 0 | 0 | 8 | 3 | .... | 4 | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 0 | 4 | 40 |
| 225 | Buchtel College | 7 | 7 | .... | 4 | 58 | c6 | c9 | 2 | 2 | 2 | 1 | 3 | 4 | 9 | 5 | 5 | .... | 1 | 1 | 4 | 4 | .... | .... | .... | 30 | 4 | 38 |
| 226 | Ashland College* | 6 | 6 | 0 | 0 | 47 | 2 | 2 | 0 | 1 | .... | .... | 2 | 0 | 6 | 3 | 3 | 3 | 1 | 2 | 2 | 0 | 20 | .... | .... | .... | 4 | 39 |
| 227 | Ohio University | 5 | 5 | .... | .... | 38 | 5 | .... | 2 | .... | 4 | .... | 2 | .... | 6 | .... | 3 | 3 | 4 | 2 | 5 | 2 | .... | .... | .... | .... | 4 | 38 |
| 228 | Baldwin University | 10 | 10 | .... | .... | 105 | 8 | 2 | 5 | 2 | 2 | 1 | 3 | 1 | 13 | 8 | 6 | 3 | 5 | 2 | 7 | 2 | 35 | .... | .... | .... | 4 | 38 |
| 229 | German Wallace College | 6 | 5 | 0 | 0 | 63 | 8 | 0 | 10 | 0 | 8 | 0 | 9 | 0 | 7 | 3 | 11 | 2 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | .... | 4 | 40 |
| 230 | Hebrew Union College* | 5 | 5 | .... | .... | 15 | 8 | .... | 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | 40 |
| 231 | St. Joseph's College | 3 | .... | .... | .... | 8 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 4 | 42 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 232 | St. Xavier College | 16 | 18 | ..... | ..... | 50 | 16 | ..... | 10 | ..... | 12 | ..... | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | ..... | 20 | 4 | 40 |
| 233 | University of Cincinnati | 14 | ..... | ..... | ..... | 115 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 54 | 6 | ..... | ..... | 4 | ..... |
| 234 | Farmers' College | 8 | 8 | ..... | 1 | 31 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 1 | 1 | 3 | 1 | 4 | 2 | 2 | 1 | 3 | 12 | ..... | ..... | ..... | 4 | 40 |
| 235 | Capital University | 6 | 6 | ..... | ..... | 28 | 10 | ..... | 8 | ..... | 5 | ..... | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 236 | Ohio State University* | (*f*) | ..... | ..... | ..... | (*f*) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 37 |
| 237 | Ohio Wesleyan University | 20 | 19 | 1 | 6 | 272 | 34 | 3 | 38 | 5 | 15 | 0 | 20 | 2 | 27 | *c*38 | 11 | *c*35 | 9 | *c*20 | 3 | *c*12 | ..... | ..... | ..... | 0 | 4 | 37 |
| 238 | Kenyon College* | ..... | 8 | 2 | ..... | 66 | 23 | ..... | 18 | ..... | 9 | ..... | 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | ..... | ..... | ..... | ..... | 4 | 38 |
| 239 | Denison University | 11 | 11 | ..... | 4 | 61 | 13 | ..... | 16 | ..... | 3 | ..... | 7 | ..... | 4 | ..... | 2 | ..... | 1 | ..... | 2 | ..... | 13 | ..... | ..... | 5 | 4 | 39 |
| 240 | Hiram College | 9 | 9 | ..... | 1 | 200 | 1 | 2 | ..... | ..... | ..... | ..... | 1 | 1 | *c*11 | ***c*7** | *c*10 | *c*3 | *c*3 | *c*5 | *c*6 | *c*1 | 149 | ..... | 0 | ..... | 4 | 39 |
| 241 | Western Reserve College *g* | 11 | ..... | ..... | ..... | 70 | 33 | 1 | 23 | ..... | 9 | ..... | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 4 | 39 |
| 242 | Ohio Central College | 4 | 4 | 0 | 0 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 4 | 40 |
| 243 | Marietta College | 9 | 6 | ..... | ..... | 78 | 21 | ..... | 16 | ..... | 13 | ..... | 19 | ..... | 3 | ..... | 3 | ..... | 2 | ..... | 1 | ..... | ..... | 0 | 0 | 35 | 4 | 38 |
| 244 | Mt. Union College | *d*17 | ..... | ..... | ..... | 221 | *b*83 | *b*35 | *b*42 | *b*6 | *b*19 | *b*4 | *b*30 | *b*2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 37 |
| 245 | Franklin College | 6 | 5 | 1 | 0 | 51 | 18 | 2 | 5 | 0 | 5 | 2 | 3 | 0 | 0 | 5 | 0 | 0 | 0 | 8 | 1 | 2 | ..... | ..... | ..... | 0 | 4 | 40 |
| 246 | Muskingum College | 8 | 8 | ..... | ..... | 69 | 2 | ..... | 13 | 16 | 4 | 6 | 4 | ..... | ..... | ..... | ..... | ..... | 6 | 7 | 7 | 4 | ..... | ..... | ..... | ..... | 6 | 40 |
| 247 | Oberlin College | 14 | 13 | 1 | 2 | 390 | 50 | 15 | 39 | 15 | 31 | 6 | 25 | 11 | ..... | *h*47 | ..... | *h*44 | *h*1 | *h*26 | *h*1 | *h*17 | 62 | ..... | ..... | ..... | 4 | 38 |
| 248 | Richmond College *i* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 249 | Rio Grande College | 5 | 5 | 2 | ..... | 10 | 1 | ..... | 4 | ..... | 2 | ..... | ..... | ..... | 2 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 250 | Scio College | 8 | 8 | 0 | 0 | 44 | 11 | 3 | 8 | 1 | 10 | 4 | 5 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | ..... |
| 251 | Miami Valley College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 252 | Wittenberg College | 8 | ..... | ..... | 2 | 87 | 20 | 6 | 22 | ..... | 14 | 1 | 6 | ..... | ..... | ..... | ..... | ..... | 1 | ..... | 1 | ..... | 16 | ..... | ..... | ..... | 4 | 40 |
| 253 | Heidelberg College | 6 | 6 | ..... | ..... | 67 | 11 | ..... | *b*24 | *b*4 | 4 | ..... | 5 | ..... | ..... | ..... | ..... | ..... | 8 | 6 | 2 | 3 | ..... | ..... | ..... | (*j*) | 4 | 39 |
| 254 | Urbana University | 5 | 5 | ..... | ..... | 6 | 2 | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 1 | ..... | 1 | ..... | ..... | ..... | 4 | 39 |
| 255 | Otterbein University | 6 | 6 | 0 | 5 | 76 | 7 | 0 | 6 | 2 | 4 | 1 | 3 | 1 | 10 | 13 | 6 | 7 | 9 | 2 | 2 | 3 | ..... | ..... | ..... | ..... | 4 | 39 |
| 256 | Wilberforce University | 8 | ..... | ..... | ..... | 35 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 42 |
| 257 | Willoughby College | 4 | 4 | ..... | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 39 |
| 258 | Wilmington College | 5 | ..... | ..... | ..... | 29 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 39 |
| 259 | University of Wooster | 15 | 14 | 1 | 4 | 200 | 30 | 12 | 40 | 5 | 36 | 4 | 18 | 9 | 2 | ..... | ..... | ..... | ..... | ..... | 2 | 1 | 38 | 3 | ..... | ..... | 4 | 36 |
| 260 | Antioch College *k* | 5 | ..... | ..... | 6 | 19 | 5 | 1 | 2 | 1 | 1 | 1 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 8 | 0 | 0 | 0 | 4 | 38 |
| 261 | Corvallis College | 4 | 4 | ..... | ..... | 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 60 | 6 | 40 |
| 262 | University of Oregon* | 5 | 5 | ..... | ..... | 114 | *b*35 | *b*20 | *b*11 | *b*12 | *b*13 | *b*3 | *b*15 | *b*5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 | ..... | ..... | 113 | 4 | 40 |
| 263 | Pacific University and Tualatin Academy.* | 4 | 4 | ..... | 1 | 16 | 1 | 1 | 2 | ..... | 3 | ..... | 1 | ..... | 2 | *c*3 | 1 | ..... | 1 | ..... | ..... | ..... | 1 | 0 | 0 | 0 | 3, 4 | 39 |
| 264 | Blue Mountain University* | ..... | ..... | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 4 | 36 |
| 265 | McMinnville College | 3 | 1 | ..... | 1 | 94 | 6 | 5 | 2 | ..... | 3 | ..... | 10 | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 64 | ..... | ..... | 25 | 5 | 40 |
| 266 | Christian College | 2 | 6 | 1 | 1 | 80 | 20 | 17 | 15 | 12 | 7 | 5 | 2 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 | 20 | 4 | 40 |
| 267 | Philomath College | 5 | 5 | 0 | 2 | 84 | 6 | 20 | 4 | 4 | 3 | 5 | 1 | 0 | 12 | 14 | 8 | 3 | 1 | 2 | 1 | 0 | ..... | ..... | ..... | ..... | 4 | ..... |
| 268 | Willamette University* | 7 | 9 | ..... | ..... | 20 | 4 | 5 | 3 | 2 | ..... | 1 | 1 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 1 | ..... | 18 | 4 | 40 |
| 269 | Muhlenberg College | *d*6 | 6 | ..... | 3 | 68 | *b*18 | ..... | *b*19 | ..... | *b*17 | ..... | *b*14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 32 | 4 | 40 |
| 270 | Lebanon Valley College | 7 | 7 | ..... | ..... | 70 | 9 | ..... | 6 | ..... | 3 | 1 | 4 | 1 | 6 | 1 | 2 | 3 | 3 | 1 | 6 | 4 | 16 | 4 | ..... | ..... | 4 | 40 |
| 271 | St. Vincent's College* | *d*33 | ..... | ..... | ..... | 130 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3, 5 | ..... |
| 272 | Dickinson College | 8 | 8 | 0 | ..... | 83 | 20 | 0 | 21 | 0 | 20 | 0 | 10 | 0 | 6 | 0 | 0 | 0 | 5 | 0 | 1 | 0 | 0 | 0 | 0 | (*l*) | 4 | 39 |
| 273 | Pennsylvania Military Academy | 12 | 11 | 1 | 0 | 114 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 70 | ..... | 27 | ..... | 8 | ..... | 9 | ..... | ..... | 0 | 0 | 0 | 4 | 37 |

* From Report of the Commissioner of Education for 1880.

*a* Students from 1878 to 1880.

*b* Under classical are included students in scientific course.

*c* Includes students in other collegiate courses.

*d* Total for all departments.

*e* Not prescribed.

*f* See Table X, Part 1.

*g* These statistics are for the year ending June, 1881; since that time steps have been taken towards the removal of Western Reserve College to Cleveland, Ohio, name to be changed to Adelbert College of Western Reserve University.

*h* These are in literary course.

*i* Reported in 1880 as suspended; reorganized in the autumn of 1881.

*j* There are about 1,000 scholarships owned by members of the Reformed Church, which can be had by students of Heidelberg at $40 for three years, or $50 for four years.

*k* Suspended for a short time; figures are for 1880.

*l* All students on scholarships.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Collegiate department. | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Corps of instruction. | | | | Whole number of students. | Students in classical course. | | | | | | | | Students in scientific course. | | | | | | | | Special or optional students. | No. of graduate students. | No. of fellowships. | No. of scholarships. | No. of years in collegiate course. | No. of weeks in scholastic year. |
| | | | | | | | Freshman. | | Sophomore. | | Junior. | | Senior. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | | | | | | |
| | | No. of faculty. | No. of resident professors and instructors. | No. of non-resident professors and instructors. | No. of endowed professorships. | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| 274 | Lafayette College | 23 | 20 | 3 | 4 | *a*168 | 50 | .... | 37 | .... | 35 | .... | 45 | .... | (*a*) | .... | (*a*) | .... | (*a*) | .... | (*a*) | .... | .... | 1 | 0 | 0 | 4 | 39 |
| 275 | Ursinus College | 7 | ..... | ..... | ..... | 21 | *b*10 | .... | *b*4 | .... | *b*5 | .... | *b*2 | .... | ..... | .... | ..... | .... | ..... | .... | ..... | .... | ..... | ..... | .... | ..... | 4 | 38 |
| 276 | Pennsylvania College | 7 | 7 | 0 | 5 | 107 | 28 | .... | 34 | .... | 26 | .... | 16 | .... | ..... | .... | ..... | .... | ..... | .... | ..... | .... | 2 | 1 | .... | ..... | 4 | 39 |
| 277 | Thiel College | 4 | 6 | ..... | ..... | 45 | 12 | 2 | 11 | 5 | 9 | .... | 2 | 4 | ..... | .... | ..... | .... | ..... | .... | ..... | .... | ..... | ..... | .... | 8 | 4 | 39 |
| 278 | Haverford College | 10 | 9 | 1 | ..... | 78 | 9 | .... | 15 | .... | 8 | .... | 12 | .... | 7 | .... | 12 | .... | 8 | .... | 5 | .... | ..... | 2 | .... | 5 | 4 | 38 |
| 279 | Monongahela College | ..... | ..... | ..... | ..... | 21 | 2 | 3 | 5 | .... | 1 | 2 | 1 | .... | 4 | 0 | 0 | .... | 3 | 0 | 0 | .... | ..... | ..... | ..... | ..... | 6 | 39 |
| 280 | Franklin and Marshall College | 8 | 8 | ..... | 1 | 97 | 19 | .... | 30 | .... | 29 | .... | 19 | .... | ..... | .... | ..... | .... | ..... | .... | ..... | .... | ..... | ..... | ..... | 110 | 4 | 39 |
| 281 | University at Lewisburg | 7 | ..... | ..... | 2 | 63 | *b*22 | .... | *b*23 | .... | *b*7 | .... | *b*5 | .... | ..... | .... | ..... | .... | ..... | .... | ..... | .... | 6 | ..... | ..... | ..... | 4 | 40 |
| 282 | Lincoln University* | .... | 6 | 3 | ..... | 98 | 41 | .... | 25 | .... | 20 | .... | 12 | .... | ..... | .... | ..... | .... | ..... | .... | ..... | .... | ..... | ..... | ..... | 10 | 4 | 38 |
| 283 | St. Francis College | 20 | 10 | ..... | ..... | 65 | 14 | .... | 18 | .... | 15 | .... | 18 | .... | ..... | .... | ..... | .... | ..... | .... | ..... | .... | ..... | ..... | ..... | ..... | 5 | 42 |
| 284 | Allegheny College | 8 | 8 | ..... | 5 | 108 | *c*32 | *c*8 | *c*26 | *c*3 | *c*10 | *c*3 | *c*22 | *c*4 | ..... | .... | ..... | .... | ..... | .... | ..... | .... | ..... | ..... | ..... | ..... | 4 | 36 |
| 285 | Mercersburg College* | 6 | 6 | ..... | ..... | 11 | 4 | .... | 3 | .... | 3 | .... | 1 | .... | ..... | .... | ..... | .... | ..... | .... | ..... | .... | ..... | ..... | ..... | ..... | 4 | 40 |
| 286 | Westminster College | 8 | 8 | 0 | 0 | 112 | 24 | .... | 18 | .... | 24 | 1 | 16 | 1 | 3 | 7 | ..... | ..... | 1 | 3 | ..... | 2 | 12 | ..... | ..... | ..... | 4 | 38 |
| 287 | La Salle College | 14 | 12 | 2 | ..... | 67 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 44 |
| 288 | St. Joseph's College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 | 7 | 42 |
| 289 | University of Pennsylvania* | 16 | 16 | 0 | 2 | *a*139 | 43 | .... | 31 | .... | 29 | .... | 24 | .... | (*a*) | .... | (*a*) | .... | (*a*) | .... | (*a*) | .... | *a*12 | .... | 0 | 50 | 4 | 35 |
| 290 | Pittsburgh Catholic College | .... | 8 | 2 | ..... | 113 | 15 | .... | 5 | .... | 4 | .... | 10 | .... | 25 | .... | 26 | .... | 28 | .... | ..... | .... | ..... | ..... | ..... | 0 | 6 | 38 |
| 291 | Western University of Pennsylvania | 10 | 10 | 0 | 2 | 75 | 7 | .... | 3 | .... | 7 | .... | 4 | .... | 13 | .... | 8 | .... | 5 | .... | 4 | .... | *d*42 | 1 | .... | ..... | 4 | 40 |
| 292 | Lehigh University | 13 | 16 | 1 | ..... | 112 | 3 | .... | 6 | .... | ..... | ..... | 2 | .... | *e*41 | .... | *e*35 | .... | *e*8 | .... | *e*5 | .... | 7 | 5 | .... | 1 | 4 | 40 |
| 293 | Swarthmore College | 15 | 11 | 4 | 0 | 131 | *c*5 | *c*19 | *c*9 | *c*11 | 8 | *c*11 | *c*5 | *c*5 | 13 | 0 | 14 | 0 | 4 | 0 | 4 | 0 | 21 | 2 | 0 | ..... | 4 | 40 |
| 294 | Augustinian College of Villanova* | 11 | 9 | 2 | ..... | 122 | 18 | .... | 20 | .... | 25 | .... | 15 | .... | 7 | .... | 10 | .... | 10 | .... | 5 | .... | ..... | 12 | .... | ..... | 4 | ..... |
| 295 | Washington and Jefferson College | 8 | 10 | ..... | 3 | 149 | *b*35 | .... | *b*34 | .... | *b*42 | .... | *b*24 | .... | ..... | .... | ..... | .... | ..... | .... | ..... | .... | 14 | ..... | ..... | ..... | 4 | 38 |
| 296 | Brown University | 18 | 16 | 2 | *e*4 | 251 | *c*74 | .... | *c*69 | .... | *c*54 | .... | *c*54 | .... | ..... | .... | ..... | .... | ..... | .... | ..... | .... | ..... | ..... | ..... | 73 | 4 | 40 |
| 297 | College of Charleston | 9 | 4 | 3 | ..... | 27 | *b*7 | .... | *b*2 | .... | *b*7 | .... | *b*9 | .... | ..... | .... | ..... | .... | ..... | .... | ..... | .... | 2 | ..... | ..... | ..... | 4 | 40 |
| 298 | University of South Carolina*f* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 299 | Erskine College | 6 | 6 | ..... | ..... | 50 | 11 | .... | 16 | .... | 9 | .... | 12 | .... | ..... | .... | ..... | .... | 1 | .... | ..... | .... | 1 | ..... | ..... | ..... | 4 | ..... |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 300 | Furman University *g* | 4 | | | | | | | | | | | | | | | | | | | | | | | | | 4–5 | | 40 |
| 301 | Newberry College | 5 | 5 | | | 44 | 11 | | 14 | | 5 | | 3 | | 8 | | 2 | | | | 1 | | | 0 | 0 | | 4 | | 40 |
| 302 | Claflin University and South Carolina Agricultural College and Mechanics' Institute. | 6 | 6 | | | 20 | 8 | 0 | 8 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | 4 | | 33 |
| 303 | Wofford College | 7 | 7 | | | *h*131 | | | | | | | | | | | | | | | | | | | | | 4 | | 34 |
| 304 | Adger College* | 5 | 5 | 0 | 0 | 32 | 4 | | 7 | | 8 | | 2 | | | | | | | | | | 11 | | | | 4 | | 40 |
| 305 | East Tennessee Wesleyan University | 7 | 5 | 2 | | 127 | 25 | 10 | 10 | 4 | 6 | 1 | 7 | 1 | 30 | 10 | 6 | 2 | 4 | 2 | 6 | 2 | | 1 | | | 4 | | 40 |
| 306 | King College | 5 | 5 | 0 | *e*2 | 44 | *b*12 | | *b*5 | | *b*6 | | *b*4 | | | | | | | | | | 17 | | | 0 | 4 | | 40 |
| 307 | Southwestern Presbyterian University* | 6 | 6 | 0 | 0 | 77 | | | | | | | | | | | | | | | | | | 0 | 0 | 12 | (*i*) | | 40 |
| 308 | Hiwassee College | 8 | 7 | 1 | 0 | 196 | | | | | | | | | | | | | | | | | | | | 0 | 4 | | 40 |
| 309 | Southwestern Baptist University | 6 | 6 | | | 96 | | | | | | | | | | | | | | | | | | 6 | 0 | 0 | (*i*) | | 40 |
| 310 | University of Tennessee; Tennessee Agricultural College. | 9 | 11 | 0 | 0 | 141 | | | | | | | | | | | | | | | | | | 0 | 0 | 275 | 4 | | 40 |
| 311 | Cumberland University | 5 | 5 | | 1 | 58 | *b*29 | | *b*13 | | *b*5 | | *b*11 | | | | | | | | | | | | | | 4 | | 40 |
| 312 | Bethel College | 5 | 5 | | | 141 | | | | | | | | | | | | | | | | | | | | | 4 | | 40 |
| 313 | Maryville College | 5 | 6 | | | 32 | 4 | 0 | 3 | 1 | 6 | 0 | 6 | 0 | | | | | | | | | *j*12 | | | | 4 | | 40 |
| 314 | Christian Brothers' College | 12 | 12 | 0 | 0 | 70 | 25 | | 24 | | 15 | | 6 | | | | | | | | | | | | | | 5 | | 40 |
| 315 | Mosheim Institute | 4 | 3 | | | 35 | 5 | | 2 | | 1 | 1 | 1 | | 5 | 4 | 5 | | | | 1 | | 10 | | | | 4 | | 40 |
| 316 | Carson College | 4 | | | | 49 | 20 | | 4 | | 16 | | 9 | | | | | | | | | | | | | | 4 | | 40 |
| 317 | Central Tennessee College | 5 | 5 | 0 | 0 | 11 | 1 | 2 | | | | | 3 | 1 | | | | | | | 2 | | 2 | 0 | 0 | 0 | 4 | | 36 |
| 318 | Fisk University | 7 | 6 | 1 | 0 | 21 | 4 | 2 | 7 | 1 | 1 | 0 | 6 | 0 | | | | | | | | | 0 | | 0 | | 4 | | 36 |
| 319 | Vanderbilt University | | 17 | | | 240 | | | | | | | | | | | | | | | | | | 11 | 4 | 10 | 4–6 | | 39 |
| 320 | University of the South | 18 | 17 | 1 | | 103 | 24 | | | | | | 25 | | 41 | | | | | | 11 | | 2 | | | 20 | 4 | | 40 |
| 321 | Burritt College | 9 | 9 | | | 104 | | | | | | | | | | | | | | | | | | 4 | | | 4 | | 40 |
| 322 | Greeneville and Tusculum College* | 6 | 6 | | | 48 | 23 | 1 | 13 | 1 | 7 | 1 | 2 | | | | | | | | | | | | | | 4 | | 32 |
| 323 | Winchester Normal | 7 | | | | *h*283 | | | | | | | | | | | | | | | | | | | | | 4 | | 40 |
| 324 | St. Mary's University | 14 | 10 | 4 | 0 | | | | | | | | | | | | | | | | | | | | | | 4 | | 40 |
| 325 | Southwestern University | 8 | 8 | | | 111 | 41 | | 28 | | 15 | | 7 | | 11 | | 7 | | 2 | | | | | | | | 4 | | 40 |
| 326 | Henderson Male and Female College | | | | | | | | | | | | | | | | | | | | | | | | | | 4 | | 40 |
| 327 | Baylor University | 6 | | 6 | *e*2 | 97 | 48 | | 30 | | 12 | | 6 | | | | | | | | | | | 1 | 0 | 0 | 3–5 | | 40 |
| 328 | Mansfield Male and Female College | 8 | 8 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | 4 | | 40 |
| 329 | Austin College | 4 | | | | 18 | 11 | | 4 | | 3 | | | | | | | | | | | | | | | | 4 | | 40 |
| 330 | Trinity University | 5 | 5 | | | 62 | 24 | 12 | 11 | 5 | 7 | 1 | 1 | 1 | | | | | | | | | 0 | 0 | 0 | 20 | 4 | | 40 |
| 331 | Waco University *k* | 4 | | | | 129 | 44 | 22 | 19 | 16 | 5 | 12 | 8 | 3 | | | | | | | | | | | | | 4 | | 40 |
| 332 | Marvin College | 9 | 7 | 2 | 0 | 123 | 12 | 15 | 8 | 12 | 4 | 11 | 2 | 6 | 8 | 5 | 11 | 9 | 8 | 4 | 5 | 3 | 0 | 0 | 0 | 0 | 4 | | 40 |
| 333 | University of Vermont and State Agricultural College. | 10 | | | | *l*54 | 12 | 3 | 13 | 1 | 12 | 0 | 8 | 3 | (*l*) | (*l*) | (*l*) | (*l*) | (*l*) | (*l*) | (*l*) | (*l*) | 2 | | | 18 | 4 | | 38 |
| 334 | Middlebury College | *8 | *8 | | | *39 | *10 | | *8 | | *13 | | *8 | | | | | | | | | | | | | 15 | 4 | | 38 |
| 335 | Randolph Macon College | 7 | | | | 128 | | | | | | | | | | | | | | | | | | | | | | (*m*) | 39 |
| 336 | Emory and Henry College | 6 | 4 | | | 41 | 10 | | 12 | | 5 | | 10 | | 4 | | | | | | | | | | | | 4 | | 40 |
| 337 | Hampden Sidney College | 6 | 6 | 0 | *e*6 | 53 | 10 | | 16 | | 13 | | 8 | | | | | | | | | | 6 | 0 | 0 | 20 | 4 | | 40 |
| 338 | Washington and Lee University | 9 | 1 | | 4 | 100 | | | | | | | | | | | | | | | | | | 4 | 1 | 9 | (*m*) | | 36 |

* From Report of the Commissioner of Education for 1880.

*a* For students in scientific department, see Table X, Part 2.

*b* Under classical are included students in scientific course.

*c* Includes students in other collegiate courses.

*d* School of Engineering and Chemistry opened this year with 42 students, of whom 19 are also in college classes.

*e* Partially endowed.

*f* Suspended for several years; the South Carolina College of Agriculture and the Mechanic Arts was organized October, 1880, in the buildings of the university (see Table X, Part 1).

*g* Institution undergoing reorganization; figures are for 1880.

*h* Total for all departments.

*i* Not prescribed.

*j* In ladies' course.

*k* These statistics are for the year 1880.

*l* For students in scientific department, see Table X, Part 1.

*m* Curriculum consists of elective schools or departments.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Collegiate department. | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Corps of instruction. | | | | Whole number of students. | Students in classical course. | | | | | | | | Students in scientific course. | | | | | | | | Special or optional students. | No. of graduate students. | No. of fellowships. | No. of scholarships. | No. of years in collegiate course. | No. of weeks in scholastic year. |
| | | No. of faculty. | No. of resident professors and instructors. | No. of non-resident professors and instructors. | No. of endowed professorships. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | | | | | | |
| | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| 339 | Richmond College | 8 | 8 | 0 | 1 | *121 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 3 | (*a*) | 39 |
| 340 | Roanoke College | 7 | 7 | 0 | 0 | 89 | *b*25 | .... | *b*16 | .... | *b*16 | .... | *b*14 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 17 | 1 | 0 | 0 | 4 | 38 |
| 341 | University of Virginia | 15 | 21 | ..... | ..... | *c*357 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 13 | (*a*) | 38 |
| 342 | College of William and Mary *d* | 5 | 5 | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 16 | 3 | .... |
| 343 | Bethany College | 6 | ..... | ..... | ..... | 69 | 6 | 4 | 8 | 0 | 5 | 1 | 2 | 0 | 15 | 0 | 3 | 0 | 2 | 2 | 2 | 0 | 17 | 2 | .... | ..... | 4 | 37 |
| 344 | West Virginia College | 11 | 5 | 6 | 0 | 30 | *e*17 | *e*13 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | 4 | 41 |
| 345 | West Virginia University | 12 | 12 | 0 | 0 | 58 | 13 | 0 | 10 | 0 | 7 | 0 | 3 | 0 | 6 | 0 | 6 | 0 | 1 | 0 | 0 | 0 | 12 | 0 | 0 | 60 | 4 | 41 |
| 346 | Shepherd College* | 3 | ..... | ..... | 0 | 44 | 3 | 4 | 7 | 8 | 7 | 11 | 4 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 40 |
| 347 | Lawrence University | 11 | 11 | 0 | 1 | 79 | 1 | 0 | 3 | 0 | 6 | 1 | 5 | 0 | 9 | 13 | 12 | 3 | 4 | 3 | 8 | 6 | 5 | 0 | 0 | 0 | 4 | 38 |
| 348 | Beloit College | 9 | 8 | 1 | *f*6 | 57 | 19 | .... | 12 | .... | 4 | .... | 8 | .... | 6 | .... | 5 | .... | 2 | .... | 1 | .... | .... | .... | .... | *g*22 | 4 | 39 |
| 349 | Galesville University* | 8 | ..... | ..... | ..... | 11 | 8 | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 5 | 4 | 40 |
| 350 | University of Wisconsin | 19 | 32 | 0 | 0 | 342 | 20 | 19 | 24 | 9 | 19 | 10 | 25 | 9 | 22 | 3 | 17 | 2 | 16 | 1 | 24 | 2 | 119 | 1 | 0 | 10 | 4 | 38 |
| 351 | Milton College | 5 | 5 | ..... | ..... | 25 | *b*6 | *b*4 | *b*5 | 0 | *b*2 | *b*1 | *b*4 | *b*3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | 39 |
| 352 | Racine College | 6 | 6 | 1 | 0 | 30 | 6 | 0 | 6 | 0 | 6 | 0 | 3 | 0 | 6 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | .... | .... | 0 | 4 | 38 |
| 353 | Ripon College | 10 | ..... | ..... | ..... | 80 | *b*11 | *b*16 | *b*14 | *b*5 | *b*9 | *b*3 | *b*9 | *b*5 | .... | .... | .... | .... | .... | .... | .... | .... | 8 | .... | .... | 60 | 4 | 39 |
| 354 | Northwestern University* | 6 | ..... | ..... | ..... | 34 | 8 | .... | 10 | .... | 10 | .... | 6 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 40 |
| 355 | Georgetown College | 5 | 16 | 3 | ..... | 91 | 19 | .... | 15 | .... | 13 | .... | 10 | .... | 7 | .... | 7 | .... | 5 | .... | 4 | .... | .... | 11 | .... | ..... | 3,4 | 42 |
| 356 | Columbian University* | 10 | 10 | ..... | ..... | 47 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 39 |
| 357 | Gonzaga College* | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 7 | 40 |
| 358 | Howard University | 4 | 4 | ..... | 0 | 16 | 6 | .... | 3 | .... | 0 | .... | 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 4 | 37 |
| 359 | National Deaf-Mute College | *c*10 | ..... | ..... | ..... | *c*68 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | .... |
| 360 | University of Deseret | 3 | 3 | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | .... | 40 |
| 361 | University of Washington Territory* | 5 | 5 | ..... | ..... | 37 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 39 |
| 362 | Holy Angels' College | 5 | 6 | ..... | ..... | 53 | .... | .... | .. | .... | 25 | .... | 22 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 6 | .... | .... | ..... | 4 | 42 |

* From Report of the Commissioner of Education for 1880.
*a* Curriculum consists of elective schools or departments.
*b* Under classical are included students in scientific course.
*c* Total for all departments.
*d* College is for the present virtually suspended; figures are for 1880.
*e* Includes students in other collegiate courses.
*f* 5 are partially endowed.
*g* These are permanently endowed; besides these there are 50 single scholarships.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

| | Name. | Annual charge to each student for tuition. | Cost of board a week. | Libraries. | | | | Property, income, &c. | | | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | College library. | | | | | | | | | | |
| | | | | Number of volumes. | Number of pamphlets. | Increase in the last collegiate year in books. | Number of volumes in society libraries. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | Receipts for the last year from State appropriation. | Aggregate amount of scholarship funds. | |
| | 1 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 1 | Southern University | $70 | $2½–4 | 1,000 | ..... | ..... | 1,000 | $100,000 | $10,000 | $600 | $2,000 | ..... | ..... | July 5. |
| 2 | Howard College | 80 | 3½ | 1,200 | 300 | ..... | 500 | 50,000 | 0 | 0 | *6,000 | $0 | $0 | June 14. |
| 3 | University of Alabama | 40 | 2½ | 6,000 | 3,000 | 150 | ..... | 150,000 | a302,000 | a24,000 | ..... | ..... | ..... | June 21. |
| 4 | Cane Hill College | 16–50 | 2–2½ | 150 | 50 | ..... | ..... | 4,000 | ..... | ..... | *1,500 | ..... | ..... | June 9. |
| 5 | Arkansas Industrial University | (b) | 1¾–2 | 1,476 | ..... | 100 | ..... | (c) | (c) | (c) | (c) | 5,000 | ..... | June 8. |
| 6 | Judson University* | 15 | 2½ | a460 | a600 | ..... | ..... | 50,000 | ..... | ..... | ..... | ..... | ..... | June 16. |
| 7 | St. John's College of Arkansas* | 40, 50 | 4–4½ | 200 | 150 | ..... | 300 | 60,000 | 12,000 | d1,000 | 6,800 | 0 | 0 | June 15. |
| 8 | College of St. Augustine | e350 | ..... | 1,500 | 700 | 40 | 400 | 50,000 | ..... | ..... | *3,750 | ..... | ..... | May 25. |
| 9 | University of California* | (f) | ..... | 15,750 | 3,000 | 155 | 400 | 805,000 | 1,671,204 | 99,216 | g214 | h36,597 | ..... | June 1. |
| 10 | Pierce Christian College | 50 | 4 | ..... | ..... | ..... | 150 | 10,000 | 10,000 | 900 | 3,000 | ..... | ..... | April 29. |
| 11 | St. Vincent's College* | e280 | ..... | 2,000 | ..... | ..... | 300 | 20,200 | ..... | ..... | ..... | ..... | ..... | |
| 12 | University of Southern California | 45 | 5 | 700 | 300 | 700 | 100 | 25,000 | 3,000 | 300 | 2,200 | ..... | ..... | June 21. |
| 13 | St. Ignatius College* | ..... | ..... | 10,000 | ..... | ..... | 2,000 | ..... | ..... | ..... | ..... | ..... | ..... | May 30. |
| 14 | St. Mary's College | e280 | ..... | 1,000 | 300 | 25 | 1,000 | 150,000 | ..... | ..... | 25,000 | 0 | ..... | June 1. |
| 15 | Santa Clara College | e350 | ..... | 12,000 | 1,000 | 40 | 1,500 | 200,000 | ..... | ..... | e40,000 | 0 | 0 | June 6. |
| 16 | University of the Pacific | 45–60 | 5 | (2,000) | | ..... | 500 | 55,000 | 30,000 | 2,500 | 8,750 | 0 | ..... | June 1. |
| 17 | Pacific Methodist College | 50–70 | 4–5 | 2,500 | ..... | ..... | 900 | 35,000 | ..... | ..... | 4,100 | ..... | ..... | May 18. |
| 18 | Hesperian College | 50 | 4–5 | 300 | ..... | ..... | ..... | 30,000 | 25,000 | 2,200 | 4,000 | ..... | ..... | May 5. |
| 19 | University of Colorado | 0 | 5–7 | 1,000 | 75 | 40 | ..... | 75,000 | (i) | 300 | 0 | 17,000 | ..... | June. |

* From Report of the Commissioner of Education for 1880.
*a* In 1879.
*b* Free in all departments of college proper.
*c* See Table X, Part 1.
*d* From rents.
*e* Board and tuition.
*f* Free to residents of California.
*g* Fees for diplomas, &c.
*h* Special appropriation.
*i* 60,000 acres of land.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

| | Name. | Annual charge to each student for tuition. | Cost of board a week. | Libraries. | | | | Property, income, &c. | | | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | College library. | | | Number of volumes in society libraries. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | Receipts for the last year from State appropriation. | Aggregate amount of scholarship funds. | |
| | | | | Number of volumes. | Number of pamphlets. | Increase in the last collegiate year in books. | | | | | | | | |
| | 1 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 20 | Colorado College | $25 | $3–7 | 2,500 | ..... | ..... | ..... | $75,000 | $17,934 | $982 | $366 | ..... | ..... | June 2. |
| 21 | University of Denver | 80,100 | 5 | 7,500 | 100 | 500 | 0 | 80,000 | ..... | ..... | ..... | ..... | ..... | June 15. |
| 22 | Trinity College | 90 | 4½ | 19,000 | ..... | 603 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 29. |
| 23 | Wesleyan University | 75 | 2½–5 | (31,155) | | 943 | 0 | 472,884 | 560,945 | 21,406 | 879 | $0 | $2,000 | June 29. |
| 24 | Yale College | 140 | 3–6 | 98,000 | ..... | 5,460 | 22,500 | ..... | a1,328,034 | b99,370 | 113,249 | 0 | 185,843 | June 28. |
| 25 | Delaware College | 60 | ..... | 6,000 | 500 | 25 | 3,500 | 75,000 | 83,000 | 4,980 | 500 | 0 | ..... | June 21. |
| 26 | University of Georgia | 0 | 3 | 15,000 | ..... | 340 | 8,000 | 202,300 | 373,170 | 35,693 | ..... | ..... | ..... | July 19. |
| 27 | Atlanta University* | 18 | 2 | 5,000 | ..... | ..... | ..... | c100,000 | d5,000 | c300 | c2,000 | 8,000 | c300 | June 16. |
| 28 | Clark University | 9 | ..... | 1,000 | ..... | 75 | ..... | 50,000 | ..... | ..... | 650 | ..... | ..... | |
| 29 | Mercer University | 60 | 3 | 5,000 | ..... | ..... | 4,000 | 150,000 | 110,000 | 7,500 | ..... | ..... | c20,000 | June 28. |
| 30 | Pio Nono College | 50 | ..... | d1,100 | d200 | d200 | d100 | d50,000 | ..... | ..... | de8,000 | ..... | ..... | June. |
| 31 | Emory College | 60 | 2–4 | 3,000 | ..... | ..... | 2,500 | 100,000 | 100,000 | ..... | ..... | ..... | ..... | June 28. |
| 32 | Abingdon College | 30 | 1½–3½ | 200 | 400 | 20 | 400 | 50,000 | ..... | ..... | 800 | ..... | ..... | June 1. |
| 33 | Hedding College | 30 | 3½ | *1,000 | 300 | ..... | 200 | *50,000 | ..... | ..... | *3,265 | ..... | ..... | June 9. |
| 34 | Illinois Wesleyan University | 39 | 2½–5 | 2,000 | *1,000 | ..... | 2,500 | 100,000 | 60,000 | 5,000 | 8,200 | 0 | 0 | June 15. |
| 35 | St. Viateur's College | 40 | 4½ | 2,000 | 100 | ..... | *3,000 | 80,000 | ..... | ..... | 8,000 | ..... | ..... | June 23. |
| 36 | Blackburn University | 35 | ..... | d3,000 | d500 | ..... | d200 | d90,000 | c80,000 | c8,000 | d3,000 | ..... | ..... | June 8. |
| 37 | Carthage College | 26 | ..... | 3,000 | ..... | ..... | ..... | f42,900 | f36,000 | fg7,000 | f3,800 | ..... | ..... | May 4. |
| 38 | St. Ignatius College | 40 | ..... | 7,000 | ..... | 200 | 2,000 | 217,000 | 0 | 0 | 6,500 | 0 | 0 | June 28. |
| 39 | University of Chicago | 70 | 2½ | d6,000 | ..... | ..... | ..... | 177,500 | 600 | 60 | 6,000 | ..... | ..... | June 14. |
| 40 | Eureka College f | 34 | ..... | 2,000 | ..... | ..... | ..... | h54,000 | 15,000 | 1,500 | 6,000 | ..... | ..... | |
| 41 | Northwestern University | 45 | 4½ | 25,500 | 10,000 | 200 | ..... | 263,500 | 360,000 | 21,998 | 14,219 | 0 | 58,858 | June 22. |
| 42 | Ewing College | 30 | 2½ | 30 | 100 | ..... | 600 | 10,000 | ..... | ..... | 1,600 | ..... | ..... | June 8. |
| 43 | Knox College* | 45 | 3 | 4,000 | 2,500 | 50 | 2,600 | 160,000 | 115,961 | 9,000 | 7,876 | 0 | 0 | June 23. |
| 44 | Lombard University | 15–33 | 3–4½ | 4,500 | 2,500 | ..... | 450 | 53,000 | 80,000 | 7,000 | ..... | ..... | ..... | June 21. |
| 45 | Irvington College | 25 | 3 | 1,300 | 200 | 1,000 | 50 | 6,500 | 0 | 0 | 1,200 | 0 | 0 | June 2. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 46 | Illinois College | 18, 36 | 3–4½ | 8,000 | | | 3,200 | 100,000 | 90,000 | 5,764 | 2,151 | 0 | June 1. |
| 47 | Lake Forest University | 40 | 2½–5 | 5,000 | | | | 300,000 | 100,000 | 8,000 | 10,000 | 6,000 | June 21. |
| 48 | McKendree College | 24 | 3 | 7,000 | 100 | | 1,500 | 50,000 | 30,000 | 2,500 | 2,700 | | June 8. |
| 49 | Lincoln University | 10 | 4 | *f*18,000 | | | | *f*125,550 | *f*185,650 | | | | June 15. |
| 50 | Monmouth College | 30 | 3–4 | 2,000 | 500 | | | 54,000 | 52,000 | 4,160 | 7,500 | | June. |
| 51 | Mt. Morris College | 30 | 2 | 11,000 | 18,000 | | | 40,000 | | | 4,387 | | June 15. |
| 52 | Northwestern College | 18 | 2½ | | | | | 50,000 | 92,973 | 5,747 | 3,095 | | June 15. |
| 53 | Chaddock College | 39 | 3 | 2,000 | 100 | 100 | 0 | 207,000 | | | 5,000 | 0 | June 21. |
| 54 | Augustana College | 20, 29 | 2 | 4,400 | 5,200 | 60 | 200 | *c*50,600 | 0 | 0 | 3,100 | 0 | 0 June 15. |
| 55 | St. Joseph's College | *e*150 | | | | | | 15,000 | | | | | June 27. |
| 56 | Shurtleff College | 48 | 2–4½ | 8,000 | | 200 | 3,000 | 35,000 | 60,000 | 6,000 | 4,000 | | 8,000 June 1. |
| 57 | Illinois Industrial University | 0 | 2–4 | (*i*) | (*i*) | (*i*) | (*i*) | (*i*) | (*i*) | (*i*) | (*i*) | (*i*) | *32,017 June 7. |
| 58 | Westfield College | 24 | 1½–4 | 1,200 | 300 | 50 | 400 | 50,000 | 30,000 | 1,500 | 1,500 | | June 8. |
| 59 | Wheaton College | 30 | 2½–3½ | 2,500 | | 25 | | 80,000 | *30,000 | 2,000 | 2,951 | | June 21. |
| 60 | The Indiana University | 0 | 2½–3 | 10,200 | 1,800 | | | 160,000 | 120,000 | 9,529 | *j*1,880 | 20,000 | June 14. |
| 61 | Wabash College | 30 | 2–4 | 19,500 | | 1,000 | 4,000 | 170,000 | 210,000 | | | 0 | June 28. |
| 62 | Concordia College* | 40 | 1½ | 2,000 | | 50 | 1,500 | 100,000 | | | | | July 15. |
| 63 | Fort Wayne College *k* | 32 | 2½ | *1,200 | *200 | | | *50,000 | | | *4,000 | | June 22. |
| 64 | Franklin College | 21, 24 | 2–2½ | 3,100 | 500 | | 0 | 43,000 | 65,000 | 4,000 | 3,000 | | June 15. |
| 65 | Indiana Asbury University | 0 | 3–5 | 6,400 | 1,500 | 300 | 2,000 | 250,000 | 210,000 | 15,000 | 0 | 0 | June 22. |
| 66 | Hanover College | 0 | 2–4 | 5,000 | *2,000 | | 4,000 | *75,000 | *100,000 | | | | June 15. |
| 67 | Hartsville University | 24 | 2½ | 1,000 | 200 | 20 | | 20,000 | 18,000 | 1,000 | 1,000 | | *d*9,755 June 15. |
| 68 | Butler University | 18 | 2½–4½ | 2,000 | 500 | | | 80,000 | 160,000 | 10,000 | 3,500 | 0 | 0 June 16. |
| 69 | Union Christian College | 18 | 2½ | 1,000 | 300 | 50 | 200 | 50,000 | 60,000 | 4,800 | 600 | | June 7. |
| 70 | Moore's Hill College | 30–36 | 2–3 | 800 | 200 | | | 30,000 | 20,000 | 1,200 | 2,200 | | June 22. |
| 71 | University Notre Dame du Lac | *e*300 | | 15,000 | | | 1,400 | | | | | | June 21. |
| 72 | Earlham College | 50, 60 | 3–4 | 3,091 | | 83 | 1,700 | 90,000 | 50,000 | 3,206 | 6,500 | | June 27. |
| 73 | Ridgeville College | 18–30 | 2–2½ | 300 | 100 | | | 30,000 | 25,000 | 1,300 | 216 | 15,000 | June 8. |
| 74 | St. Meinrad's College | 30 | 3 | *6,000 | *600 | *200 | *900 | *150,000 | | | *d*6,750 | | June 29. |
| 75 | Amity College* | 15 | 2½ | 4,000 | 75 | 50 | | 5,000 | 37,000 | 3,500 | 500 | | June 16. |
| 76 | Griswold College | 40 | 2½–3½ | 6,500 | 1,500 | 500 | | 150,000 | 55,000 | 2,300 | 300 | 500 | June 21. |
| 77 | Norwegian Luther College | *l*0 | 1¾ | 3,447 | | | 690 | 110,000 | 0 | 0 | *m*713 | 0 | 0 June 30. |
| 78 | Drake University | | | | | | | | | | | | |
| 79 | University of Des Moines | | | 3,000 | | | | 50,000 | 50,000 | | | | June 14. |
| 80 | St. Joseph's College* | *e*190 | | | | | | 25,000 | | | 6,500 | | June 24. |
| 81 | Parsons College | 38 | 2–4 | *1,800 | | | | 50,000 | 33,000 | 2,500 | 3,000 | 0 | June 21. |
| 82 | Upper Iowa University | 33 | 2, 10 | 950 | 300 | 200 | 364 | *35,000 | *10,000 | *600 | *4,000 | | June 15. |
| 83 | Iowa College | 21–28 | 2½–3 | 5,500 | | | | | 140,000 | 11,841 | 4,394 | 0 | 9,709 June 27. |
| 84 | Simpson Centenary College | 30 | 2–4 | 675 | 400 | 75 | 200 | 32,000 | 40,000 | 2,641 | 3,375 | 0 | 0 June 21. |
| 85 | State University of Iowa | 10–25 | 3–5 | 14,000 | 2,000 | 250 | 0 | | 219,000 | 15,000 | 3,315 | 20,000 | 0 June 21. |
| 86 | German College | 18 | 1½ | 250 | 150 | 50 | 250 | 15,000 | 14,000 | 2,000 | 671 | | June 15. |
| 87 | Iowa Wesleyan University | 24 | 2½–4 | | | | | 50,000 | 76,382 | | | 0 | June 21. |
| 88 | Cornell College | 33–36 | 3–4 | 5,500 | 400 | 100 | 1,000 | 140,000 | 50,000 | 3,000 | 10,000 | 0 | June 29. |
| 89 | Oskaloosa College | 30 | 2–4 | | | | | 50,000 | | | | | June 14. |
| 90 | Penn College | 30 | 2¾ | 1,400 | 45 | 100 | 350 | 32,000 | | 2,000 | 3,700 | 0 | June 22. |

* From Report of the Commissioner of Education for 1880.
*a* University, academical, and art school funds.
*b* Income for university, academical department, and art school; from all sources other than tuition.
*c* In 1878.
*d* Board and tuition.
*e* In 1879.
*f* Income from all sources other than tuition.
*g* These statistics are for the year 1880.
*h* Includes value of library and furniture.
*i* See Table X, Part 1.
*j* From contingent fees.
*k* Preparatory department only in operation.
*l* In collegiate department.
*m* From preparatory department.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

| | Name. | Annual charge to each student for tuition. | Cost of board a week. | Libraries. | | | | Property, income, &c. | | | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | College library. | | | Number of volumes in society libraries. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | Receipts for the last year from State appropriation. | Aggregate amount of scholarship funds. | |
| | | | | Number of volumes. | Number of pamphlets. | Increase in the last collegiate year in books. | | | | | | | | |
| | 1 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 91 | Central University of Iowa | $30 | $2½–3 | | | 12 | | $20,000 | $60,000 | $3,000 | | | | June 14. |
| 92 | Tabor College* | 25½ | 2½ | 4,000 | 200 | 100 | 0 | 25,000 | 33,000 | 3,000 | $2,100 | $0 | $0 | June 15. |
| 93 | St. Benedict's College | 60 | 2.85 | 4,428 | 600 | | 617 | | | | | | | June 23. |
| 94 | Baker University | 15, 21 | 2½–3½ | 1,000 | 300 | 20 | 0 | 20,000 | 6,000 | 400 | 1,800 | 0 | 0 | June 8. |
| 95 | Highland University | 36 | 2½–3½ | *5,000 | | | | 30,000 | 2,000 | 100 | 1,600 | 0 | | June 8. |
| 96 | University of Kansas | 0 | 3½–4 | 4,500 | 1,780 | 700 | | 213,000 | | | | 30,000 | | June 7. |
| 97 | Lane University | 18 | 2½ | | | | | 25,000 | | | | | | June 21. |
| 98 | Ottawa University | 30 | | 250 | 50 | 250 | | 60,000 | | 500 | | 0 | | June 14. |
| 99 | St. Mary's College | 30 | 3 | *5,000 | *2,000 | *2,000 | *2,000 | a75,000 | | | | 0 | | |
| 100 | Washburn College | 30 | 2 | 4,000 | | 50 | | 100,000 | 50,000 | 4,500 | 2,000 | 0 | | June 14. |
| 101 | St. Joseph's College | b200 | | 6,000 | 2,000 | | 3,000 | | | | | | | June 28. |
| 102 | Berea College | 9 | 1½ | 4,000 | 300 | 1,000 | | 80,000 | 50,000 | 2,500 | 2,150 | 0 | 30,000 | June 21. |
| 103 | Cecilian College | | | a500 | a200 | a40 | | a20,000 | 0 | 0 | ab10,000 | | | June 9. |
| 104 | Centre College | c45 | 3¼–5 | 4,481 | | 121 | 4,000 | 80,000 | 164,000 | 9,746 | d1,400 | 0 | 0 | June 22. |
| 105 | Eminence College | 40, 50 | | a1,600 | a300 | | a300 | a20,000 | | | a6,500 | | | |
| 106 | Kentucky Military Institute | 100 | 5 | 5,000 | 1,500 | | 1,200 | 125,000 | 0 | 0 | 8,000 | 0 | 0 | June 8. |
| 107 | Georgetown College | 50 | 2½–4 | 8,000 | 2,000 | 200 | 2,000 | 50,000 | 90,000 | 5,400 | 3,700 | 0 | | June 8. |
| 108 | South Kentucky College | 50 | | | | | | | | | | | | |
| 109 | Kentucky University | 2 | 2–5 | 12,295 | 658 | 74 | 1,849 | 130,000 | 170,000 | 12,997 | e1,310 | 0 | 0 | June 8. |
| 110 | Kentucky Wesleyan College | 40 | 3–4 | | | | 2,000 | 25,000 | 25,000 | 1,800 | | | | June. |
| 111 | Murray Male and Female Institute and West Kentucky Normal School.* | 50 | | | | | | 16,000 | | | | | | June 10. |
| 112 | Concord College* | 30–50 | 4 | 200 | 50 | 3 | | 12,000 | | | | | | June 9. |
| 113 | Central University | 60 | 2½–4 | 3,000 | 1,500 | 50 | 300 | 75,000 | 120,000 | 6,000 | 4,000 | | 27,000 | June 14. |
| 114 | St. Mary's College | b200 | | | | | | f40,000 | | | | | | June 28. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 115 | Louisiana State University and Agricultural and Mechanical College. | 0 | ..... | 17,000 | 2,000 | ..... | 0 | 400,000 | 318,313 | 14,500 | 0 | g10,000 | ..... | July 4. |
| 116 | Jefferson College (St. Mary's) | b260 | ..... | a30,000 | ..... | a400 | a3,500 | *25,000 | ..... | ..... | ..... | ..... | ..... | July 18. |
| 117 | St. Charles College | 50 | ..... | 7,145 | 937 | ..... | 500 | a30,000 | ..... | ..... | 7,000 | ..... | ..... | July. |
| 118 | Centenary College of Louisiana | 60 | 2½–4 | 2,000 | ..... | ..... | 3,200 | 100,000 | ..... | ..... | 4,000 | ..... | ..... | June 7. |
| 119 | College of the Immaculate Conception. | 60 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | July 25. |
| 120 | Leland University* | ..... | ..... | 1,000 | ..... | ..... | ..... | 85,000 | 10,000 | 600 | ..... | ..... | ..... | May 25. |
| 121 | New Orleans University | 0 | ..... | a500 | ..... | ..... | ..... | a7,000 | ..... | ..... | ..... | ..... | ..... | May 26. |
| 122 | Straight University | 8 | 2½ | 350 | 50 | 25 | ..... | 40,000 | ..... | ..... | 1,060 | 0 | 0 | June 1. |
| 123 | University of Louisiana* | 50 | 5 | ..... | ..... | ..... | ..... | 150,000 | 0 | ..... | 9,000 | 10,000 | ..... | June. |
| 124 | Bowdoin College | 75 | h33⅓ | 37,000 | 30,000 | ..... | 200 | 513,500 | 226,884 | 18,000 | 14,000 | ..... | 38,180 | July 13. |
| 125 | Bates College | 36 | 2¼ | 5,771 | 580 | 225 | 1,600 | 200,000 | 150,000 | 9,000 | 3,500 | 600 | 21,000 | June 29. |
| 126 | Colby University | 45 | 3 | 16,600 | 8,000 | 500 | ..... | 150,000 | 200,000 | 12,000 | 4,500 | ..... | 50,000 | June 29. |
| 127 | St. John's College* | 60–90 | ..... | 5,000 | ..... | ..... | 500 | 130,000 | 0 | 0 | 1,087 | 15,000 | ..... | July 6. |
| 128 | Baltimore City College | ..... | ..... | ..... | ..... | ..... | ..... | 150,000 | ..... | ..... | 3,000 | ..... | ..... | June. |
| 129 | Johns Hopkins University | 80 | 5 | 10,572 | ..... | 2,541 | ..... | ..... | j3,000,000 | j180,000 | ..... | ..... | ..... | February 22. |
| 130 | Loyola College | 60 | ..... | 11,000 | 2,000 | 50 | ..... | 100,000 | 0 | 0 | 4,000 | 0 | 0 | June 29. |
| 131 | Washington College | 40–60 | 4 | 2,000 | ..... | ..... | ..... | 40,500 | 27,600 | 1,734 | 700 | 5,375 | ..... | July 12. |
| 132 | Rock Hill College | 60 | ..... | 5,000 | 600 | ..... | 3,000 | ..... | ..... | ..... | ..... | ..... | ..... | June 29. |
| 133 | St. Charles's College | b180 | ..... | 5,350 | 775 | 50 | 575 | 200,000 | ..... | ..... | ..... | ..... | 12,412 | June 28. |
| 134 | Mt. St. Mary's College | b300 | ..... | 3,000 | ..... | ..... | 500 | 175,000 | 0 | 0 | b30,000 | 0 | 0 | |
| 135 | Frederick College | 25–60 | ..... | 3,000 | ..... | ..... | ..... | 15,000 | 0 | 0 | 2,200 | 800 | 0 | |
| 136 | New Windsor College | 36, 45 | ..... | 2,000 | ..... | ..... | ..... | 50,000 | ..... | ..... | ..... | ..... | ..... | June 8. |
| 137 | Western Maryland College | 35, 60 | 3½–4½ | 3,000 | ..... | ..... | 1,000 | 32,000 | 0 | 0 | 4,718 | 8,890 | ..... | June 15. |
| 138 | Amherst College | 100 | 3–5 | 42,000 | *7,259 | *368 | *5,345 | *400,000 | *410,778 | *25,000 | ..... | ..... | *150,000 | June 28. |
| 139 | Boston College | 60 | ..... | 20,000 | 5,000 | 200 | 3,000 | 250,000 | 0 | 0 | 8,000 | 0 | ..... | June 29. |
| 140 | Boston University (College of Liberal Arts). | 100 | 3–5 | ..... | ..... | ..... | ..... | ..... | k431,009 | ..... | 8,400 | ..... | ..... | June 7. |
| 141 | Harvard College | 150 | 3½–8 | 192,000 | l192,000 | 4,700 | m22,000 | ..... | n4,233,420 | o232,273 | 125,158 | ..... | 318,324 | June 28. |
| 142 | Tufts College | 100 | 3 | 19,126 | 6,000 | 485 | ..... | 300,000 | 600,000 | ..... | 2,000 | ..... | 25,000 | June 21. |
| 143 | Williams College | 90 | 2½–5 | 19,500 | ..... | 300 | 9,200 | 300,000 | 310,000 | 18,858 | 23,293 | 0 | 118,750 | July 5. |
| 144 | College of the Holy Cross | 60 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June. |
| 145 | Adrian College | c9½ | 2½ | 3,000 | ..... | ..... | 1,000 | 125,000 | 80,000 | 5,000 | ..... | ..... | ..... | June 22. |
| 146 | Albion College | 0 | 1¾–4 | 3,000 | 800 | 300 | 700 | 60,000 | 170,000 | 15,000 | 0 | 0 | 0 | June 22. |
| 147 | University of Michigan* | (p) | 2½ | 29,345 | 8,255 | 1,882 | 3,100 | 681,442 | 458,656 | 38,644 | q60,000 | q64,250 | ..... | June 30. |
| 148 | Battle Creek College | 17½ | 2¼–3½ | 900 | ..... | ..... | ..... | 60,000 | ..... | ..... | *4,865 | ..... | ..... | August 29. |
| 149 | Grand Traverse College* | 15 | 2½ | 320 | ..... | 20 | ..... | 40,000 | 10,000 | 800 | 150 | ..... | ..... | |
| 150 | Hillsdale College | 0 | 1½–2½ | 7,000 | 1,000 | ..... | ..... | 120,000 | 131,000 | 15,000 | ..... | ..... | ..... | June 15. |
| 151 | Hope College | r12 | h2½ | 5,129 | 2,342 | 127 | ..... | 45,000 | 70,000 | 3,849 | r979 | ..... | ..... | June 28. |
| 152 | Kalamazoo College | 18 | 2½–4 | 2,996 | 1,012 | 43 | 1,300 | 100,500 | 53,000 | 3,600 | 5,100 | ..... | s15,000 | June 21. |

* From Report of the Commissioner of Education for 1880.
*a* In 1879.
*b* Board and tuition.
*c* Tuition and contingent fees.
*d* Exclusive of preparatory.
*e* From students' fees.
*f* Value of grounds and buildings.
*g* Annual; depreciated in 1881 to $6,700.
*h* Average charge.
*i* To residents; $50 to non-residents.
*j* In 1876.
*k* Value of assets of the university independent of property held by trustees of the Rich estate and that received from New England Female Medical College.
*l* Estimated.
*m* Libraries of observatory, herbarium, Peabody Museum, and museum of comparative zoölogy.
*n* For all departments of the university, the college funds alone being $1,106,294.
*o* College receipts from all sources.
*p* Entrance fee $10 and annual tax $20 to residents of Michigan; to others, $20 and $25.
*q* Including all departments.
*r* Incidental fees.
*s* Unproductive at present, except $1,000.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

| | Name. | Annual charge to each student for tuition. | Cost of board a week. | Libraries. | | | | Property, income, &c. | | | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | College library. | | | Number of volumes in society libraries. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | Receipts for the last year from State appropriation. | Aggregate amount of scholarship funds. | |
| | | | | Number of volumes. | Number of pamphlets. | Increase in the last collegiate year in books. | | | | | | | | |
| | 1 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 153 | Olivet College | $30 | $2½ | 8,000 | 5,000 | 900 | 1,000 | $113,000 | $130,028 | $7,397 | $4,257 | $0 | ..... | June 22. |
| 154 | Hamline University | 24–30 | 3½ | 1,200 | 300 | ..... | 1,200 | 56,000 | 40,000 | 2,400 | 1,800 | 0 | $0 | June 15. |
| 155 | Augsburg Seminary (Greek department). | 25 | 1¼ | 1,000 | ..... | ..... | 500 | 50,000 | 50,000 | ..... | ..... | ..... | ..... | May 7. |
| 156 | Macalester College*a* | 24, 27 | 2¾–5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 157 | University of Minnesota | 0 | 2 | 15,000 | 1,000 | 600 | 0 | 220,000 | 575,000 | 35,000 | 0 | 23,000 | 0 | June 1. |
| 158 | Carleton College | 24 | 2½ | 4,400 | 1,200 | 1,117 | 587 | 95,196 | 112,327 | 13,500 | 6,540 | 0 | 12,050 | June 15. |
| 159 | Mississippi College | 30–60 | 2½–3¾ | 1,800 | 500 | 300 | 1,700 | 40,000 | 0 | 0 | 5,275 | 0 | 0 | June 29. |
| 160 | Shaw University | 0 | 2¼ | 600 | 100 | 6 | 0 | 6,000 | 0 | 0 | 0 | 0 | 0 | June 1. |
| 161 | University of Mississippi | *b*10 | 2½–3¾ | 6,000 | ..... | ..... | 3,000 | 400,000 | *544,061 | 32,643 | *b*3,000 | ..... | ..... | January 29. |
| 162 | Christian University | 40 | ½–3½ | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 1. |
| 163 | St. Vincent's College | *c*225 | 5⅝ | 5,000 | ..... | ..... | 800 | *d*60,000 | ..... | ..... | ..... | ..... | ..... | ..... |
| 164 | University of the State of Missouri.* | 20 | 3–4 | 11,155 | 12,364 | 319 | 800 | 150,000 | *e*227,000 | 13,620 | 11,295 | 27,000 | ..... | June 2. |
| 165 | Grand River College*f* | 30–35 | ..... | 500 | 20 | ..... | ..... | 5,000 | ..... | ..... | 1,200 | ..... | ..... | ..... |
| 166 | Central College | 40, 50 | 3½ | 2,500 | 300 | 400 | ..... | 60,000 | 60,000 | 5,000 | 54,000 | ..... | ..... | June 14. |
| 167 | Lewis College | 35 | 2–3½ | 5,000 | 500 | 150 | ..... | ..... | 9,000 | 540 | 2,200 | ..... | ..... | June 1. |
| 168 | Pritchett School Institute | 30 | 3½ | 200 | 400 | 60 | 100 | 86,000 | 39,000 | 3,000 | 6,000 | ..... | 300 | June. |
| 169 | Lincoln College | 30 | 3 | 410 | ..... | 61 | ..... | 1,000 | 0 | 0 | 410 | ..... | ..... | ..... |
| 170 | La Grange College* | 36, 40 | 2¼–3 | 1,600 | ..... | ..... | ..... | *g*20,000 | ..... | ..... | ..... | ..... | ..... | May 12. |
| 171 | William Jewell College | 40 | 2–4 | 3,850 | ..... | 350 | ..... | 60,000 | 100,000 | 5,000 | 3,000 | ..... | *100,000 | June 8. |
| 172 | College of the Christian Brothers* | ..... | ..... | 30,000 | ..... | ..... | ..... | 75,000 | ..... | ..... | ..... | ..... | ..... | ..... |
| 173 | St. Louis University | 60 | ..... | (28,000) | | ..... | 7,000 | ..... | ..... | ..... | ..... | ..... | ..... | June 28. |
| 174 | Washington University* | 100 | 5–10 | 6,000 | ..... | 3,500 | ..... | 500,000 | 500,000 | 30,000 | 50,000 | 0 | 30,000 | June 16. |
| 175 | Drury College | 48 | 2½–4 | 11,500 | 13,000 | 1,500 | 0 | 60,220 | 60,000 | 3,600 | 2,250 | 0 | 2,800 | June 15. |
| 176 | Stewartsville College | 40–50 | 3 | 200 | 0 | 0 | 0 | 5,000 | 450 | 45 | 1,000 | 0 | 0 | June 15. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 177 | Central Wesleyan College | 22⅓–36 | 2⅓ | 2,400 | 500 | 150 | 45,000 | 30,000 | 2,200 | 3,939 | | 1,100 | June 15. |
| 178 | Doane College | 14½–21 | ½–3½ | 1,700 | 1,500 | 500 | 38,000 | 34,180 | 2,359 | 682 | 0 | 300 | June 22. |
| 179 | Nebraska Wesleyan University | | | | | | | | | | | | |
| 180 | University of Nebraska | | | *d*2,700 | | | *d*150,000 | | | | 28,000 | | |
| 181 | Nebraska College | | *c*8 | | | | 17,000 | | | | | | June 9. |
| 182 | Creighton University | 0 | | 3,600 | | | | | | | | | |
| 183 | State University of Nevada *h* | | | | | | | | | | | | |
| 184 | Dartmouth College* | 90 | *i*2¾ | 54,000 | 15,000 | 1,600 | 125,000 | 500,000 | 25,000 | 16,000 | *j*1,000 | 100,000 | June 30. |
| 185 | St. Benedict's College | 60 | | *d*900 | *d*250 | | *d*700 | | | | | | June. |
| 186 | Rutgers College | 75 | 3½–7 | 9,700 | 3,500 | 1,300 | 4,300 | 400,000 | 303,129 | 20,215 | 3,270 | 51,313 | June 21. |
| 187 | College of New Jersey* | 75 | 3–6 | 50,000 | 1,500 | 2,000 | 16,800 | 750,000 | 1,083,215 | 66,400 | 17,500 | 0 | 65,303 | June 22. |
| 188 | Seton Hall College* | *c*270, 320 | | | | | | | | | | | |
| 189 | St. Bonaventure's College | *c*200 | 5 | 5,230 | 350 | 257 | 800 | 205,000 | | | *k*31,945 | | | June 22. |
| 190 | St. Stephen's College | 0 | 6 | 2,500 | 1,000 | 50 | 1,200 | 144,000 | 0 | 0 | 0 | 0 | 6,000 | June 22. |
| 191 | Wells College | 100 | 6¼ | 1,575 | | 500 | 500 | 273,800 | 100,000 | 6,000 | 7,500 | 0 | 0 | June 21. |
| 192 | Brooklyn Collegiate and Polytechnic Institute. | 160 | 8 | | | | 2,125 | 156,691 | 18,697 | 513 | 76,293 | 696 | 0 | June 16. |
| 193 | St. John's College | 60 | | 3,000 | 1,500 | 50 | | | | | 8,000 | | | |
| 194 | Canisius College | 40 | | 10,000 | 2,000 | 600 | 1,600 | | | | | | | |
| 195 | St. Joseph's College* | 50 | 5 | 2,090 | 100 | | | 120,000 | | | | | | June 28. |
| 196 | St. Lawrence University | 30 | 2½–4½ | 9,000 | | | 50 | 40,900 | 70,375 | 3,685 | 400 | | 0 | June 28. |
| 197 | Hamilton College | 75 | 2½–4 | 21,000 | 4,500 | 1,000 | 1,400 | 420,000 | 275,131 | 13,560 | 9,848 | 0 | 31,000 | June 29. |
| 198 | Elmira Female College* | 50 | 6¼ | *d*1,000 | | | *d*2,000 | 150,000 | 91,000 | | | | 29,000 | June 16. |
| 199 | St. John's College | *c*300 | | 20,000 | 1,500 | 200 | 2,000 | *d*375,000 | | | *d*50,908 | | | June 22. |
| 200 | Hobart College | 50 | 2½–3 | *15,000 | *3,000 | *560 | | *101,032 | *194,411 | *l*15,464 | *m*4,905 | | *47,965 | |
| 201 | Madison University | 13 | 2¼ | 13,105 | 140 | 320 | | 75,000 | 483,000 | 31,000 | 3,000 | | | June 21. |
| 202 | Cornell University | 75 | 2½–4⅓ | 42,950 | 12,250 | 1,320 | | *n*612,975 | 1,263,999 | 73,808 | 14,750 | 0 | 0 | June 15. |
| 203 | Ingham University | *c*260 | | 3,000 | | | | *d*127,500 | | | *cd*18,378 | | | June. |
| 204 | College of St. Francis Xavier | 62 | | 18,000 | | 600 | 7,000 | 238,000 | | 1,545 | 5,634 | | 17,000 | June 26. |
| 205 | College of the City of New York | 0 | | 18,594 | | 158 | 1,000 | 271,647 | 0 | | | *o*140,000 | | June 29. |
| 206 | Columbia College | 150 | | 29,801 | | 7,308 | 500 | 1,300,000 | *p*5,000,000 | 208,000 | 29,175 | 0 | 7,000 | June 14. |
| 207 | Manhattan College | *c*310 | | 6,500 | | | | 256,000 | 0 | 0 | *c*39,238 | 0 | 0 | June 23. |
| 208 | Rutgers Female College | 100–200 | 8–10 | 1,200 | 200 | 20 | | 180,000 | | | 6,000 | | | June 15. |
| 209 | St. Louis College* | 100–250 | | | | | | | | | | | | |
| 210 | University of the City of New York.* | 0 | | *g*3,692 | | | *g*1,200 | *g*332,786 | *g*195,900 | *gq*16,264 | *gr*2,987 | | | June. |
| 211 | Vassar College | 100 | 8 | 14,000 | | | | *710,904 | *281,250 | *27,233 | *121,447 | | *d*12,000 | |
| 212 | University of Rochester | 75 | 3–5 | 18,000 | | | | 408,405 | 450,849 | 33,508 | 9,850 | | 85,500 | June 21. |
| 213 | Union College* | 105 | 2½ | (20,000) | | | 2,000 | 430,000 | *g*300,000 | *d*34,054 | *d*8,840 | | *d*50,000 | June 22. |
| 214 | College and Seminary of Our Lady of Angels. | *c*250 | | 6,000 | | | | 227,000 | | | | 0 | 0 | June 28. |
| 215 | Syracuse University | 60 | 3–4½ | 9,200 | 2,800 | 126 | | 293,900 | *234,000 | 7,779 | 12,961 | 0 | 0 | June 28. |
| 216 | University of North Carolina* | 75 | 1½–3¾ | 7,000 | 3,000 | | 16,000 | 250,000 | 130,000 | | 6,000 | | 5,000 | June 2. |

* From Report of the Commissioner of Education for 1880.
*a* Suspended for several years; Baldwin School, the preparatory department, was reopened September, 1880.
*b* Incidental fees.
*c* Board and tuition.
*d* In 1879.
*e* Also 275,000 acres of agricultural college lands, valued at $1.25 to $10 per acre.
*f* These statistics are for the year 1880.
*g* In 1878.
*h* Preparatory department only organized.
*i* Average charge.
*j* Proceeds of fund from sale of land given many years ago.
*k* Includes receipts from farm and garden.
*l* Includes income from other sources.
*m* Includes room rent, &c.
*n* Value of grounds and buildings.
*o* Income from city.
*p* Value of productive estate.
*q* Includes amount from rents.
*r* From incidental and other fees.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

| | Name. | Annual charge to each student for tuition. | Cost of board a week. | Libraries. | | | | Property, income, &c. | | | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | College library. | | | Number of volumes in society libraries. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | Receipts for the last year from State appropriation. | Aggregate amount of scholarship funds. | |
| | | | | Number of volumes. | Number of pamphlets. | Increase in the last collegiate year in books. | | | | | | | | |
| | 1 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 217 | Biddle University* | *a*$0 | $1½ | 2,560 | ..... | ..... | ..... | $20,000 | $10,000 | $600 | ..... | ..... | $6,120 | June 1. |
| 218 | Davidson College* | 70 | 2½–3 | 3,000 | ..... | 200 | 6,000 | 160,000 | 88,000 | 6,400 | $8,000 | ..... | ..... | June 16. |
| 219 | North Carolina College | 40 | 2½ | 700 | 100 | ..... | 1,100 | 10,000 | ..... | ..... | 1,500 | ..... | ..... | May 24. |
| 220 | Shaw University | ..... | 1½ | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5,596 | ..... | ..... | May. |
| 221 | Rutherford College | 10–40 | 2–2½ | 8,000 | 4,000 | 200 | ..... | 4,000 | 0 | 0 | 3,000 | $0 | 0 | May 22. |
| 222 | Trinity College* | 60 | 2–2½ | 1,800 | 500 | ..... | 12,000 | 45,000 | 0 | 0 | 5,000 | 0 | 0 | June 9. |
| 223 | Wake Forest College | 60 | 2–2½ | 8,000 | 300 | 300 | 0 | 45,000 | 50,000 | 3,000 | 6,500 | 0 | 10,000 | June 7, 8. |
| 224 | Weaverville College | 34 | 2½ | 250 | 50 | 20 | 400 | 15,000 | ..... | ..... | 1,500 | 0 | ..... | July 13. |
| 225 | Buchtel College | 40 | 2–3 | *900 | ..... | ..... | ..... | 157,894 | 50,000 | 3,000 | 2,647 | ..... | 30,000 | |
| 226 | Ashland College* | 30 | 2–3 | *b*500 | *b*200 | *b*300 | ..... | 50,000 | ..... | ..... | 2,950 | ..... | ..... | June 22. |
| 227 | Ohio University | 0–30 | 1½–2½ | *7,800 | ..... | ..... | 2,000 | 100,000 | ..... | 18,662 | 2,053 | 20,000 | ..... | June 14. |
| 228 | Baldwin University | 18 | 2½ | 2,500 | 1,000 | 80 | ..... | 50,000 | ..... | ..... | 3,000 | ..... | ..... | June 8. |
| 229 | German Wallace College | 6–18 | 2 | 600 | ..... | 50 | ..... | 53,000 | 51,000 | 3,800 | 500 | 0 | 6,000 | June 7. |
| 230 | Hebrew Union College* | 0 | ..... | 7,500 | 700 | 3,000 | ..... | 35,000 | 60,000 | ..... | ..... | ..... | ..... | June. |
| 231 | St. Joseph's College | 50 | ..... | 2,000 | 1,000 | 200 | ..... | 40,000 | ..... | ..... | ..... | ..... | ..... | June 28. |
| 232 | St. Xavier College | 60 | ..... | 14,000 | 500 | 200 | 4,000 | 100,000 | ..... | ..... | 8,000 | ..... | ..... | June 29. |
| 233 | University of Cincinnati | *c*0 | ..... | *d*124,495 | *d*13,989 | *d*6,510 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 234 | Farmers' College | 3 | 3½ | ..... | ..... | ..... | 2,000 | 20,000 | 63,000 | 4,300 | 1,200 | ..... | ..... | June 16. |
| 235 | Capital University | 40 | 2 | *3,000 | ..... | ..... | ..... | 40,000 | ..... | ..... | *e*10,000 | ..... | ..... | June 28. |
| 236 | Ohio State University* | 0 | ..... | (*f*) | ..... | ..... | ..... | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | ..... | June 22. |
| 237 | Ohio Wesleyan University | 29 | 2½–3½ | 10,000 | 2,500 | 250 | ..... | 231,000 | 264,580 | (36,000) | | 0 | 0 | June 29. |
| 238 | Kenyon College* | 75 | ..... | 22,000 | ..... | ..... | ..... | 250,000 | 225,000 | 16,000 | ..... | ..... | ..... | June 24. |
| 239 | Denison University | 34 | 3 | 10,500 | ..... | 150 | 2,500 | 96,950 | 303,741 | 17,762 | 2,400 | ..... | ..... | June 29. |
| 240 | Hiram College | 21–30 | 2½ | 900 | 150 | ..... | 2,100 | 35,000 | 50,000 | 2,750 | 2,672 | ..... | ..... | June 8. |
| 241 | Western Reserve College *g* | 25, 30 | 1½–4 | 7,000 | ..... | ..... | 4,000 | 100,000 | 200,000 | *h*15,000 | 1,000 | ..... | ..... | July 5. |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 242 | Ohio Central College | 21 | 2½ | 400 | 300 | 10 | 0 | 10,000 | 0 | 0 | 800 | 0 | 0 | June 21. |
| 243 | Marietta College | 45 | 2½–3 | 16,764 | 7,000 | 255 | 12,236 | 130,000 | | | | 0 | 45,000 | June 28. |
| 244 | Mt. Union College | 30 | | 5,000 | | | | (516,000) | | | 13,000 | | | July 20. |
| 245 | Franklin College | 40 | 2¾ | | | | 3,000 | 8,000 | 14,000 | 800 | 2,600 | 0 | 0 | June 26. |
| 246 | Muskingum College | 27, 33 | 2½ | | 300 | | 500 | 20,000 | 10,000 | 500 | 3,500 | | | June 22. |
| 247 | Oberlin College | *i*30 | 2–4½ | 15,000 | | | | 400,000 | 247,354 | 17,655 | *i*17,248 | | | June 28. |
| 248 | Richmond College *j* | 33 | | | | | | 15,000 | | | | | | |
| 249 | Rio Grande College | 25–28 | 2 | 252 | 270 | 30 | 450 | 40,400 | 75,000 | 750 | 1,500 | | | June 8. |
| 250 | Scio College | | | *500 | *100 | *12 | *400 | *12,000 | | | *2,500 | | | |
| 251 | Miami Valley College | 40 | ¾–4 | | | | | 75,000 | | *e*6,000 | | | | June 14. |
| 252 | Wittenberg College | 30 | 2½ | 7,000 | 2,000 | 100 | | 75,000 | 125,000 | 7,000 | 3,500 | | | June 27. |
| 253 | Heidelberg College | 17–26 | 3¼ | 4,000 | | 50 | | 25,000 | 70,000 | 3,500 | 1,200 | 0 | *k*100,000 | June 16. |
| 254 | Urbana University | 75 | 4 | 5,500 | | 500 | | 30,000 | 60,000 | 4,500 | 1,500 | | | June 28. |
| 255 | Otterbein University | 30 | 3 | 1,200 | 700 | | 1,100 | 55,000 | 75,000 | 5,000 | 3,500 | | | June 1. |
| 256 | Wilberforce University | *i*35 | | *b*4,000 | | | | (51,500) | | *h*3,182 | 2,130 | | | June 15. |
| 257 | Willoughby College | 20 | 4 | 300 | | | | 10,000 | | | 375 | | | June 22. |
| 258 | Wilmington College | *i*150 | | 1,000 | | | 100 | (25,000) | | *h*2,500 | 2,500 | | | June 23. |
| 259 | University of Wooster | 30, 45 | | 5,800 | | 600 | 0 | 150,000 | 135,553 | 9,000 | 7,000 | 0 | | June 21. |
| 260 | Antioch College *l* | 37⅓ | 3–5 | 6,000 | 1,000 | 50 | 350 | 150,000 | 80,000 | 3,000 | 2,500 | 0 | 0 | June 22. |
| 261 | Corvallis College | 30 | 4 | 150 | 1,000 | 12 | 500 | 10,000 | *60,000 | *5,000 | 1,400 | | | June 1. |
| 262 | University of Oregon* | 30, 40 | 4 | 500 | 50 | 31 | | 80,000 | 50,000 | 4,500 | 4,150 | 2,500 | 620 | June 15. |
| 263 | Pacific University and Tualatin Academy.* | 45 | 3–4½ | 5,000 | | | | 12,000 | 76,000 | 5,800 | 2,700 | | | June 1. |
| 264 | Blue Mountain University* | 11–13 | 3–5 | | | | 100 | 20,000 | 0 | 0 | 2,000 | 0 | 0 | June 23. |
| 265 | McMinnville College | 40 | 2½–3 | 250 | 50 | 75 | | 30,000 | 25,000 | 2,000 | 400 | | 25,000 | Aug. 30. |
| 266 | Christian College | 36 | 3–3½ | 220 | 120 | 20 | | 12,000 | 16,000 | 1,600 | 500 | 0 | 20,000 | June. |
| 267 | Philomath College | 15–27 | | *800 | *300 | *112 | *100 | *18,000 | *17,000 | *1,700 | *1,300 | | | June 23. |
| 268 | Willamette University* | 52 | 3–4 | 2,500 | 100 | 25 | 500 | 75,000 | | | 3,500 | | | June 30. |
| 269 | Muhlenberg College | 40, 50 | 2, 3 | 2,500 | 500 | 300 | 3,500 | 60,000 | 116,000 | | | 0 | 32,000 | June 23. |
| 270 | Lebanon Valley College | 40 | 3⅜ | 1,364 | 250 | 50 | 300 | 40,350 | 20,000 | 1,000 | 4,265 | | | June 16. |
| 271 | St. Vincent's College* | | | | | | | | | | | | | June 29. |
| 272 | Dickinson College | 6¼ | 2½–3 | 8,074 | | 50 | 20,748 | 350,000 | 210,000 | 10,000 | 2,700 | 0 | | June 30. |
| 273 | Pennsylvania Military Academy | *m*500 | | | | | 500 | 150,000 | 0 | 0 | *n*65,000 | 0 | | June. |
| 274 | Lafayette College | 45, 75 | 1. 85–4 | 19,200 | 1,200 | 200 | 4,700 | 600,000 | | 13,535 | 5,815 | 0 | 0 | June 28. |
| 275 | Ursinus College | 40, 48 | | *n*10,000 | | | | | | | | | | June 29. |
| 276 | Pennsylvania College | 50 | 2½–3 | 8,000 | | 200 | 12,900 | 100,000 | 123,000 | 7,000 | 6,000 | | | June 29. |
| 277 | Thiel College | 40 | 2 | 5,000 | 500 | 600 | 1,000 | 40,000 | *24,720 | *2,111 | 2,304 | | 4,000 | June 22. |
| 278 | Haverford College | *m*425 | | 9,010 | 500 | | 4,250 | 375,000 | | 8,500 | | 0 | | June 21. |
| 279 | Monongahela College | 32 | 2–3 | 90 | 250 | | | 30,000 | 25,000 | 1,500 | 1,200 | | | July 5. |
| 280 | Franklin and Marshall College | 39 | 3¾ | 3,000 | 1,000 | 25 | 8,000 | 120,000 | 120,138 | 6,628 | 2,237 | 0 | | June 16. |
| 281 | University at Lewisburg | 36 | 1¼–2½ | 8,500 | | | 1,450 | 120,000 | 200,000 | | | | | June 29. |
| 282 | Lincoln University* | 25 | | | | | | 140,000 | 150,000 | | | 0 | *o*10,500 | June 7. |
| 283 | St. Francis College | *m*175 | | 1,000 | | 400 | 200 | | | | 6,000 | | | June 28. |

* From Report of the Commissioner of Education for 1880.
*a* $3 incidental fee.
*b* In 1879.
*c* To residents.
*d* Report of public library, which is also the library of the university.
*e* Income from all sources.
*f* See Table X, Part 1.
*g* These statistics are for the year ending June, 1881; since that time steps have been taken towards the removal of Western Reserve College to Cleveland, Ohio, name to be changed to Adelbert College of Western Reserve University.
*h* Income from all sources other than tuition.
*i* Includes incidentals.
*j* Reported in 1880 as suspended; reorganized in the autumn of 1881.
*k* Income from all sources.
*l* Whole endowment.
*m* Suspended for a short time; figures are for 1880.
*n* Board and tuition.
*o* Library of college and private libraries of faculty.
*p* In 1878.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

| | Name. | Annual charge to each student for tuition. | Cost of board a week. | Libraries. | | | | Property, income, &c. | | | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | College library. | | | Number of volumes in society libraries. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | Receipts for the last year from State appropriation. | Aggregate amount of scholarship funds. | |
| | | | | Number of volumes. | Number of pamphlets. | Increase in the last collegiate year in books. | | | | | | | | |
| | 1 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 284 | Allegheny College | $45 | $2½–4 | 10,000 | 3,000 | ..... | 3,000 | $250,000 | $200,000 | $9,000 | $6,500 | ..... | ..... | June 29. |
| 285 | Mercersburg College* | *a*205 | ..... | 700 | ..... | ..... | 2,800 | 45,000 | 12,000 | 550 | 1,150 | ..... | ..... | June. |
| 286 | Westminster College | 6 | 2–4 | 3,000 | ..... | ..... | 800 | 26,500 | 100,000 | 6,000 | *b*900 | ..... | ..... | June 21. |
| 287 | La Salle College | 40–80 | ..... | *1,800 | *400 | *200 | ..... | ..... | ..... | ..... | 7,200 | ..... | ..... | June. |
| 288 | St. Joseph's College | 0 | ..... | 4,200 | 500 | ..... | ..... | ..... | 0 | 0 | 0 | $0 | $0 | |
| 289 | University of Pennsylvania* | 150 | ..... | 20,000 | ..... | *c*4,000 | *c*4,000 | 350,000 | 425,000 | 29,311 | 34,740 | 0 | ..... | June 16. |
| 290 | Pittsburgh Catholic College | 60 | ..... | 500 | 50 | ..... | ..... | ..... | ..... | ..... | 7,000 | 0 | ..... | June 28. |
| 291 | Western University of Pennsylvania. | 80 | 4 | 3,500 | ..... | ..... | 500 | 150,000 | 310,000 | 16,000 | 12,000 | ..... | ..... | June 21. |
| 292 | Lehigh University | 0 | 4, 4½ | 25,000 | 2,000 | 6,500 | ..... | 800,000 | 1,900,000 | 114,000 | 0 | 0 | ..... | June 22. |
| 293 | Swarthmore College | *a*350 | ..... | 4,280 | 500 | ..... | 1,200 | 523,000 | 75,100 | 3,000 | *a*31,338 | ..... | 45,100 | June 20. |
| 294 | Augustinian College of Villanova* | *a*250 | ..... | *d*15,000 | ..... | ..... | ..... | *d*350,000 | ..... | ..... | ..... | ..... | ..... | June 29. |
| 295 | Washington and Jefferson College | 24 | 2½–3½ | ..... | ..... | ..... | ..... | 125,000 | 189,246 | 11,364 | *e*3,156 | 0 | 98,798 | June 21. |
| 296 | Brown University | 100 | 3–5 | 53,000 | 17,000 | 575 | 0 | ..... | 645,979 | 36,099 | 30,869 | ..... | 86,468 | June 21. |
| 297 | College of Charleston | 40 | ..... | 7,000 | ..... | ..... | ..... | 100,000 | 290,000 | 12,000 | ..... | ..... | 30,000 | Mar. 28. |
| 298 | University of South Carolina *f* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 299 | Erskine College | ..... | ..... | *1,000 | *400 | *450 | *4,700 | *50,000 | *82,000 | *5,000 | *120 | ..... | ..... | |
| 300 | Furnam University *g* | 0 | 3½ | 1,700 | ..... | ..... | 700 | 50,000 | 50,000 | 2,000 | 0 | 0 | 0 | June 15. |
| 301 | Newberry College | 50 | 3 | 4,500 | 1,000 | 200 | 900 | 30,000 | 8,000 | 560 | 3,500 | ..... | ..... | June 28. |
| 302 | Claflin University and South Carolina Agricultural College and Mechanics' Institute. | 12 | 1–2 | 1,200 | 1,500 | ..... | ..... | 50,000 | ..... | *h*1,109 | 574 | 5,000 | ..... | June 8. |
| 303 | Wofford College | 66 | 2–4 | 2,000 | ..... | ..... | 4,000 | 50,000 | ..... | ..... | ..... | ..... | ..... | June 11–14. |
| 304 | Adger College* | 40 | 2½ | 50 | 10 | ..... | 300 | 10,000 | 32,000 | 2,200 | 1,000 | ..... | ..... | June. |
| 305 | East Tennessee Wesleyan University. | 20–40 | 2½ | 2,000 | 500 | ..... | 1,000 | 20,000 | ..... | 2,000 | 3,000 | ..... | ..... | May 24. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 306 | King College | 24–50 | 1½–3 | | | | 1,100 | 16,000 | 12,000 | 800 | 1,800 | 0 | 0 | June 8. |
| 307 | Southwestern Presbyterian University.* | 50 | 3–4½ | 2,500 | 500 | 700 | 2,000 | 100,000 | 100,000 | 6,000 | 2,100 | 0 | 0 | June 1. |
| 308 | Hiwassee College | 20–40 | 2–2½ | *2,018 | | 48 | | *21,000 | | | | | | May 25. |
| 309 | Southwestern Baptist University | 56 | 3 | 1,300 | 200 | 175 | 600 | 50,000 | 42,000 | 2,500 | 3,400 | 0 | 0 | June 1. |
| 310 | University of Tennessee; State Agricultural College. | 30 | 2½ | 3,334 | 300 | 83 | 1,015 | 125,000 | 425,000 | 25,410 | 815 | | 0 | June 7. |
| 311 | Cumberland University | 20–25 | 2½–4½ | 7,000 | | 75 | | 25,000 | 25,180 | | | | | June 1. |
| 312 | Bethel College | 50 | 2½ | 688 | 57 | 42 | 225 | 15,000 | | | | | | May 11. |
| 313 | Maryville College | 10 | 1–2 | 2,500 | 500 | | | 75,000 | 13,300 | 798 | 1,500 | | | May 25. |
| 314 | Christian Brothers' College | *60 | 5 | 3,000 | 1,500 | | | *40,000 | | | | | | |
| 315 | Mosheim Institute | 20 | 1¾ | | | | 100 | 2,250 | | | 500 | | | May 26. |
| 316 | Carson College | 12–40 | .70–2 | 400 | 5 | 200 | 900 | 25,000 | 15,000 | 500 | 2,000 | | | June 1. |
| 317 | Central Tennessee College | 9 | 1½ | 1,431 | 1,667 | 81 | 0 | 60,000 | 5,000 | 300 | | 0 | 0 | May 24. |
| 318 | Fisk University | 11 | 2½ | 2,037 | 300 | 400 | 200 | 200,080 | 2,284 | 137 | 2,405 | 0 | 4,410 | May 25. |
| 319 | Vanderbilt University | 50 | 4½–5 | 8,000 | | | | 600,000 | 600,000 | 42,000 | 6,000 | | | May 31. |
| 320 | University of the South | 100 | 4½ | 10,000 | 1,000 | | 500 | 69,000 | 5,000 | | 10,000 | | | March 16. |
| 321 | Burritt College | 30–40 | 2–2½ | 500 | 100 | | 600 | 25,000 | | | 4,400 | | | July 14. |
| 322 | Greeneville and Tusculum College* | 24 | 2½ | 5,000 | 1,000 | 50 | 500 | 30,000 | *c*500 | *c*30 | 1,800 | | *c*12,000 | April 22. |
| 323 | Winchester Normal | 50 | | | | | | | | | | | | June 8. |
| 324 | St. Mary's University | 40 | 3 | 500 | 200 | 100 | | 75,000 | | | 20,000 | 0 | 0 | |
| 325 | Southwestern University | 60 | 3⅔ | 611 | 369 | 23 | 200 | 30,000 | | | 7,900 | | | June 27. |
| 326 | Henderson Male and Female College. | 30–50 | | | | | | | | | | | | June 15. |
| 327 | Baylor University | *i*40 | 2¾ | 1,400 | 400 | 100 | 250 | 30,000 | | | 3,500 | 0 | 0 | June 13. |
| 328 | Mansfield Male and Female College | 20–60 | 2½ | 2,300 | 800 | 300 | 100 | 50,000 | 0 | 0 | 7,500 | 180 | 0 | June 16. |
| 329 | Austin College | 50 | 3½ | 2,000 | 500 | | | 20,000 | 5,000 | 500 | 1,500 | | | June 14. |
| 330 | Trinity University | 50, 60 | 2½–3½ | 100 | 50 | 50 | 800 | 30,000 | 2,750 | 275 | 3,600 | 0 | 1,500 | June 14. |
| 331 | Waco University*j* | 30–50 | 3½ | 3,000 | | | | 50,000 | 13,000 | | | | | |
| 332 | Marvin College | 50 | 2½ | 500 | 75 | 80 | 0 | 50,000 | 0 | 0 | 11,150 | 0 | 0 | June 14. |
| 333 | University of Vermont and State Agricultural College. | 45 | 2¼–3½ | 19,000 | | | | *240,000 | *k*115,000 | *6, 828 | *4, 282 | *l*8, 130 | 16, 700 | June 28. |
| 334 | Middlebury College | 45 | 2–5 | 14,000 | | 400 | | 200,000 | 140,000 | *m*9,500 | 1,800 | 0 | 20,000 | July 5. |
| 335 | Randolph Macon College | 90 | 2½–3¾ | 2,000 | | | 6,500 | 45,000 | 20,000 | *n*4,700 | 6,040 | | | June 15. |
| 336 | Emory and Henry College | 50 | 2½ | 9,000 | | 80 | 6,000 | 108,000 | *o*800 | 1,000 | 4,000 | 0 | 0 | June 15. |
| 337 | Hampden Sidney College | 60 | 2½–3 | 2,000 | 300 | | 5,000 | 50,000 | *p*100,000 | | | 0 | | June 15. |
| 338 | Washington and Lee University | 50 | 3–6½ | 20,000 | | 100 | 5,000 | *c*150,000 | *c*150,000 | *c*10,000 | *c*4,000 | | *c*2,500 | June 21. |
| 339 | Richmond College | 70–80 | 2½ | 8,000 | | | 2,500 | 250,000 | 100,000 | 6,500 | 6,500 | 0 | 3,000 | June 21. |
| 340 | Roanoke College | 40, 50 | 1¾–2½ | 16,000 | | 74 | 1,000 | 75,000 | | | | 0 | 0 | June 13. |
| 341 | University of Virginia | 75 | 3–5 | 40,000 | | | | *800,000 | | | | | | June 29. |
| 342 | College of William and Mary *q* | 40 | 2–6 | 5,000 | | | | 80,000 | | | | | | July 4. |
| 343 | Bethany College | 30, 40 | 2–4 | | *c*2,000 | | | *c*130,000 | *c*30,000 | *c*2,000 | *c*3,200 | | | June 15. |
| 344 | West Virginia College | 30 | 2½–3 | 600 | 376 | 50 | | 15,000 | | | | | | June 28. |

* From Report of the Commissioner of Education for 1880.
*a* Board and tuition.
*b* Church contributions and rents of scholarships.
*c* In 1879.
*d* In 1878.
*e* From contingent fees.
*f* Suspended for several years; the South Carolina College of Agriculture and the Mechanic Arts was organized October, 1880, in the buildings of the university (see Table X, Part 1).
*g* Institution undergoing reorganization; figures are for 1880.
*h* From rents.
*i* Average charge.
*j* These statistics are for the year 1880.
*k* Exclusive of agricultural college funds.
*l* Income from agricultural college fund.
*m* Partly from tuition and room rent.
*n* Includes an annuity of $3,500.
*o* In lands.
*p* Also, $1,200 per annum pledged by individuals for five years to support a new professorship.
*q* College is, for the present, virtually suspended; figures are for 1880.

TABLE IX.—*Statistics of universities and colleges for* 1881, *&c.*—Continued.

| | Name. | Annual charge to each student for tuition. | Cost of board a week. | Libraries. | | | | Property, income, &c. | | | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | College library. | | | Number of volumes in society libraries. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | Receipts for the last year from State appropriation. | Aggregate amount of scholarship funds. | |
| | | | | Number of volumes. | Number of pamphlets. | Increase in the last collegiate year in books. | | | | | | | | |
| | 1 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 345 | West Virginia University | $15–24 | $2–3¾ | 5,000 | 300 | 250 | 350 | $110,000 | $109,000 | $6,469 | $1,350 | $11,500 | $0 | June 8. |
| 346 | Shepherd College* | 30 | 2–3½ | 200 | 150 | 10 | ..... | 40,000 | 0 | 0 | 1,042 | 0 | ..... | June 14. |
| 347 | Lawrence University | *a*16½ | 3½–5½ | 9,235 | 1,668 | 449 | ..... | 52,800 | 51,355 | 5,029 | 0 | 0 | 0 | June 29. |
| 348 | Beloit College | 36 | *b*3 | 10.280 | 4,800 | 300 | 1,000 | 82,000 | 162,782 | 12,885 | 4,191 | ..... | 16,000 | June 28. |
| 349 | Galesville University* | 32,40 | ..... | 4,000 | ..... | 100 | ..... | 36,500 | 4,000 | ..... | ..... | ..... | ..... | June 22. |
| 350 | University of Wisconsin | *c*0 | *b*2½ | 10,000 | 1,400 | 510 | 0 | 455,000 | 498,000 | 75,000 | 4,381 | 43,381 | 5,500 | June 21. |
| 351 | Milton College | 30–33 | 2½ | 1,200 | ..... | ..... | 700 | 27,000 | 7,000 | 505 | 1,912 | ..... | ..... | June 28. |
| 352 | Racine College | *d*350 | ..... | 7,500 | ..... | ..... | ..... | *125,000 | ..... | ..... | *d*42,000 | ..... | ..... | June 15. |
| 353 | Ripon College | 21,24 | ..... | 4,750 | ..... | 300 | 280 | 66,000 | 80,000 | 8,137 | *e*2,738 | ..... | ..... | June 29. |
| 354 | Northwestern University* | 30 | ..... | 1,800 | ..... | 200 | ..... | 46,000 | ..... | ..... | 1,480 | ..... | ..... | June 29. |
| 355 | Georgetown College | *d*300 | ..... | 30,000 | ..... | ..... | ..... | *325,000 | ..... | ..... | ..... | ..... | ..... | June 22. |
| 356 | Columbian University* | 60 | 4½ | 7,000 | ..... | ..... | ..... | 275,000 | 100,000 | ..... | ..... | ..... | *f*18,000 | June 9. |
| 357 | Gonzaga College* | 40 | ..... | 2,000 | ..... | ..... | 900 | 50,000 | 0 | 0 | ..... | 0 | 0 | June 29. |
| 358 | Howard University | 12 | 2 | 7,000 | ..... | ..... | ..... | 250,000 | 20,000 | 1,957 | 1,165 | *g*10,000 | 810 | June 1. |
| 359 | National Deaf-Mute College | ..... | ..... | *1,411 | *100 | ..... | ..... | (*h*) | ..... | ..... | ..... | (*h*) | ..... | May. |
| 360 | University of Deseret | 48 | 3½–6 | 2,735 | 318 | 35 | ..... | 30,000 | ..... | ..... | 3,147 | 2,500 | ..... | June 2. |
| 361 | University of Washington Territory.* | 10–13 | 3–3½ | 1,800 | 800 | 1,400 | ..... | 100,000 | 5,000 | 500 | 2,500 | *i*1,250 | ..... | June 1. |
| 362 | Holy Angels' College | 25 | 3–4 | 1,400 | 500 | ..... | ..... | ..... | 0 | 0 | 2,000 | 0 | ..... | |

*From Report of the Commissioner of Education for 1880.
*a* For incidentals only.
*b* Average charge.
*c* To residents of Wisconsin.
*d* Board and tuition.
*e* Includes incidental fees.
*f* In 1879.
*g* Congressional appropriation.
*h* See Columbia Institution for the Deaf and Dumb, Table XVIII.
*i* Territorial appropriation.

*Colleges from which no information has been received.*

| Name. | Location. | Name. | Location. |
|---|---|---|---|
| Spring Hill College | Near Mobile, Ala. | Bethel College | Russellville, Ky. |
| Arkansas College | Batesville, Ark. | St. John's College | Collegeville, Minn. |
| Christian College of the State of California. | Santa Rosa, Cal. | Westminster College | Fulton, Mo. |
| | | Alfred University | Alfred, N. Y. |
| College of Our Lady of Guadalupe. | Santa Ynez, Cal. | St. Francis College | Brooklyn, N. Y. |
| | | Xenia College | Xenia, Ohio. |
| Bowdon College | Bowdon, Ga. | Waynesburg College | Waynesburg, Pa. |
| Rock River University | Dixon, Ill. | Manchester College | Manchester, Tenn. |
| St. Bonaventure's College | Terre Haute, Ind. | Woodbury College | Woodbury, Tenn. |
| Western College | Toledo, Iowa. | Salado College | Salado, Tex. |
| Kentucky Classical and Business College. | North Middletown, Ky. | | |

TABLE IX.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| California College | Vacaville, Cal | Suspended. |
| Washington College | Washington, Cal | See Table VI. |
| Gainesville College | Gainesville, Ga | A city academic school, see Table VI. |
| Evangelisch-Lutherisches Collegium | Mendota, Ill | See Table VII. |
| Bedford College | Bedford, Ind | Temporarily closed. |
| Algona College | Algona, Iowa | Not in existence. |
| Humboldt College | Humboldt, Iowa | Suspended. |
| Whittier College and Normal Institute. | Salem, Iowa | See reports of this institution in Tables III and IV. |
| Western College | Western, Iowa | Relocated at Toledo, Iowa. |
| Alcorn University | Rodney, Miss | Changed to Alcorn Agricultural and Mechanical College, see Table X, Part 1. |
| St. Joseph College | St. Joseph, Mo | See St. Joseph Commercial College, Table IV. |
| Nebraska Wesleyan University | Osceola, Nebr | Removed to Fullerton in 1881. |
| McCorkle College | Sago, Ohio | Suspended. |
| New Castle College | New Castle, Pa | Closed. |
| Beech Grove College | Beech Grove, Tenn | A district school of high grade, see Table VI. |
| St. Joseph's College | Brownsville, Tex | Temporarily closed. |

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of charter. | Date of organization. | President. | Preparatory department. | | | Scientific department. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Instructors. | Students. | | Corps of instruction. | | Students. | | | | | | | | | | | |
| | | | | | | | Male. | Female. | Resident professors and instructors. | Non-resident professors and lecturers. | Total number in regular course. | First year. | | Second year. | | Third year. | | Fourth year. | | Number in partial course. | Number of graduate students. |
| | | | | | | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 1 | State Agricultural and Mechanical College. | Auburn, Ala | 1872 | 1872 | Rev. I. T. Tichenor, D. D. | 1 | 47 | .... | 11 | ..... | 135 | 63 | .... | 34 | .... | 23 | .... | 15 | .... | ..... | ..... |
| 2 | Arkansas Industrial University | Fayetteville, Ark | 1871 | 1871 | Gen. D. H. Hill | (a) | (a) | (a) | 2 | 0 | 6 | 2 | ... | 3 | 1 | 0 | 0 | 0 | 0 | 8 | 0 |
| 3 | Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California).* | Berkeley, Cal | 1868 | 1869 | John Le Conte, A. M., M. D., LL. D. *b* | 0 | 0 | 0 | *a*23 | *a*3 | 70 | (21) | | (17) | | (17) | | (15) | | 31 | .... |
| 4 | State Agricultural College | Fort Collins, Colo | 1877 | 1879 | E. E. Edwards, PH. D | .... | .... | .... | 5 | ..... | 57 | 7 | 18 | 18 | 14 | .... | .... | .... | .... | .... | .... |
| 5 | Sheffield Scientific School of Yale College. | New Haven, Conn | 1701 | 1847 | Rev. Noah Porter, D. D., LL. D. | .... | .... | .... | (25) | | 162 | .... | .... | 73 | .... | 55 | .... | 34 | .... | 5 | *a*18 |
| 6 | Agricultural department of Delaware College. | Newark, Del | 1867 | 1870 | William H. Purnell, A. M., LL. D. | .... | .... | .... | (a) | (a) | (a) | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 7 | State Agricultural College *c* | ——, Fla | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 8 | Georgia State College of Agriculture and Mechanic Arts (University of Georgia). | Athens, Ga | 1872 | 1872 | Rev. P. H. Mell, D. D., LL. D. (ex officio). | .... | .... | .... | 8 | ..... | 56 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 9 | Southwest Georgia Agricultural College (University of Georgia). | Cuthbert, Ga | 1879 | 1879 | Vincent T. Sanford, A. M | *d*4 | 110 | .... | .... | ..... | 15 | 7 | .... | 8 | .... | .... | .... | .... | .... | .... | .... |
| 10 | North Georgia Agricultural College (University of Georgia). | Dahlonega, Ga | 1871 | 1873 | Hon. D. W. Lewis | 2 | (219) | | 6 | ..... | 48 | .... | .... | (40) | | (3) | | (5) | | .... | .... |
| 11 | Middle Georgia Military and Agricultural College (University of Georgia). | Milledgeville, Ga | 1879 | 1880 | Walter Stafford Dudley, M. D. | 5 | 165 | 166 | 5 | ..... | 57 | 12 | 16 | 13 | 12 | .... | .... | 3 | 1 | 6 | .... |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | South Georgia College of Agriculture and the Mechanic Arts (University of Georgia). | Thomasville, Ga | 1879 | 1879 | O. D. Scott | 5 | 217 | 0 | 0 | 0 | 0 | | | | | | | | | | |
| 13 | Illinois Industrial University | Urbana, Ill | 1867 | 1868 | Selim H. Peabody, PH. D., LL. D., regent. | 3 | 73 | 4 | 23 | 1 | 291 | 85 | 31 | 54 | 24 | 41 | 6 | 39 | 11 | 11 | 1 |
| 14 | Purdue University | La Fayette, Ind | 1872 | 1874 | Emerson E. White, A. M., LL. D. | 2 | 90 | 51 | 9 | 0 | 90 | 25 | 14 | 20 | 10 | 11 | 2 | 5 | 3 | 48 | 2 |
| 15 | Iowa State Agricultural College | Ames, Iowa | 1869 | 1869 | A. S. Welch, LL. D | 2 | 10 | 5 | (20) | | 205 | 70 | 27 | 42 | 15 | 15 | 12 | 19 | 5 | 3 | 3 |
| 16 | Kansas State Agricultural College | Manhattan, Kans | 1863 | 1863 | George T. Fairchild, A. M | | | | 13 | | 259 | 124 | 54 | 29 | 19 | 16 | 8 | 6 | 3 | 6 | 2 |
| 17 | Agricultural and Mechanical College of Kentucky.* | Lexington, Ky | e1865 | 1866 | James K. Patterson, PH. D., F. R. H. S., F. S. A. | 2 | | | 13 | | d182 | | | | | | | | | | |
| 18 | Louisiana State University and Agricultural and Mechanical College. | Baton Rouge, La. | 1853<br>1874 | 1860<br>1874 | William Preston Johnston. | a1 | a40 | | a9 | 0 | a29 | | | | | | | | | | |
| 19 | Maine State College of Agriculture and the Mechanic Arts. | Orono, Me | 1865 | 1868 | M. C. Fernald, A. M., PH. D. | | | | 8 | | 103 | 29 | 2 | 19 | 1 | 27 | 0 | 20 | 5 | 4 | 3 |
| 20 | United States Naval Academy | Annapolis, Md | 0 | 1845 | Capt. F. M. Ramsay, U. S. N., superintendent. | 0 | 0 | 0 | 65 | 0 | 261 | 73 | 0 | 64 | 0 | 64 | 0 | 60 | 0 | 0 | 0 |
| 21 | Maryland Agricultural College | College Station, Md | 1856 | 1859 | William H. Parker | | 6 | | 7 | | 49 | 5 | | 7 | | 12 | | 25 | | | |
| 22 | Massachusetts Agricultural College. | Amherst, Mass | 1863 | 1867 | Levi Stockbridge | | | | 5 | 3 | 93 | 19 | | 14 | | 16 | | 44 | | 13 | 6 |
| 23 | Massachusetts Institute of Technology. | Boston, Mass | 1861 | 1865 | Francis A. Walker, PH. D., LL. D. | | | | 37 | 0 | 164 | 86 | 1 | 31 | 2 | 20 | 0 | 22 | 2 | f226 | 15 |
| 24 | Michigan State Agricultural College.* | Lansing, Mich | 1855 | 1857 | T. C. Abbot, LL. D. | 0 | 0 | 0 | 10 | 2 | 209 | 88 | 2 | 52 | 1 | 33 | 0 | 32 | 1 | 12 | 6 |
| 25 | Colleges of Agriculture and of Mechanic Arts (University of Minnesota). | Minneapolis, Minn | 1868 | 1867 | William W. Folwell, LL. D. | | (a) | (a) | (a) | (a) | (a) | | | | | | | | | | |
| 26 | Agricultural and Mechanical College of the State of Mississippi. | Agricultural College, Miss. | 1878 | 1880 | Stephen D. Lee | 5 | 267 | | 6 | | 87 | 73 | | 14 | | | | | | | |
| 27 | Alcorn Agricultural and Mechanical College. | Rodney, Miss | 1871 | 1872 | Rev. Hiram R. Revels, D.D. | 5 | 170 | | 3 | | 15 | 5 | | 5 | | 2 | | 3 | | | |
| 28 | Missouri Agricultural and Mechanical College (University of Missouri).* | Columbia, Mo | 1870 | 1870 | Samuel S. Laws, A. M., M. D., LL. D.; G. C. Swallow, M. D., LL. D., dean. | | | | (12) | | 60 | | | | | | | | | g92 | |
| 29 | Missouri School of Mines and Metallurgy (University of Missouri). | Rolla, Mo | 1870 | 1871 | Charles E. Wait, C. E., M. E., director. | 2 | 25 | | 3 | | 12 | 4 | | 1 | | 7 | | | | 45 | 0 |
| 30 | Industrial College of the University of Nebraska. | Lincoln, Nebr | 1869 | 1871 | Rev. Edmund B. Fairfield, S. T. D., LL. D., chancellor. | | | | | | | | | | | | | | | | |
| 31 | College of Agriculture (University of Nevada). | Elko, Nev | | 1874 | Hon. John S. Mayhugh, president of board of regents. | (h) | (h) | (h) | | | | | | | | | | | | | |
| 32 | New Hampshire College of Agriculture and the Mechanic Arts. | Hanover, N. H | 1866 | 1866 | Rev. Samuel C. Bartlett, D. D., LL. D. | | | | 4 | 6 | 43 | 16 | | 12 | | 15 | | | | 1 | 0 |

* From Report of the Commissioner of Education for 1880.

*a* Reported with classical department (see Table IX).

*b* Since succeeded by William T. Reid, A. M.

*c* Location not fixed, and college not organized at last report, 1880.

*d* For all departments.

*e* As a department of Kentucky University; new charter in 1880.

*f* Includes 39 students in School of Mechanic Arts and 49 in Lowell School of Practical Design.

*g* Includes students in military science and tactics.

*h* Only department organized as yet; statistics reported in Table IX.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | President. | Preparatory department. | | | Scientific department. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Instructors. | Students. | | Corps of instruction. | | Students. | | | | | | | | | Number in partial course. | Number of graduate students. |
| | | | | | | | Male. | Female. | Resident professors and instructors. | Non-resident professors and lecturers. | Total number in regular course. | First year. | | Second year. | | Third year. | | Fourth year. | | | |
| | | | | | | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 33 | Rutgers Scientific School (Rutgers College). | New Brunswick, N. J. | ..... | 1865 | Rev. W. H. Campbell, D. D., LL. D. | (*a*) | (*a*) | .... | 14 | 0 | 40 | 18 | .... | 4 | .... | 8 | .... | 10 | .... | 10 | 4 |
| 34 | Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University). | Ithaca, N. Y ..... | 1865 | 1868 | Hon. Andrew Dickson White, LL. D. | 0 | 0 | 0 | *b*50 | *b*2 | 259 | 76 | 5 | 59 | 5 | 44 | 7 | 58 | 5 | (*b*) | (*b*) |
| 35 | United States Military Academy. | West Point, N. Y. | 1802 | 1802 | Brig. Gen. O. O. Howard, U. S. A., superintendent. | 0 | 0 | 0 | 52 | 0 | 228 | 53 | 0 | 38 | 0 | 68 | 0 | 69 | 0 | 0 | 0 |
| 36 | Agricultural and Mechanical College (University of North Carolina).* | Chapel Hill, N. C . | 1789 | 1875 | Hon. Kemp P. Battle, LL.D. | 0 | 0 | 0 | 6 | 1 | 16 | 5 | .... | 4 | .... | 6 | .... | 1 | .... | 8 | .... |
| 37 | Ohio State University* ..... | Columbus, Ohio... | 1870 | 1873 | Edward Orton, PH. D c..... | 7 | 74 | 19 | 13 | 0 | 60 | 7 | 1 | 11 | 1 | 18 | 1 | 19 | 2 | 62 | 2 |
| 38 | State Agricultural College ..... | Corvallis, Oreg.... | 1872 | 1872 | B. L. Arnold, A. M ..... | (*d*) | (*d*) | (*d*) | *d*3 | ..... | *de*60 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 39 | Pennsylvania State College..... | State College, Pa.. | 1854 | 1859 | James Y. McKee, M. A. (acting). | 5 | *f*35 | *f*10 | 12 | 0 | *f*39 | 12 | 2 | 7 | 2 | 8 | 1 | 7 | 0 | ... | 5 |
| 40 | Agricultural and scientific department (Brown University). | Providence, R. I .. | ..... | 1869 | Rev. E. G. Robinson, D. D., LL. D. | .... | .... | .... | (*b*) | (*b*) | (*b*) | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 41 | South Carolina College of Agriculture and the Mechanic Arts. | Columbia, S. C .... | ..... | 1880 | William Porcher Miles, LL. D. | .... | .... | .... | 4 | ..... | 58 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 42 | Claflin University and South Carolina Agricultural College and Mechanics' Institute. | Orangeburg, S.C. | 1869 1872 | 1870 1874 | Rev. Edward Cooke, A. M., S. T. D. | (*b*) | (*b*) | (*b*) | (*b*) | ..... | (*b*) | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 43 | University of Tennessee; Tennessee Agricultural College. | Knoxville, Tenn. | 1807 1869 | 1808 1869 | Rev Thomas W. Humes, S. T. D. | (*b*) | (*b*) | 0 | (*b*) | 0 | (*b*) | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 44 | State Agricultural and Mechanical College of Texas. | College Station, Tex. | 1871 | 1876 | John Garland James ..... | 0 | 0 | 0 | 9 | 9 | 127 | 1 | .... | 14 | .... | 29 | .... | 83 | .... | 0 | 0 |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 45 | University of Vermont and State Agricultural College. | Burlington, Vt.. | 1791<br>1865 | 1800<br>1865 | Rev. Matthew H. Buckham, D. D. | 0 | 0 | 0 | 8 | 1 | 21 | 9 | 0 | 6 | .... | 1 | 1 | 4 | 0 | 2 | 0 |
| 46 | Virginia Agricultural and Mechanical College.* | Blacksburg, Va... | 1872 | 1872 | John L. Buchanan *g* ..... | 1 | 12 | 0 | 5 | 0 | 92 | 12 | 0 | 48 | 0 | 22 | 0 | 10 | 0 | 4 | 0 |
| 47 | Hampton Normal and Agricultural Institute. | Hampton, Va ..... | 1870 | 1868 | Gen. Samuel C. Armstrong, principal. | .... | 69 | 27 | 28 | 0 | 224 | 67 | 34 | 47 | 28 | 29 | 19 | .... | .... | 0 | 0 |
| 48 | Agricultural department of West Virginia University. | Morgantown, W. Va. | 1867 | 1867 | D. B. Purinton, A.M., acting | (*b*) | (*b*) | 0 | (*b*) | 0 | (*b*) | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 49 | College of Arts (University of Wisconsin). | Madison, Wis..... | 1848 | 1849 | Rev. John Bascom, D. D., LL. D. | 0 | 0 | 0 | *b*18 | 0 | *b*88 | 23 | 3 | 17 | 2 | 16 | 1 | 24 | 2 | *b*35 | *b*1 |

* From Report of the Commissioner of Education for 1880.

*a* Preparatory department is identical with Rutgers College Grammar School (Table VII).

*b* Reported with classical department (see Table IX).

*c* Since succeeded by Rev. Walter Q. Scott, A. M.

*d* See full report of Corvallis College (Table IX).

*e* Average each year for State Agricultural College.

*f* The attendance is reported for the scientific department only and for the last session only.

*g* Since succeeded by Thomas N. Conrad, A. M.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1881, *&c.*—Continued

| | Name. | Number of State scholarships. | Number of other free scholarships. | Number of years in full course of study. | Number of weeks in scholastic year. | Annual charge to each student for tuition. | Libraries: General library: Number of volumes. | Libraries: General library: Number of pamphlets. | Libraries: General library: Increase in the last school year in books. | Libraries: Number of volumes in society libraries. | Property, income, &c.: Value of grounds, buildings, and apparatus. | Property, income, &c.: Amount of productive funds. | Property, income, &c.: Income from productive funds. | Property, income, &c.: Receipts for the last year from tuition fees. | Property, income, &c.: Receipts for the last year from State appropriation. | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| 1 | State Agricultural and Mechanical College | ..... | ..... | 4 | 40 | $0 | 2,000 | ..... | ..... | 1,000 | $75,000 | $253,500 | $20,280 | ..... | ..... | June 28. |
| 2 | Arkansas Industrial University | *a*721 | ..... | 4 | 40 | (*b*) | 200 | 75 | 25 | 20 | 170,000 | 130,000 | 10,400 | $2,000 | (*c*) | June 8. |
| 3 | Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California).* | ..... | ..... | 4 | 40 | 0 | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | June 1. |
| 4 | State Agricultural College | 0 | 0 | 4 | 36 | *d*0 | 150 | 400 | ..... | ..... | 55,000 | (*c*) | ..... | ..... | *f*$25,000 | July 7. |
| 5 | Sheffield Scientific School of Yale College | 27 | 3 | 3 | 37 | 150 | 5,000 | ..... | ..... | ..... | 200,000 | 272,164 | *g*29,212 | 17,798 | ..... | June 28. |
| 6 | Agricultural department of Delaware College | *e*30 | ..... | 4 | 39 | 60 | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | June 21. |
| 7 | State Agricultural College *h* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 121,400 | 10,004 | ..... | ..... | |
| 8 | Georgia State College of Agriculture and Mechanic Arts (University of Georgia). | (*i*) | (*i*) | 4 | 40 | (*i*) | (*c*) | (*c*) | (*c*) | (*c*) | *j*40,000 | *k*242,202 | *l*9,914 | ..... | ..... | July 19. |
| 9 | Southwest Georgia Agricultural College (University of Georgia). | ..... | ..... | ..... | 42 | *m*10 | ..... | ..... | ..... | ..... | ..... | ..... | *l*2,000 | ..... | ..... | June 28. |
| 10 | North Georgia Agricultural College (University of Georgia). | ..... | ..... | 4 | 40 | *m*10 | *500 | ..... | *500 | ..... | *20,000 | ..... | *l*2,000 | ..... | ..... | June 15. |
| 11 | Middle Georgia Military and Agricultural College (University of Georgia). | ..... | ..... | 4 | 40 | *m*10 | 3,000 | ..... | ..... | ..... | *95,000 | ..... | *l*2,000 | ..... | ..... | July 12. |
| 12 | South Georgia College of Agriculture and the Mechanic Arts (University of Georgia). | 0 | 0 | ..... | 40 | *m*10 | ..... | ..... | ..... | ..... | 9,000 | ..... | *l*2,000 | *m*1,800 | 275 | June 27. |
| 13 | Illinois Industrial University | 0 | 0 | 4 | 36 | *n*0 | 12,942 | 2,500 | 425 | 0 | 545,000 | 319,000 | 21,398 | *m*10,619 | 13,842 | June 7. |
| 14 | Purdue University | *o*184 | 0 | 4 | 39 | *p*14 | 2,065 | 1,000 | 262 | ..... | 259,000 | 340,000 | 17,000 | *p*2,029 | 4,500 | June 8. |
| 15 | Iowa State Agricultural College | 0 | 0 | 4 | 36 | 0 | 6,000 | 25 | 300 | 0 | 500,000 | 600,000 | 45,000 | 0 | 24,000 | Nov. 8. |
| 16 | Kansas State Agricultural College | ..... | ..... | 4 | 37 | 0 | 3,050 | 520 | 150 | 300 | 99,525 | 329,988 | 31,225 | *m*426 | 20,729 | June 7. |
| 17 | Agricultural and Mechanical College of Kentucky.* | 300 | ..... | 4 | 40 | 25 | ..... | ..... | ..... | ..... | *q*85,000 | 165,000 | 9,900 | 1,500 | 17,000 | |
| 18 | Louisiana State University and Agricultural and Mechanical College. | 0 | 0 | 3,4 | 39 | 0 | *c*17,000 | *c*2,000 | ..... | 0 | *c*400,000 | *c*318,313 | *c*14,500 | 0 | *cr*10,000 | July 4. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 19 | Maine State College of Agriculture and the Mechanic Arts. | 0 | 0 | 4 | 36 | 30 | 4,105 | 750 | 131 | ..... | 145,000 | 131,300 | 7,500 | ..... | 3,000 | June 28. |
| 20 | United States Naval Academy | 0 | 0 | *s*4 | 34 | 0 | 22,629 | 332 | 869 | 0 | 1,292,390 | 0 | 0 | 0 | 0 | June 10. |
| 21 | Maryland Agricultural College | (*t*) | ..... | 4 | 40 | (*t*) | ..... | ..... | ..... | 1,500 | 100,000 | 112,500 | 6,975 | 825 | 6,000 | June 27. |
| 22 | Massachusetts Agricultural College | 0 | 17 | 4 | 39 | 36 | 2,300 | 300 | 200 | ..... | 205,000 | 275,000 | 14,000 | 4,250 | 0 | June 21. |
| 23 | Massachusetts Institute of Technology | 0 | 10 | 4 | 36 | 200 | 3,000 | ..... | ..... | 0 | 315,727 | 267,000 | 16,672 | 48,557 | ..... | May 30. |
| 24 | Michigan State Agricultural College* | 0 | 0 | 4 | 37 | 0 | 6,250 | ..... | 328 | 300 | 274,380 | 327,284 | 20,517 | 0 | 12,040 | August 16. |
| 25 | Colleges of Agriculture and of Mechanic Arts (University of Minnesota). | 0 | 0 | 4 | 38 | 0 | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | June 1. |
| 26 | Agricultural and Mechanical College of the State of Mississippi. | ..... | ..... | 4 | 39 | *d*0 | 830 | 350 | ..... | ..... | 125,000 | 113,575 | 5,679 | 0 | *u*85,000 | |
| 27 | Alcorn Agricultural and Mechanical College | ..... | ..... | 4 | 39 | 0 | 2,000 | 500 | ..... | ..... | 175,000 | 113,000 | 6,000 | ..... | 2,000 | June 14. |
| 28 | Missouri Agricultural and Mechanical College (University of Missouri).* | ..... | ..... | 4 | 36 | *v*20 | (*c*) | (*c*) | (*c*) | (*c*) | ..... | (*c*) | *w*4,380 | 500 | (*c*) | June 2. |
| 29 | Missouri School of Mines and Metallurgy (University of Missouri). | 0 | 0 | 3 | 36 | 20 | 1,750 | 1,000 | 72 | ..... | 46,660 | 55,000 | 3,300 | 800 | 7,500 | June 8. |
| 30 | Industrial College of the University of Nebraska. | ..... | ..... | 4 | 37 | 0 | (*c*) | ..... | ..... | ..... | *x*25,000 | ..... | ..... | ..... | (*c*) | |
| 31 | College of Agriculture (University of Nevada) | ..... | ..... | ..... | ..... | 0 | ..... | ..... | ..... | ..... | (*y*) | (*y*) | ..... | ..... | (*y*) | |
| 32 | New Hampshire College of Agriculture and the Mechanic Arts. | 12 | 22 | 3 | 37 | 30 | 1,200 | 235 | ..... | 200 | 100,000 | 80,000 | 4,800 | ..... | ..... | June 30. |
| 33 | Rutgers Scientific School (Rutgers College) | 40 | 0 | 4 | 36 | *z*0 | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | *aa*6,960 | June 21. |
| 34 | Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University). | *e*128 | *c*4 | 3, 4, 5 | 36 | *z*0 | (*c*) | (*c*) | (*c*) | (*c*) | *bb*253,509 | (*c*) | (*c*) | (*c*) | (*c*) | June 15. |
| 35 | United States Military Academy | 0 | ..... | 4 | 40 | 0 | 28,208 | 2,338 | 458 | ..... | *cc*2,500,000 | 0 | 0 | 0 | 0 | June 10. |
| 36 | Agricultural and Mechanical College (University of North Carolina).* | *c*98 | *c*3 | 4 | 40 | 75 | 2,000 | 500 | ..... | ..... | (*c*) | *c*130,000 | 7,500 | (*c*) | ..... | June 2. |
| 37 | Ohio State University* | ..... | ..... | 4 | 37 | *m*15 | 1,600 | 500 | ..... | ..... | 500,000 | 559,628 | 33,923 | *m*3,798 | 20,573 | June 22. |
| 38 | State Agricultural College | *c*60 | ..... | 6 | 40 | ..... | (*c*) | (*c*) | (*c*) | (*c*) | *c10,000 | *c60,000 | *c5,000 | ..... | ..... | June 1. |
| 39 | Pennsylvania State College | 50 | 0 | 4 | 40 | 0 | 3,000 | ..... | ..... | ..... | 532,000 | 500,000 | 30,000 | 0 | 0 | June 29. |

* From Report of the Commissioner of Education for 1880.

*a* 350 beneficiaries, 237 normal students, 1 honorary appointment from each of the 74 counties and 60 from the State at large.

*b* Free in all departments of the university proper; students in preparatory department without normal or beneficiary appointment pay $30 per annum, and all students pay $5 matriculation fee.

*c* Reported with classical department (see Table IX).

*d* To residents of State.

*e* Endowment is the congressional grant to agricultural colleges, amounting, in Colorado, to 90,000 acres, but not yet sold.

*f* One-fifth of 1 mill tax, amounting to about $20,000 for the year 1881; there was also a special appropriation of $5,000 for building in that year.

*g* Income from all sources except tuition.

*h* Location not fixed, and college not organized at last report, 1880.

*i* Tuition in July, 1881, was made free; annual fees, $15.

*j* In 1879; exclusive of the value of apparatus.

*k* Entire proceeds of the sale of land scrip, the income of which, $17,914, is, by various acts of the legislature, divided between the State College at Athens and the branches at Cuthbert, Dahlonega, Milledgeville, and Thomasville.

*l* Amount received annually from the income of the public land scrip fund.

*m* Incidental fees.

*n* For expense other than instruction, $22½.

*o* Two students appointed by each of 92 counties under State law.

*p* Matriculation and incidental fees.

*q* Buildings not yet completed; $85,000 is the prospective value of grounds and buildings.

*r* Annual; depreciated in 1881 to $6,700.

*s* Also two years at sea.

*t* Students from Maryland and the District of Columbia were received free of tuition to the close of the year 1880–'81; from 1881–'82 all students pay $75.

*u* This appropriation for the years 1880 and 1881 was for building and equipment.

*v* Includes incidental fees.

*w* From rents and leases of lands.

*x* In 1879.

*y* See report of university (Table IX).

*z* To State students; $75 to others.

*aa* Income from land grant.

*bb* Value of equipment; for value of grounds and buildings, see Table IX.

*cc* Value of grounds and buildings as reported for 1879.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1881, *&c.*—Continued.

| | Name. | Number of State scholarships. | Number of other free scholarships. | Number of years in full course of study. | Number of weeks in scholastic year. | Annual charge to each student for tuition. | Libraries. | | | | Property, income, &c. | | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | General library. | | | Number of volumes in society libraries. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | Receipts for the last year from State appropriation. | |
| | | | | | | | Number of volumes. | Number of pamphlets. | Increase in the last school year in books. | | | | | | | |
| | 1 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| 40 | Agricultural and scientific department (Brown University). | *a*46 | ..... | ..... | 40 | ..... | (*b*) | (*b*) | (*b*) | (*b*) | ..... | *c*$50,000 | ..... | ..... | ..... | June 21. |
| 41 | South Carolina College of Agriculture and the Mechanic Arts. | ..... | ..... | 3 | 40 | $0 | 26,500 | 1,000 | ..... | ..... | $25,000 | *d*191,800 | $6,508 | ..... | ..... | July 1. |
| 42 | Claflin University and South Carolina Agricultural College and Mechanics' Institute. | ..... | ..... | 4 | 33 | 0 | (*b*) | (*b*) | ..... | ..... | (*b*) | ..... | 5,000 | ..... | ..... | June 8. |
| 43 | University of Tennessee; Tennessee Agricultural College. | *b*275 | 0 | 4 | 40 | 36 | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | *b*425,000 | *b*25,410 | (*b*) | ..... | June 7. |
| 44 | State Agricultural and Mechanical College of Texas. | 0 | 0 | 4 | 38 | 33 | 1,090 | 300 | ..... | 0 | 212,000 | 174,000 | 14,280 | $4,191 | $0 | June 21. |
| 45 | University of Vermont and State Agricultural College. | 0 | *b*18 | 4 | 38 | 45 | (*b*) | ..... | ..... | ..... | (*b*) | (*b*) | *c*8,130 | (*b*) | (*b*) | June 28. |
| 46 | Virginia Agricultural and Mechanical College*. | 200 | 0 | 4 | 43 | *e*0 | 700 | 200 | 20 | 50 | 100,000 | 360,000 | 20,000 | 100 | 0 | August 9. |
| 47 | Hampton Normal and Agricultural Institute... | 0 | 50 | 3 | 37 | 0 | 1,500 | 640 | 450 | 0 | 421,080 | *f*75,000 | 3,500 | 0 | *g*10,500 | May 18. |
| 48 | Agricultural department of West Virginia University. | *b*60 | ..... | 2 | 41 | 24 | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | June 8. |
| 49 | College of Arts (University of Wisconsin)..... | 0 | *b*10 | 4 | 38 | 0 | (*b*) | (*b*) | (*b*) | 0 | *b*200,000 | *c*267,000 | *c*15,322 | 18 | 0 | June 21. |

* From Report of the Commissioner of Education for 1880.

*a* Number of scholarships in 1880 from the income of $50,000 which has accrued from the national grant and which is disbursed at the rate of $100 a scholarship annually.

*b* Reported with classical department (see Table IX).

*c* Agricultural funds only; for university funds, see Table IX.

*d* Principal of agricultural fund, the income of which is for this institution and the South Carolina Agricultural College at Orangeburg.

*e* To State students; $40 to others.

*f* Does not include amount arising from sale of congressional land grant.

*g* Income from land grant.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, agriculture, &c.) not endowed with the national land grant, for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of charter. | Date of organization. | President. | Preparatory department. | | | Scientific department. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Instructors. | Students. | | Corps of instruction. | | Students. | | | | | | | | | Number in partial course. | Number of graduate students. |
| | | | | | | | Male. | Female. | Resident professors and instructors. | Non-resident professors and lecturers. | Total number in regular course. | First year. | | Second year. | | Third year. | | Fourth year. | | | |
| | | | | | | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 1 | School of Practical, Civil, Mining, and Mechanical Engineering, Surveying, and Drawing. | San Francisco, Cal. (24 Post street). | ..... | 1862 | A. van der Naillen ..... | 2 | 26 | 8 | (5) | | 48 | .... | .... | .... | .... | .... | .... | .... | .... | 20 | .... |
| 2 | Department of Mining and Metallurgy (Colorado College). | Colorado Springs, Colo. | ..... | ..... | Rev. E. P. Tenney..... | .... | .... | .... | 1 | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 3 | State School of Mines ..... | Golden, Colo..... | 1874 | 1874 | Albert C. Hale, A. M., E. M., PH. D. | 0 | 0 | 0 | 7 | ..... | 18 | 12 | .... | 5 | .... | 1 | .... | .... | .... | 65 | .... |
| 4 | Agricultural course in Atlanta University. *a* | Atlanta, Ga..... | ..... | ..... | Edmund A. Ware, A. M.... | .... | .... | .... | .... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 5 | Rose Polytechnic Institute *b*..... | Terre Haute, Ind. | 1874 | 0 | Samuel S. Emly, secretary. | .... | .... | .... | .... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 6 | College of Agriculture (Boston University). *c* | Boston, Mass..... | ..... | ..... | Levi Stockbridge ..... | .... | .... | .... | (10) | | 18 | 1 | ... | 2 | .... | 7 | .... | 8 | .... | .... | .... |
| 7 | School of All Sciences (Boston University). *d* | Boston, Mass. (20 Beacon street). | 1869 | 1874 | William F. Warren, S. T. D., LL. D., president; John W. Lindsay, S. T. D., acting dean. | .... | .... | .... | (49) | | *e*45 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |

* From Report of the Commissioner of Education for 1880.

*a* Atlanta University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of $8,000 from the legislature of Georgia under an act of 1874, entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land scrip."

*b* To be opened in March, 1883.

*c* The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed, on entering the college, to matriculate also in Boston University, and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of its alumni.

*d* A department for elective graduate study only.

*e* There are also 33 students in the College of Music.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, agriculture, &c.) not endowed, &c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | President. | Preparatory department. | | | Scientific department. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Instructors. | Students. | | Corps of instruction. | | Students. | | | | | | | | | Number in partial course. | Number of graduate students. |
| | | | | | | | Male. | Female. | Resident professors and instructors. | Non-resident professors and lecturers. | Total number in regular course. | First year. | | Second year. | | Third year. | | Fourth year. | | | |
| | | | | | | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 8 | Lawrence Scientific School (Harvard University). | Cambridge, Mass. | 1642 | 1848 | Charles W. Eliot, LL. D., president; Henry L. Eustis, A. M., dean. | .... | ..... | ... | 28 | ..... | 13 | 6 | .... | 2 | .... | 3 | .... | 2 | .... | 18 | .... |
| 9 | Bussey Institution (Harvard University). | Jamaica Plain, Mass. | ..... | 1871 | Charles W. Eliot, LL. D., president; Francis H. Storer, A. M., dean. | .... | .... | .... | 7 | 0 | 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 10 | Worcester County Free Institute of Industrial Science. | Worcester, Mass. | 1865 | 1868 | Charles O. Thompson, A. M., PH. D., principal. | .... | .... | .... | 8 | 1 | 123 | .... | .... | .... | .... | .... | .... | .... | .... | 0 | .... |
| 11 | Department of Civil Engineering (University of Michigan). | Ann Arbor, Mich. | ..... | ..... | James B. Angell, LL. D. | .... | .... | .... | 3 | ..... | *a*7 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 12 | Polytechnic School of Washington University. | St. Louis, Mo. | 1855 | 1857 | Rev. William G. Eliot, D. D., president; Calvin M. Woodward, A. M., dean. | *b*5 | (*b*249) | | 17 | ..... | 37 | 15 | .... | 9 | .... | 9 | .... | 4 | .... | *c*109 | 7 |
| 13 | Chandler Scientific Department of Dartmouth College.* | Hanover, N. H. | ..... | 1852 | Rev. Samuel C. Bartlett, D. D., LL. D. | .... | .... | .... | 12 | 0 | 44 | 13 | .... | 13 | .... | 6 | .... | 12 | .... | 0 | 0 |
| 14 | Thayer School of Civil Engineering (Dartmouth College).* | Hanover, N. H. | ..... | 1871 | Rev. Samuel C. Bartlett, D. D., LL. D. | .... | .... | .... | 4 | 0 | 6 | 4 | .... | 2 | .... | .... | .... | .... | .... | 0 | 0 |
| 15 | Stevens Institute of Technology. | Hoboken, N. J. | 1870 | 1871 | Henry Morton, PH. D. | (*d*) | (*d*) | (*d*) | 9 | ..... | 100 | 48 | .... | 19 | .... | 14 | .... | 19 | .... | .... | .... |
| 16 | John C. Green School of Science (College of New Jersey).* | Princeton, N. J. | ..... | 1873 | Rev. James McCosh, D. D., LL. D. | 0 | 0 | 0 | 20 | ..... | 53 | 16 | .... | 18 | .... | 10 | .... | 9 | .... | 1 | 2 |
| 17 | Cooper Union Free Night Schools of Science and Art. | New York, N. Y. | 1857 | 1859 | Geo. W. Plympton, A. M., C. E., director. | .... | .... | .... | .... | 30 | 2,163 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 |
| 18 | School of Mines of Columbia College. | New York, N. Y. | 1754 | 1864 | F. A. P. Barnard, S. T. D., LL. D., L. H. D. | 0 | 0 | 0 | 27 | 0 | 272 | 95 | 0 | 89 | 0 | 47 | 0 | 41 | 0 | 0 | 3 |
| 19 | Scientific department, University of the City of New York.* | New York, N. Y. | 1830 | 1871 | Rev. Howard Crosby, D. D., LL. D., chancellor. *e* | .... | .... | .... | (*f*) | (*f*) | (*f*) | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | School of Civil Engineering of Union College.* | Schenectady, N. Y | 1795 | 1845 | Rev. E. N. Potter, D. D., LL. D. | | | | 11 | | 26 | 13 | | 4 | | 5 | | 4 | | | |
| 21 | Rensselaer Polytechnic Institute.* | Troy, N. Y | 1826 | 1824 | James Forsyth | | | | 16 | | 100 | 39 | | 21 | | 20 | | 20 | | 4 | *g*18 |
| 22 | Ohio Mechanics' Institute *h* | Cincinnati, Ohio | 1829 | 1828 | Thomas Gilpin | | | | | | | | | | | | | | | | |
| 23 | Case School of Applied Science | Cleveland, Ohio | 1880 | 1881 | John N. Stockwell, PH. D., senior member of faculty. | | | | 6 | | | | | | | | | | | | |
| 24 | Toledo University of Arts and Trades. *i* | Toledo, Ohio | 1872 | 1874 | Richard Mott | | | | | | | | | | | | | | | | |
| 25 | Industrial School for Miners and Mechanics. | Drifton, Pa | | 1879 | Oswald J. Heinrich, principal. | | | | | | | | | | | | | | | | |
| 26 | Pardee Scientific Department of Lafayette College. | Easton, Pa | 1826 | 1866 | Rev. William C. Cattell, D. D., LL. D. | 0 | 0 | 0 | *f*20 | *f*3 | 120 | 52 | | 30 | | 26 | | 12 | | | 2 |
| 27 | Franklin Institute | Philadelphia, Pa | 1824 | 1824 | William P. Tatham | | | | 15 | | | | | | | | | | | | |
| 28 | Spring Garden Institute* | Philadelphia, Pa | | | John M. Odgen | | | | *j*6 | | *j*400 | | | | | | | | | | |
| 29 | Towne Scientific School (University of Pennsylvania).* | Philadelphia, Pa | 1755 | 1872 | William Pepper, M. D., LL. D. | | | | 21 | 0 | 118 | 44 | | 32 | | 25 | | 17 | | 15 | |
| 30 | Wagner Free Institute of Science *k* | Philadelphia, Pa | 1855 | 1847 | William Wagner, LL. D | | | | 6 | 10 | *l*1, 500 | | | | | | | | | | |
| 31 | School of Engineering and Chemistry (Western University of Pennsylvania). | Pittsburgh, Pa | | | Rev. Henry M. McCracken, D. D. | | 7 | | (8) | | 9 | 4 | | 4 | | 1 | | | | 26 | |
| 32 | Schools of Civil and Mechanical Engineering, Mining, and Metallurgy (Lehigh University). | South Bethlehem, Pa. | | | Robert A. Lamberton, LL. D. | 0 | 0 | 0 | (*f*) | (*f*) | *f*78 | *f*36 | | *f*30 | | *f*7 | | *f*5 | | | |
| 33 | Lewis College | Northfield, Vt | 1834 | 1834 | Col. Charles H. Lewis, LL. D. | | | | 5 | 5 | 20 | 10 | | 4 | | 4 | | 2 | | | |
| 34 | School of Civil and Military Engineering (Washington and Lee University). | Lexington, Va | 1782 | | Gen. G. W. C. Lee | | | | 1 | | *m*6 | | | | | | | | | | |
| 35 | Virginia Military Institute | Lexington, Va | 1839 | 1839 | Gen. Francis H. Smith, LL. D. | | | | 7 | | 117 | 45 | | 30 | | 20 | | 22 | | | |
| 36 | Scientific department, University of Virginia. | University of Virginia, Va. | 1819 | 1825 | James F. Harrison, M. D., chairman of faculty. | 0 | 0 | 0 | (*f*) | | (*f*) | | | | | | | | | | |
| 37 | Polytechnic department of National University. *n* | Washington, D. C. | | | W. J. Newton, secretary | | | | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1880.

*a* Number of candidates for the degree of C. E. for the year ending June, 1881; after 1881 the degree of civil engineer will be conferred only as a second degree.

*b* In the elementary school of the Polytechnic Institute.

*c* Includes 101 students in Manual Training School; this school, organized in 1880, has a faculty of 10 and a course of study covering 3 years.

*d* See report of Stevens High School (Table VII).

*e* Catalogue 1881–'82 gives Rev. John Hall, D. D., chancellor ad interim.

*f* Reported with classical department (see Table IX).

*g* Graduating class June 16, 1880.

*h* A department of science and arts was created in 1881, part of its work being the maintenance of evening classes in geometry and mathematics and in elementary physics and mechanics. Instruction is given by lectures.

*i* Instruction was suspended in 1877 on account of unproductiveness of endowment funds, and has not yet been resumed.

*j* In the drawing schools and schools of mechanical handiwork.

*k* These statistics are from a return for 1878.

*l* Total number admitted during the year.

*m* Number attending the school of applied mathematics.

*n* Not fully organized.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, agriculture, &c.) not endowed, &c.*—Continued.

| | Name. | Number of State scholarships. | Number of other free scholarships. | Number of years in full course of study. | Number of weeks in scholastic year. | Annual charge to each student for tuition. | Libraries. | | | | Property, income, &c. | | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | General library. | | | | | | | | | |
| | | | | | | | Number of volumes. | Number of pamphlets. | Increase in the last school year in books. | Number of volumes in society libraries. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | Receipts for the last year from State appropriation. | |
| | 1 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| 1 | School of Practical, Civil, Mining, and Mechanical Engineering, Surveying, and Drawing. | .... | .... | 1–2 | 52 | $200 | 300 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 2 | Department of Mining and Metallurgy (Colorado College). | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 3 | State School of Mines | .... | .... | 4 | 35 | 0 | 600 | 300 | 50 | ..... | $15,000 | ..... | ..... | $1,500 | *a*$15,000 | June 2. |
| 4 | Agricultural course in Atlanta University *b* | (*c*) | .... | ..... | 36 | (*c*) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | (*d*) | |
| 5 | Rose Polytechnic Institute *e* | .... | .... | ..... | ..... | ..... | *900 | ..... | ..... | ..... | *135,000 | *f*$250,000 | *$15,000 | ..... | ..... | |
| 6 | College of Agriculture (Boston University) *g* | .... | .... | 4 | 39 | 36 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 21. |
| 7 | School of All Sciences (Boston University) *h* | .... | .... | ..... | 36 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 8 | Lawrence Scientific School (Harvard University) | .... | *i*4 | 1, 4 | 37 | 150 | 2, 400 | ..... | 100 | ..... | ..... | 765, 520 | 45, 255 | 6, 870 | ..... | June 28. |
| 9 | Bussey Institution (Harvard University) | 0 | 0 | 3 | 39 | 150 | 2, 300 | 900 | 100 | 0 | ..... | 210, 230 | 3, 500 | 580 | 0 | June 28. |
| 10 | Worcester County Free Institute of Industrial Science. | 20 | 3 | 3, 3⅓ | 42 | *j*0 | 1, 500 | 2, 000 | ..... | ..... | 188, 500 | *624, 000 | 24, 000 | 2, 600 | ..... | June 29. |
| 11 | Department of Civil Engineering (University of Michigan). | .... | .... | 4 | 39 | (*k*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | June 29. |
| 12 | Polytechnic School of Washington University | 0 | 9 | 4 | 40 | 100 | ..... | ..... | ..... | ..... | *l*125, 000 | ..... | ..... | ..... | ..... | June 15. |
| 13 | Chandler Scientific Department of Dartmouth College* | 0 | 20 | 4 | 38 | 60 | (*d*) | ..... | ..... | (*d*) | ..... | 140, 000 | 7, 500 | 1, 800 | 0 | June 28. |
| 14 | Thayer School of Civil Engineering (Dartmouth College)* | 0 | 0 | 2 | 34 | 60 | 2, 000 | 300 | 100 | 0 | *m*1, 700 | 60, 000 | 3, 500 | 360 | 0 | June 30. |
| 15 | Stevens Institute of Technology | 0 | 15 | 4 | 42 | 150 | 5, 000 | ..... | 100 | ..... | 400, 000 | 410, 000 | 30, 000 | 13, 840 | 0 | June 15. |
| 16 | John C. Green School of Science (College of New Jersey)* | 0 | 0 | 4 | 38 | 125 | (*d*) | (*d*) | (*d*) | 0 | 250, 000 | 200, 000 | 13, 450 | 5, 940 | 0 | June 22. |
| 17 | Cooper Union Free Night Schools of Science and Art | 0 | 0 | 5 | 30 | 0 | 15, 928 | 1, 684 | 918 | ..... | 2, 000, 000 | *n*150, 000 | *o*43, 495 | .... | ..... | May 27. |
| 18 | School of Mines of Columbia College | 0 | *p*44 | 4 | 36 | 200 | 8, 465 | 1, 711 | 529 | 0 | (*d*) | (*d*) | (*d*) | 44, 100 | 0 | June 14. |
| 19 | Scientific department, University of the City of New York.* | .... | .... | 3 | ..... | 0 | (*d*) | ..... | ..... | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | ..... | June. |
| 20 | School of Civil Engineering of Union College* | .... | .... | 4 | 40 | 120 | (*d*) | ..... | ..... | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | ..... | June 22. |
| 21 | Rensselaer Polytechnic Institute* | .... | .... | 4 | 38 | 200 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 15. |
| 22 | Ohio Mechanics' Institute *q* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9, 734 | ..... | ..... | |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 23 | Case School of Applied Science | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1,250,000 | ... | ... | ... | |
| 24 | Toledo University of Arts and Trades *r* | ... | ... | ... | ... | ... | ... | ... | ... | ... | *s*100,000 | ... | ... | ... | ... | |
| 25 | Industrial School for Miners and Mechanics | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| 26 | Pardee Scientific Department of Lafayette College | 0 | 0 | 4 | 39 | 45–75 | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | June 28. |
| 27 | Franklin Institute | ... | ... | ... | ... | ... | 15,968 | ... | 806 | ... | *t*94,000 | 50,000 | 3,000 | ... | 0 | |
| 28 | Spring Garden Institute* | ... | ... | ... | ... | ... | 8,500 | ... | ... | ... | ... | ... | *o*3,050 | ... | ... | |
| 29 | Towne Scientific School (University of Pennsylvania)* | ... | ... | 4 | 35 | 150 | (*d*) | ... | ... | ... | (*d*) | (*d*) | (*d*) | (*d*) | ... | June. |
| 30 | Wagner Free Institute of Science *u* | ... | ... | ... | 25 | 0 | (38,000) | | 500 | ... | *v*500,000 | ... | ... | 0 | 0 | June 16. |
| 31 | School of Engineering and Chemistry (Western University of Pennsylvania). | ... | ... | 3, 4 | 40 | 80–128 | (*d*) | ... | ... | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | ... | June 21. |
| 32 | Schools of Civil and Mechanical Engineering, Mining, and Metallurgy (Lehigh University). | ... | ... | 4 | 40 | 0 | (*d*) | (*d*) | (*d*) | ... | (*d*) | (*d*) | (*d*) | 0 | 0 | June 22. |
| 33 | Lewis College | ... | ... | 4 | 37 | 100 | 4,000 | ... | ... | ... | 20,000 | ... | ... | 1,000 | ... | June 15. |
| 34 | School of Civil and Military Engineering (Washington and Lee University). | ... | ... | 3 | 36 | 50 | (*d*) | ... | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | ... | June 21. |
| 35 | Virginia Military Institute | 50 | 4 | 4 | 40 | 100 | 550 | 2,000 | 500 | 150 | 400,000 | 20,000 | 1,200 | 7,000 | 15,000 | June 30. |
| 36 | Scientific department, University of Virginia | ... | *w*13 | ... | 38 | *x*25 | (*d*) | ... | ... | ... | (*d*) | ... | ... | ... | ... | June 29. |
| 37 | Polytechnic department of National University *y* | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |

* From Report of the Commissioner of Education for 1880.

*a* ½ mill tax on all assessed property in the State.

*b* Atlanta University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of $8,000 from the legislature of Georgia under an act of 1874, entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land scrip."

*c* The university is bound to receive, free of charge for tuition, one pupil for each member of the house of representatives.

*d* Reported with classical department (see Table IX).

*e* To be opened in March, 1883.

*f* Exclusive of a bequest of $105,000 not yet in possession of the institute authorities.

*g* The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed on entering the college to matriculate also in Boston University, and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of its alumni.

*h* A department for elective graduate study only.

*i* There are also scholarships in the scientific school, not exceeding eight at any one time, of the annual value of $150 for graduates of the State normal schools.

*j* To residents of Worcester County; $150 to others.

*k* Entrance fee $10 and annual tax $20 to residents of Michigan; to others, fee and tax each $25.

*l* Includes valuation of Manual Training School.

*m* Value of apparatus.

*n* For all departments of the institution.

*o* Receipts from all sources.

*p* Number of free students.

*q* A Department of Science and Arts was created in 1881, part of its work being the maintenance of evening classes in geometry and mathematics and in elementary physics and mechanics. Instruction is given by lectures.

*r* Instruction was suspended in 1877 on account of unproductiveness of endowment funds, and has not yet been resumed.

*s* Includes endowment property.

*t* Including value of library, estimated at $40,000.

*u* These statistics are from a return for 1878.

*v* Includes value of museum and library.

*w* This number for all departments; all students from Virginia over eighteen years of age are admitted free of tuition.

*x* Tuition in each school.

*y* Not fully organized.

TABLE X.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Polytechnic College of the State of Pennsylvania | Philadelphia, Pa | Closed. |
| Norwich University | Northfield, Vt | Name changed to Lewis College. |
| New Market Polytechnic Institute | New Market, Va | No information received. |

TABLE XI.—*Statistics of schools of theology for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of charter. | Date of organization. | Denomination. | President. | Corps of instruction. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Resident professors and instructors. | Non-resident professors and lecturers. | Endowed professorships. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | Alabama Baptist Normal and Theological School | Selma, Ala | 1881 | 1878 | Baptist | Rev. W. H. McAlpin | 1 | ..... | ..... |
| 2 | Theological department of Talladega College | Talladega, Ala | 1869 | 1872 | Congregational | Rev. Henry S. DeForest, A. M., D. D | 1 | 0 | 0 |
| 3 | Institute for Training Colored Ministers | Tuscaloosa Ala | 0 | 1876 | Presbyterian | Rev. Charles A. Stillman, D. D | 2 | 0 | 0 |
| 4 | Pacific Theological Seminary | Oakland, Cal | 1869 | 1869 | Congregational | Rev. J. A. Benton, D. D., senior professor | 3 | 4 | 2 |
| 5 | San Francisco Theological Seminary | San Francisco, Cal | 1871 | 1871 | Presbyterian | Rev. William Alexander, clerk of faculty. | 4 | ..... | ..... |
| 6 | Franciscan College | Santa Barbara, Cal | ..... | 1868 | Roman Catholic | Rev. J. J. O'Keefe, O. S. F | 3 | ..... | ..... |
| 7 | Theological School | Denver, Colo | ..... | ..... | Prot. Episcopal | Rt. Rev. John Franklin Spalding, D. D | 4 | ..... | ..... |
| 8 | Theological Institute of Connecticut | Hartford, Conn | 1833 | 1834 | Congregational | Rev. William Thompson, D. D., dean | 8 | ..... | 5 |
| 9 | Berkeley Divinity School | Middletown, Conn | 1854 | 1854 | Prot. Episcopal | Rt. Rev. J. Williams, D. D., LL. D., dean | 6 | 1 | ..... |
| 10 | Theological department of Yale College | New Haven, Conn | 1701 | 1822 | Congregational | Rev. Noah Porter, D. D., LL. D | (13) | | 6 |
| 11 | Theological department of Clark University | Atlanta, Ga | ..... | ..... | Meth. Episcopal | Rev. E. O. Thayer, A. M | (*a*) | ..... | ..... |
| 12 | Theological department of Mercer University* | Macon, Ga | ..... | ..... | Baptist | Rev. Archibald J. Battle, D. D | 2 | ..... | ..... |
| 13 | Theological department of St. Viateur's College | Bourbonnais Grove, Ill | 1874 | 1865 | Roman Catholic | Very Rev. Peter Beaudoin, C. S. V | 4 | ..... | ..... |
| 14 | Theological department of Blackburn University | Carlinville, Ill | 1857 | 1859 | Presbyterian | Rev. E. L. Hurd, D. D | 3 | 4 | 1 |
| 15 | German Theological Class in Carthage College | Carthage, Ill | ..... | ..... | Lutheran | Rev. J. A. Kunkelman, A. M | 1 | ..... | ..... |
| 16 | Chicago Theological Seminary | Chicago, Ill. (cor. Ashland and Warren avenues). | 1855 | 1858 | Congregational | Rev. G. S. F. Savage, D. D., secretary | 7 | 0 | *b*6 |
| 17 | Presbyterian Theological Seminary of the Northwest. | Chicago, Ill. (1060 North Halstead street). | 1856 | 1859 | Presbyterian | Rev. Le Roy J. Halsey, D. D., LL. D., secretary. | 6 | ..... | 4 |
| 18 | Bible department of Eureka College | Eureka, Ill | 1855 | 1864 | Christian | J. M. Allen, A. M | (*a*) | ..... | ..... |
| 19 | Garrett Biblical Institute | Evanston, Ill | 1855 | 1856 | Meth. Episcopal | Rev. William X. Ninde, S. T. D | 5 | ..... | 5 |
| 20 | Theological department of German English College. | Galena, Ill | 1871 | 1868 | Ger. Meth. Epis. | Rev. Fr. Kopp | 3 | 1 | 0 |
| 21 | Swedish-American Ansgari College and Missionary Institute. | Knoxville, Ill | ..... | 1875 | Ev. Lutheran | J. G. Princell | 4 | 1 | 0 |
| 22 | Theological department of McKendree College* | Lebanon, Ill | ..... | ..... | Meth. Episcopal | Rev. Daniel W. Phillips, A. M | 1 | ..... | ..... |
| 23 | Wartburg Seminary | Mendota, Ill | 1875 | 1853 | Ev. Lutheran | Rev. Sigmund Fritschel, D. D | 3 | ..... | ..... |
| 24 | Baptist Union Theological Seminary | Morgan Park, Ill | 1864 | 1867 | Baptist | Rev. G. W. Northrup, D. D., LL. D | 7 | 3 | 0 |
| 25 | Jubilee College*c* | Robin's Nest, Ill | 1847 | 1840 | Prot. Episcopal | Rt. Rev. Alexander Burgess, S. T. D | ..... | ..... | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 26 | Augustana Theological Seminary | Rock Island, Ill | 1865 | 1863 | Ev. Lutheran | Rev. T. N. Hasselquist, D. D | 2 | 1 | 0 |
| 27 | Concordia Seminary | Springfield, Ill | ..... | 1874 | Ev. Lutheran | Prof. A. Craemer, director | 4 | ..... | ..... |
| 28 | Theological department of Shurtleff College | Upper Alton, Ill | 1835 | 1827 | Baptist | Rev. A. A. Kendrick, D. D | 3 | ..... | 2 |
| 29 | Biblical department of Indiana Asbury University | Greencastle, Ind | 1837 | 1837 | Meth. Episcopal. | Rev. Alexander Martin, D. D., LL. D | 4 | ..... | ..... |
| 30 | Theological department of Union Christian College. | Merom, Ind | ..... | 1879 | Christian | Rev. T. C. Smith, A. M | 1 | 1 | ..... |
| 31 | St. Meinrad's Ecclesiastical Seminary | St. Meinrad, Ind | 0 | 1860 | Roman Catholic. | Rt. Rev. Abbot Fintan Mundwiler, O. S. B. | 4 | ..... | ..... |
| 32 | Theological department of Griswold College | Davenport, Iowa | 1859 | 1860 | Prot. Episcopal | Rt. Rev. William Stevens Perry, D. D., LL. D. (ex officio). | 3 | ..... | 3 |
| 33 | German Presbyterian Theological School of the Northwest. | Dubuque, Iowa | 1871 | 1856 | Presbyterian | Rev. Jacob Conzett, senior professor | 3 | ..... | ..... |
| 34 | German College | Mt. Pleasant, Iowa | 1873 | 1873 | Ger. Meth. Epis. | Rev. William Balcke, A. M | 3 | ..... | ..... |
| 35 | Bible department of Oskaloosa College | Oskaloosa, Iowa | 1856 | 1872 | Christian | G. H. Laughlin, A. M | (*a*) | (*a*) | ..... |
| 36 | Kansas Theological School* | Topeka, Kans | 1874 | 1874 | Prot. Episcopal | Rt. Rev. Thomas H. Vail, D. D., LL. D. (ex officio). | 2 | 0 | ..... |
| 37 | Danville Theological Seminary | Danville, Ky | 1854 | 1853 | Presbyterian | Rev. Stephen Yerkes, D. D., senior professor. | 4 | 0 | ..... |
| 38 | College of the Bible | Lexington, Ky | 1865 | 1865 | Christian | Robert Graham, A. M | 3 | 0 | 0 |
| 39 | Preston Park Theological Seminary* | Louisville, Ky | ..... | 1870 | Roman Catholic. | Very Rev. George McCloskey | 4 | 4 | ..... |
| 40 | Southern Baptist Theological Seminary | Louisville, Ky | 1876 | 1859 | Baptist | Rev. James P. Boyce, D. D., LL. D | 5 | 1 | 1 |
| 41 | Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky.*d* | ——, Ky | 1834 | 1833 | Prot. Episcopal | Rt. Rev. B. B. Smith, D. D | 0 | 0 | 0 |
| 42 | Theological department of New Orleans University | New Orleans, La | ..... | ..... | Meth. Episcopal. | Isaac N. Failor, A. M | 2 | ..... | ..... |
| 43 | Theological department of Leland University* | New Orleans, La | ..... | ..... | Baptist | Rev. Seth J. Axtell, jr | 1 | ..... | ..... |
| 44 | Theological department of Straight University | New Orleans, La | 1869 | 1870 | Congregational | Rev. W. S. Alexander, D. D | 1 | ..... | ..... |
| 45 | Theological Seminary | New Orleans, La | ..... | ..... | Roman Catholic. | Rev. J. M. Berromet | 1 | ..... | ..... |
| 46 | Bangor Theological Seminary | Bangor, Me | 1814 | 1816 | Congregational | Rev. John S. Sewall, dean | 5 | ..... | 4 |
| 47 | Bates College Theological School* | Lewiston, Me | ... | 1870 | Free Will Bapt. | Rev. Oren B. Cheney, D. D | 4 | 0 | 1 |
| 48 | Centenary Biblical Institute | Baltimore, Md. (Fulton and Edmondson avenues). | 1867 | 1872 | Meth. Episcopal. | Rev. John Emory Round, M. A | *e*4 | ..... | 0 |
| 49 | Theological Seminary of St. Sulpice and St. Mary's University. | Baltimore, Md | 1860 | 1791 | Roman Catholic. | Very Rev. A. Magnien, S. S., D. D | 8 | 0 | 0 |
| 50 | Theological department of Mt. St. Mary's College. | Emmittsburg, Md | 1828 | 1808 | Roman Catholic. | Very Rev. William Byrne, D. D | 3 | ..... | ..... |
| 51 | Scholasticate of the Congregation of the Most Holy Redeemer, Mt. St. Clement. | Dehester, Md | ..... | 1868 | Roman Catholic. | Rev. George Ruland, C. S. S. R | 6 | ..... | ..... |
| 52 | Woodstock College | Woodstock, Md | 1867 | 1869 | Roman Catholic. | Rev. F. James Perron, S. J*j* | 10 | 0 | 0 |
| 53 | Andover Theological Seminary* | Andover, Mass | 1807 | 1808 | Congregational | Rev. Egbert C. Smyth, D. D | 7 | 2 | 8 |
| 54 | Boston University School of Theology | Boston, Mass | 1869 | 1847 | Meth. Episcopal. | Rev. James E. Latimer, S. T. D., dean | 13 | ..... | 5 |
| 55 | Divinity School of Harvard University | Cambridge, Mass | 1650 | 1819 | Non-sect | Charles W. Eliot, LL. D., president; Rev. C. C. Everett, D. D., dean. | 6 | ..... | 4 |
| 56 | Episcopal Theological School* | Cambridge, Mass | 1867 | 1867 | Prot. Episcopal | Rev. George Zabriskie Gray, D. D., dean | 4 | 1 | ..... |
| 57 | Tufts College Divinity School | College Hill, Mass | 1852 | 1869 | Universalist | Rev. E. H. Capen, D. D. (ex officio) | 4 | 3 | 1 |
| 58 | Newton Theological Institution | Newton Centre, Mass | 1826 | 1825 | Baptist | Rev. Alvah Hovey, D. D., LL. D | 5 | 1 | 0 |
| 59 | New Church Theological School | Waltham, Mass | 0 | 1866 | New Church | Rev. S. F. Dike, D. D | 0 | 4 | ..... |
| 60 | School of Theology, Adrian College | Adrian, Mich | 1859 | 1878 | Meth. Protestant | D. S. Stephens, M. A | 3 | ..... | 1 |
| 61 | Theological department of Hillsdale College | Hillsdale, Mich | 1855 | 1873 | Free Will Bapt. | Rev. De Witt C. Durgin, D. D | 3 | 1 | 1 |

* From Report of the Commissioner of Education for 1880.
*a* Reported with classical department (see Table IX).
*b* Five of these are only partially endowed.
*c* All instruction suspended for some years.
*d* This institution exists only in name and in the possession of a valuable library and productive funds.
*e* For all departments.
*j* Since succeeded by Rev. Joseph E. Keller, S. J.

TABLE XI.—*Statistics of schools of theology for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Denomination. | President. | Corps of instruction. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Resident professors and instructors. | Non-resident professors and lecturers. | Endowed professorships. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 62 | Seabury Divinity School* | Faribault, Minn | 1860 | 1860 | Prot. Episcopal | Rt. Rev. Henry B. Whipple, D. D. | 5 | ..... | ..... |
| 63 | Augsburg Seminary* | Minneapolis, Minn | 1874 | 1869 | Lutheran | Prof. Georg Sverdrup | 3 | ..... | ..... |
| 64 | St. John's Seminary | St. Joseph, Minn | 1857 | 1857 | Roman Catholic | Rt. Rev. Alexius Edelbrock, O. S. B., abbot. | *a*20 | .... | ..... |
| 65 | Bishop Green Associate Mission and Training School.* | Dry Grove, Miss | 0 | 1867 | Prot. Episcopal | Rev. William K. Douglas, S. T. D. | 2 | 1 | 0 |
| 66 | Natchez Seminary | Natchez, Miss | 0 | 1877 | Baptist | Rev. Charles Ayer | 2 | ..... | ..... |
| 67 | St. Vincent's College and Theological Seminary | Cape Girardeau, Mo | 1843 | 1844 | Roman Catholic | Rev. J. W. Hickey, C. M | 3 | ..... | ..... |
| 68 | Jeremiah Vardeman School of Theology in William Jewell College. | Liberty, Mo | 1849 | 1868 | Baptist | Rev. W. R. Rothwell, D. D | 3 | ..... | ..... |
| 69 | Concordia College (Seminary) | St. Louis, Mo | 1853 | 1839 | Ev. Lutheran | Rev. C. F. W. Walther, D. D., director | 6 | ..... | ..... |
| 70 | German Congregational Theological Seminary *b* | Crete, Nebr | ..... | 1878 | Congregational | Rev. William Süss, chairman of board | 1 | 0 | 1 |
| 71 | Divinity School of Nebraska College | Nebraska City, Nebr | 1866 | 1866 | Prot. Episcopal | Rev. R. W. Oliver, D. D., dean | 1 | ..... | ..... |
| 72 | German Theological School of Newark | Bloomfield, N. J | 1871 | 1869 | Presbyterian | Rev. Charles E. Knox, D. D | 4 | 1 | 0 |
| 73 | Drew Theological Seminary | Madison, N. J | 1867 | 1867 | Meth. Episcopal | Rev. Henry A. Buttz, D. D | 6 | 10 | 6 |
| 74 | Theological Seminary of the Reformed (Dutch) Church in America. | New Brunswick, N. J | 1784 | 1785 | Ref. Dutch | Rev. David D. Demarest, D. D., secretary. | 4 | 1 | 4 |
| 75 | Theological Seminary of the Presbyterian Church. | Princeton, N. J | 1822 | 1812 | Presbyterian | Rev. William H. Roberts, A. M., librarian. | 9 | 1 | 4 |
| 76 | Diocesan Seminary of the Immaculate Conception. | South Orange, N. J | 0 | 1856 | Roman Catholic | Very Rev. William P. Salt, A. M., director. | 4 | | 0 |
| 77 | St. Bonaventure's Seminary | Allegany, N. Y | 1875 | 1859 | Roman Catholic | Very Rev. Fr. Theophilus Pospisilik, O. S. F. | 3 | ..... | ..... |
| 78 | Auburn Theological Seminary | Auburn, N. Y | 1820 | 1821 | Presbyterian | Rev. Samuel M. Hopkins, D. D., senior professor. | 5 | ..... | 5 |
| 79 | Canton Theological School | Canton, N. Y | 1858 | 1858 | Universalist | Rev. I. M. Atwood, D. D | 4 | 1 | 3 |
| 80 | De Lancey Divinity School | Geneva, N. Y | ..... | 1861 | Prot. Episcopal | Rev. James Rankine, D. D., rector | 1 | ..... | 1 |
| 81 | Hamilton Theological Seminary | Hamilton, N. Y | 1819 | 1820 | Baptist | Rev. E. Dodge, D. D., LL. D., senior professor. | 5 | 1 | 5 |
| 82 | Hartwick Seminary, theological department | Hartwick Seminary, N. Y | 1816 | 1815 | Lutheran | Rev. James Pitcher, A. M., principal | 3 | 1 | 1 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 83 | Newburgh Theological Seminary *c* | Newburgh, N. Y. | 1836 | 1805 | United Presb | J. G. D. Findley, librarian | | | |
| 84 | General Theological Seminary of the Protestant Episcopal Church. | New York, N. Y. (corner 20th st. and 9th ave.). | 1822 | 1820 | Prot. Episcopal | Rev. Eugene A. Hoffman, D. D., dean | 7 | 0 | 4 |
| 85 | Union Theological Seminary | New York, N. Y. (9 University Place). | 1839 | 1836 | Presbyterian | Rev. Roswell D. Hitchcock, D. D., LL. D. | 8 | 3 | 6 |
| 86 | Rochester Theological Seminary | Rochester, N. Y | 1850 | 1851 | Baptist | Rev. Augustus H. Strong, D. D | 8 | 0 | *d*8 |
| 87 | Christian Biblical Institute | Stanfordville, N. Y. | 1870 | 1870 | Christian | Rev. J. B. Weston, A. M | 2 | 4 | |
| 88 | College and Seminary of Our Lady of Angels | Suspension Bridge, N. Y. | 1863 | 1856 | Roman Catholic | Very Rev. P. V. Kavanagh, C. M | 4 | 0 | 0 |
| 89 | St. Andrew's Divinity School | Syracuse, N. Y | 1876 | 1876 | Prot. Episcopal | Rt. Rev. F. D. Huntington, S. T. D | 3 | | |
| 90 | St. Joseph's Provincial Seminary | Troy, N. Y | | 1864 | Roman Catholic | Very Rev. Henry Gabriels, S. T. L | 6 | | |
| 91 | Theological department of Biddle University* | Charlotte, N. C | 1877 | 1868 | Presbyterian | Rev. Stephen Mattoon, D. D | 4 | | |
| 92 | Bennett Seminary* | Greensboro', N. C | 0 | 1874 | Meth. Episcopal | Rev. E. O. Thayer, A. M *e* | 1 | | |
| 93 | Theological department of Shaw University | Raleigh, N. C | 1874 | 1865 | Baptist | Rev. H. M. Tupper, A. M | 2 | | |
| 94 | Theological department of Trinity College* | Trinity, N. C | 1852 | 1852 | Meth. Epis. So | Rev. B. Craven, D. D., LL. D | 3 | 0 | 0 |
| 95 | Biblical department of Ashland College* | Ashland, Ohio | 1878 | 1879 | Brethren | Elder R. H. Miller | 2 | | |
| 96 | Theological department of German Wallace College. | Berea, Ohio | 1864 | 1864 | Meth. Episcopal | Rev. William Nast, D. D | 2 | | 0 |
| 97 | St. Charles Borromeo Theological Seminary | Carthagena, Ohio | | 1864 | Roman Catholic | Rev. Godfrey Schlachter, C. PP. S., director. | 7 | | |
| 98 | Lane Theological Seminary | Cincinnati, Ohio | 1829 | 1832 | Presbyterian | Rev. Llewellyn J. Evans, D. D | 5 | | |
| 99 | St. Mary's Theological Seminary | Cleveland, Ohio | | 1849 | Roman Catholic | Rev. N. A. Moes | 3 | | |
| 100 | German Lutheran Seminary | Columbus, Ohio | 1830 | 1830 | Ev. Lutheran | Rev. M. Loy | 3 | | |
| 101 | Union Biblical Seminary | Dayton, Ohio | 1871 | 1871 | U. B. in Christ | Rev. Lewis Davis, D. D | 4 | 0 | 1 |
| 102 | Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio. | Gambier, Ohio | 1824 | 1825 | Prot. Episcopal | Rt. Rev. Gregory T. Bedell, D. D., *ex officio*. | | | |
| 103 | Department of Theology (Oberlin College) | Oberlin, Ohio | 1834 | 1835 | Congregational | Rev. James H. Fairchild, D. D | 5 | 1 | 2 |
| 104 | Theological department of Wittenberg College | Springfield, Ohio | 1845 | 1845 | Ev. Lutheran | Rev. S. Sprecher, D. D., LL. D | 2 | | 2 |
| 105 | Heidelberg Theological Seminary | Tiffin, Ohio | 1836 | 1851 | Reformed | Rev. J. H. Good, D. D | 2 | 0 | 2 |
| 106 | Theological Seminary of Wilberforce University | Wilberforce, Ohio | 1863 | 1853 | Af. Meth. Epis | Rev. Benjamin F. Lee, D. D | | | |
| 107 | United Presbyterian Theological Seminary of Xenia. | Xenia, Ohio | 1877 | 1794 | United Presb | Rev. James Harper, D. D | 4 | | 3 |
| 108 | Theological Seminary of the United Presbyterian Church.* | Allegheny City, Pa | 1868 | 1825 | United Presb | Rev. A. D. Clark, D. D | 4 | 0 | 0 |
| 109 | Western Theological Seminary of the Presbyterian Church. | Allegheny City, Pa | 1844 | 1827 | Presbyterian | Rev. Samuel J. Wilson, D. D., LL. D | 5 | | 5 |
| 110 | Theological course in St. Vincent's College* | Beatty, Pa | | | Roman Catholic | Rt. Rev. Boniface Wimmer, O. S. B | 7 | | |
| 111 | Theological department of Ursinus College | Freeland, Pa | 1869 | 1870 | Ref. German | Rev. J. H. A. Bomberger, D. D | 3 | | |
| 112 | Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States. | Gettysburg, Pa | 1828 | 1826 | Ev. Lutheran | Rev. Charles A. Stork, D. D., chairman | 3 | 1 | 3 |
| 113 | Theological Seminary of the Reformed Church in the United States.* | Lancaster, Pa | 1831 | 1825 | Reformed | Rev. E. V. Gerhart, D. D | 3 | 0 | *f*3 |
| 114 | Theological department of Lincoln University | Lincoln University, Pa | 1871 | 1871 | Presbyterian | Rev. Isaac N. Rendall, D. D | 5 | | 3 |
| 115 | Meadville Theological School | Meadville, Pa | 1846 | 1844 | Unitarian | Rev. A. A. Livermore, A. M | 4 | 3 | 0 |
| 116 | Philadelphia Theological Seminary of St. Charles Borromeo.* | Overbrook, Pa | 1838 | 1832 | Roman Catholic | Rev. William Kieran, D. D., vice rector | 8 | | 0 |
| 117 | Divinity School of the Protestant Episcopal Church in Philadelphia.* | Philadelphia, Pa | 1862 | 1862 | Prot. Episcopal | Rev. Daniel R. Goodwin, D. D., LL. D., dean. | 5 | 1 | 4 |

* From Report of the Commissioner of Education for 1880.
*a* For all departments.
*b* Temporarily suspended.
*c* Instruction suspended in 1878; the seminary exists for the present only in its library and property.
*d* Three of these are only partially endowed.
*e* Since succeeded by Rev. Wilbur F. Steele, B. D.
*f* In 1879.

TABLE XI.—*Statistics of schools of theology for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Denomination. | President. | Corps of instruction. | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Resident professors and instructors. | Non-resident professors and lecturers. | Endowed professorships. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 118 | Theological Seminary of the Evangelical Lutheran Church at Philadelphia. | Philadelphia, Pa. (212 and 214 Franklin st.). | ..... | 1864 | Ev. Lutheran ... | Rev. C. W. Schaeffer, D. D ..... | 4 | .... | 5 |
| 119 | Missionary Institute* ..... | Selinsgrove, Pa..... | 1858 | 1856 | Ev. Lutheran ... | Rev. H. Ziegler, D. D., superintendent.. | 2 | ..... | ..... |
| 120 | The Crozer Theological Seminary ..... | Upland, Pa..... | 1867 | 1868 | Baptist ..... | Rev. Henry G. Weston, D. D..... | 4 | ..... | ..... |
| 121 | Augustinian Monastery of St. Thomas of Villanova. | Villanova, Pa..... | 1848 | 1842 | Roman Catholic. | Very Rev. Thomas C. Middleton, O. S. A., senior professor. | 5 | ..... | ..... |
| 122 | Benedict Institute ..... | Columbia, S. C..... | ..... | 1870 | Baptist ..... | Rev. C. E. Becker, A. M ..... | ..... | ..... | ..... |
| 123 | Theological Seminary of the General Assembly of the Presbyterian Church in the United States. *a* | Columbia, S. C..... | 1832 | 1831 | Presbyterian ... | Rev. George Howe, D. D., LL. D., chairman of faculty. | 4 | ..... | ..... |
| 124 | Baker Theological Institute..... | Orangeburg, S. C ..... | ..... | 1869 | Meth. Episcopal. | Rev. Edward Cooke, A. M., D. D ..... | ..... | ..... | ..... |
| 125 | Theological School of Cumberland University .... | Lebanon, Tenn ..... | 1842 | 1854 | Cumb. Presb.... | Rev. N. Green, chancellor..... ..... | 3 | 2 | 1 |
| 126 | Nashville Normal and Theological Institute ..... | Nashville, Tenn ..... | 0 | 1865 | Baptist ..... | Rev. D. W. Phillips, D. D ..... | *b*9 | ..... | ..... |
| 127 | Theological course in Fisk University* ..... | Nashville, Tenn ..... | 1867 | 1869 | Congregational | Rev. E. M. Cravath, A. M ..... | 2 | 0 | 0 |
| 128 | Theological department of Central Tennessee College. | Nashville, Tenn ..... | 1866 | 1866 | Meth. Episcopal. | Rev. John Braden, D. D..... | 2 | 2 | 0 |
| 129 | Theological department of Vanderbilt University *c* | Nashville, Tenn ..... | 1872 | 1875 | Meth. Epis. So .. | Rev. T. O. Summers, D. D., LL. D., dean. | 4 | 0 | 4 |
| 130 | Theological department, University of the South.. | Sewanee, Tenn ..... | 1856 | 1876 | Prot. Episcopal . | Rev. Telfair Hodgson, D. D., dean .... | 9 | 1 | ..... |
| 131 | Theological department of Burritt College*..... | Spencer, Tenn ..... | ..... | 1879 | Christian ..... | T. W. Brents ..... | 1 | 0 | 0 |
| 132 | Theological department of Baylor University..... | Independence, Tex ..... | 1845 | 1866 | Baptist ..... | Rev. William Carey Crane, D. D., LL. D. | 2 | 0 | 0 |
| 133 | Theological department of Trinity University .... | Tehuacana, Tex ..... | ..... | 1868 | Cumb. Presb.... | Rev. W. E. Beeson, D. D..... ..... | 1 | 0 | 0 |
| 134 | Union Theological Seminary *c* ..... | Hampden Sidney College, Va. | 1867 | 1824 | Presbyterian ... | Rev. B. M. Smith, D. D., librarian ..... | 4 | 0 | 4 |
| 135 | Richmond Institute ..... | Richmond, Va ..... | 1876 | 1867 | Baptist ..... | Rev. Charles H. Corey, D. D..... | 4 | ..... | ..... |
| 136 | Theological Seminary of the Evangelical Lutheran General Synod South. | Salem, Va ..... | ..... | 1832 | Lutheran ..... | Rev. S. A. Repass, D. D ..... | 2 | ..... | *d*2 |
| 137 | Protestant Episcopal Theological Seminary of Virginia. | Theological Seminary, Va. | 1854 | 1823 | Prot. Episcopal . | Rev. Joseph Packard, D. D., dean .... | 6 | ..... | 4 |
| 138 | Mission House School..... | Franklin, Wis ..... | 1868 | 1862 | Reformed .... | H. A. Muehlmeier ..... | 6 | ..... | ..... |
| 139 | Luther Seminary..... | Madison, Wis ..... | ..... | 1876 | Ev. Lutheran ... | Rev. H. A. Preus ..... | 3 | 0 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 140 | Norwegian Seminary* | Marshall, Wis | ..... | 1874 | Nor. Ev. Luth | David Lysnes | 1 | ..... | ..... |
| 141 | Nashotah House | Nashotah, Wis | 1847 | 1845 | Prot. Episcopal | Rev. A. D. Cole, D. D | 4 | 2 | 1 |
| 142 | Seminary of St. Francis of Sales | St. Francis, Wis | 1877 | 1856 | Roman Catholic | Very Rev. A. Zeininger | 13 | ..... | ..... |
| 143 | Theological department of Howard University | Washington, D. C | 1867 | 1870 | Non-sect | Rev. William W. Patton, D. D | 2 | 2 | 1 |
| 144 | Wayland Seminary | Washington, D. C | ..... | 1865 | Baptist | Rev. G. M. P. King, A. M | 1 | ..... | ..... |

* From Report of the Commissioner of Education for 1880.
*a* Temporarily closed; figures are for 1880.
*b* For all departments.
*c* These statistics are from a return for 1880.
*d* One only partially endowed.

TABLE XI.—*Statistics of schools of theology for* 1881, *&c.*—Continued.

| | Name. | Students. | | | | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | | Property, income, &c. | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Present number. | Resident graduates. | Present students who have received a degree in letters or science. | Graduates at the commencement of 1881. | | | Number of volumes. | Number of pamphlets. | Increase in the last school year in books. | Value of grounds and buildings. | Amount of productive funds. | Income from productive funds. | |
| | 1 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 1 | Alabama Baptist Normal and Theological School | 30 | ..... | ..... | ..... | 3 | 32 | 400 | 50 | 200 | *$10,000 | ..... | ..... | May 26. |
| 2 | Theological department of Talladega College | 11 | 0 | 0 | 0 | 3 | 36 | 1,000 | 0 | 100 | 5,000 | $0 | $0 | June 15. |
| 3 | Institute for Training Colored Ministers | 17 | 0 | 0 | 3 | 5 | 44 | 600 | 100 | 100 | 2,000 | 0 | 0 | July 1. |
| 4 | Pacific Theological Seminary | 6 | 1 | 2 | 2 | 3 | 37 | 2,600 | 300 | 50 | 75,000 | 0 | 0 | May 14. |
| 5 | San Francisco Theological Seminary | 7 | ..... | ..... | 5 | 3 | 32 | 6,240 | 900 | 2,200 | 25,000 | 80,000 | a2,770 | April 27. |
| 6 | Franciscan College | 2 | ..... | ..... | ..... | 6 | 43 | 2,500 | ..... | ..... | 4,000 | ..... | ..... | |
| 7 | Theological School | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 8 | Theological Institute of Connecticut | 29 | 1 | 24 | 3 | 3 | 38 | 15,290 | 4,000 | 2,342 | 100,000 | ..... | ..... | May 11. |
| 9 | Berkeley Divinity School | 38 | 0 | 36 | ..... | 3 | 38 | 17,000 | ..... | ..... | ..... | ..... | ..... | |
| 10 | Theological department of Yale College | 90 | 7 | 81 | b21 | 3 | 35 | 2,000 | ..... | ..... | c415,000 | 307,756 | d27,659 | May 18. |
| 11 | Theological department of Clark University | (e) | ..... | ..... | ..... | ..... | 36 | ..... | ..... | ..... | ..... | ..... | ..... | June 11–15. |
| 12 | Theological department of Mercer University* | 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 13 | Theological department of St. Viateur's College | 20 | ..... | 5 | ..... | 5 | 40 | 2,000 | 100 | ..... | ..... | ..... | ..... | |
| 14 | Theological department of Blackburn University | 9 | ..... | ..... | 1 | 3 | 38 | 1,200 | 300 | 115 | ..... | ..... | ..... | |
| 15 | German Theological Class in Carthage College | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 16 | Chicago Theological Seminary | 39 | 4 | 30 | 9 | 3 | 40 | 6,000 | ..... | 500 | 90,000 | 250,000 | 16,000 | April 27. |
| 17 | Presbyterian Theological Seminary of the Northwest | 22 | 2 | 10 | 6 | 3 | 31 | 9,000 | 500 | 60 | 300,000 | 153,260 | ..... | April 6. |
| 18 | Bible department of Eureka College | (e) | ..... | ..... | ..... | 2 | 40 | ..... | ..... | ..... | ..... | ..... | ..... | |
| 19 | Garrett Biblical Institute | 76 | ..... | 20 | 16 | 3 | 34 | 3,000 | 1,000 | 250 | f50,000 | 275,000 | 15,200 | May 11. |
| 20 | Theological department of German English College | ..... | ..... | ..... | ..... | 3 | 40 | 100 | 25 | 20 | ..... | ..... | ..... | June 8. |
| 21 | Swedish American Ansgari College and Missionary Institute. | 23 | 0 | 0 | ..... | ..... | 34 | 300 | 350 | 46 | ..... | ..... | ..... | June. |
| 22 | Theological department of McKendree College* | 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 23 | Wartburg Seminary | 17 | 14 | ... | 11 | 3 | 40 | 2,100 | ..... | ..... | 6,000 | 10,263 | 621 | June 30. |
| 24 | Baptist Union Theological Seminary | 90 | 3 | 49 | 13 | 3 | 37 | 14,000 | 6,000 | 0 | ..... | ..... | ..... | May 17–22. |
| 25 | Jubilee College g | ..... | ..... | ..... | ..... | ..... | ..... | 1,500 | 3,000 | ..... | 15,000 | ..... | ..... | |
| 26 | Augustana Theological Seminary | 17 | 0 | 3 | 6 | 2 | 38 | (e) | (e) | (e) | ..... | 0 | 0 | June. |
| 27 | Concordia Seminary | *90 | ..... | ..... | ..... | 5 | 43 | 800 | 50 | ..... | 20,000 | ..... | ..... | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 28 | Theological department of Shurtleff College | 9 | ..... | 4 | 3 | 2 | 36 | 2,000 | ..... | 150 | ..... | 40,000 | 1,600 | May 30. |
| 29 | Biblical department of Indiana Asbury University | 29 | ..... | 14 | 14 | 2 | 40 | ..... | ..... | ..... | ..... | ..... | ..... | June 22. |
| 30 | Theological department of Union Christian College | 11 | ..... | ..... | ..... | 3 | 37 | 100 | ..... | 100 | ..... | ..... | ..... | June 7. |
| 31 | St. Meinrad's Ecclesiastical Seminary | 39 | ..... | ..... | *h*12 | 3 | 40 | ..... | ..... | ..... | (*e*) | (*e*) | (*e*) | June 28. |
| 32 | Theological department of Griswold College | 8 | ..... | 1 | 1 | 3 | 38 | (*e*) | (*e*) | (*e*) | (*e*) | ..... | ..... | June 21. |
| 33 | German Presbyterian Theological School of the Northwest. | 23 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | 14,049 | 38,611 | *i*3,275 | |
| 34 | German College | 20 | ..... | ..... | ..... | 3 | 40 | 250 | 150 | 50 | (*e*) | (*e*) | (*e*) | June 15. |
| 35 | Bible department of Oskaloosa College | (*e*) | (*e*) | ..... | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 36 | Kansas Theological School* | 2 | 0 | ..... | 2 | 3 | 36 | 3,550 | ..... | 0 | 25,000 | 0 | 0 | June 15. |
| 37 | Danville Theological Seminary | 8 | 0 | 4 | 0 | 3 | 32 | 5,500 | 300 | ..... | 10,000 | 145,545 | 10,407 | April 20. |
| 38 | College of the Bible | 67 | 0 | 0 | 7 | 4 | 40 | 600 | 300 | 50 | 0 | 10,600 | *i*5,000 | June. |
| 39 | Preston Park Theological Seminary* | 21 | 2 | 12 | ..... | 6 | 40 | 8,000 | 6,000 | ..... | 85,000 | ..... | ..... | |
| 40 | Southern Baptist Theological Seminary | 94 | 1 | ..... | ..... | 3–4 | 34 | 10 000 | 2,000 | 300 | 0 | 360,000 | *i*19,000 | May |
| 41 | Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky *j* | 0 | 0 | 0 | 0 | 3 | ..... | 5,000 | ..... | ..... | 0 | 17,000 | 1,000 | |
| 42 | Theological department of New Orleans University | 9 | ..... | ..... | ..... | 3 | 34 | (*e*) | ..... | ..... | (*e*) | ..... | ..... | May 26. |
| 43 | Theological department of Leland University* | *k*41 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 44 | Theological department of Straight University | 16 | ..... | ..... | 1 | 3 | 36 | ..... | ..... | ..... | ..... | ..... | ..... | June 1. |
| 45 | Theological Seminary | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 46 | Bangor Theological Seminary | 25 | ..... | 6 | 10 | 3 | 36 | 16,500 | ..... | 300 | 75,000 | 193,000 | 15,080 | June 7. |
| 47 | Bates College Theological School* | 20 | ..... | 8 | 4 | 3 | ... | 2,200 | ..... | ..... | c25,000 | ..... | ..... | June 29. |
| 48 | Centenary Biblical Institute | 30 | ..... | 0 | 0 | 3 | 42 | ..... | ..... | ..... | 30,000 | ..... | ..... | June, 1st week. |
| 49 | Theological Seminary of St. Sulpice and St. Mary's University | 125 | ..... | ..... | ..... | 5 | 42 | (25,000) | | ..... | ..... | ..... | ..... | |
| 50 | Theological department of Mt. St. Mary's College | 21 | ..... | 15 | 4 | 4 | 42 | (*e*) | ..... | ..... | ..... | ..... | ..... | |
| 51 | Scholasticate of the Congregation of the Most Holy Redeemer, Mt. St. Clement. | 48 | ..... | ..... | ..... | 6 | 44 | 9,144 | 250 | ..... | ..... | ..... | ..... | July 19. |
| 52 | Woodstock College | 110 | 0 | 0 | 0 | 7 | 47 | 40,000 | 4,000 | 2,045 | 65,000 | 0 | 0 | June 30. |
| 53 | Andover Theological Seminary* | 61 | 7 | 59 | 28 | 3 | 40 | 39,000 | 12,000 | ..... | 240,000 | 780,000 | 46,000 | June 30. |
| 54 | Boston University School of Theology | 63 | 4 | 39 | 18 | 3 | 37 | (5,000) | | ..... | ..... | (*e*) | (*e*) | June 7. |
| 55 | Divinity School of Harvard University | 31 | 4 | 15 | 6 | 3 | 38 | 16,252 | 1,609 | 102 | ..... | 310,839 | 19,858 | June 28. |
| 56 | Episcopal Theological School* | 20 | ..... | 8 | 9 | 3 | 38 | 3,000 | ..... | ..... | 280,000 | 130,000 | 7,000 | June 15. |
| 57 | Tufts College Divinity School | 17 | 1 | 3 | 8 | 3,4 | 39 | (*e*) | (*e*) | (*e*) | (*e*) | (*e*) | (*e*) | June 15. |
| 58 | Newton Theological Institution | 60 | 0 | 36 | 23 | 3 | 39 | 17,000 | ..... | ..... | 136,835 | 316,897 | 19,146 | June 14. |
| 59 | New Church Theological School | 6 | ..... | ..... | ..... | 3 | 28 | ..... | ..... | ..... | ..... | ..... | ..... | |
| 60 | School of Theology, Adrian College | 18 | ..... | 1 | ..... | 3 | 39 | ..... | ..... | ..... | ..... | 20,000 | 1,200 | June 23. |
| 61 | Theological department of Hillsdale College | 31 | 3 | 6 | 3 | 3 | 39 | 2,000 | 500 | 200 | (*e*) | 35,000 | 2,500 | June 15. |
| 62 | Seabury Divinity School* | 26 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 63 | Augsburg Seminary* | 23 | ..... | ..... | 3 | 3 | 31 | c1,000 | ..... | ..... | c25,000 | ..... | ..... | |
| 64 | St John's Seminary | 20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 65 | Bishop Green Associate Mission and Training School* | 3 | 1 | 0 | 1 | 3 | 40 | 1,500 | 1,000 | 200 | 5,000 | ..... | ..... | July. |
| 66 | Natchez Seminary | 20 | ..... | ..... | ..... | ..... | 36 | 300 | 300 | ..... | 20,000 | ..... | ..... | |
| 67 | St. Vincent's College and Theological Seminary | 7 | ..... | ..... | *h*2 | 5 | 40 | 5,000 | ..... | ..... | c60,000 | ..... | ..... | |
| 68 | Jeremiah Vardeman School of Theology in William Jewell College. | 49 | 3 | ..... | ..... | 2 | 40 | ..... | ..... | ..... | ..... | 40,000 | ..... | June 8. |
| 69 | Concordia College (Seminary) | 97 | ..... | ..... | ..... | 3 | 40 | (5,200) | | ..... | ..... | ..... | ..... | |

* From Report of the Commissioner of Education for 1880.
*a* Estimated annual income.
*b* Senior class of 1880–'81.
*c* In 1879.
*d* Includes amount received from students' fees, donations, &c.
*e* Reported with classical department (see Table IX).
*f* Value of school building.
*g* All instruction suspended for some years.
*h* Number ordained during the year.
*i* Income from all sources.
*j* This institution exists only in name and in the possession of a valuable library and productive funds.
*k* Included in report of students in Table IX.

TABLE XI.—*Statistics of schools of theology for* 1881, *&c.*—Continued.

| | Name. | Students. | | | | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | | Property, income, &c. | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Present number. | Resident graduates. | Present students who have received a degree in letters or science. | Graduates at the commencement of 1881. | | | Number of volumes. | Number of pamphlets. | Increase in the last school year in books. | Value of grounds and buildings. | Amount of productive funds. | Income from productive funds. | |
| | 1 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 70 | German Congregational Theological Seminary *a* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*$5,000 | *b*$500 | |
| 71 | Divinity School of Nebraska College | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 72 | German Theological School of Newark | 21 | 0 | 0 | 3 | 3 | 39 | 1,500 | 600 | 200 | $15,000 | 20,000 | ..... | June. |
| 73 | Drew Theological Seminary | 88 | ..... | 33 | 33 | 3 | 35 | 15,000 | 1,000 | ..... | 250,000 | 250,000 | 15,000 | May 17. |
| 74 | Theological Seminary of the Reformed (Dutch) Church in America. | 45 | 0 | 43 | 7 | 3 | 35 | 33,796 | 5,176 | 1,257 | 250,000 | 300,000 | 15,000 | May 17. |
| 75 | Theological Seminary of the Presbyterian Church | 119 | 7 | 112 | 28 | 3 | 34 | 39,000 | 20,000 | ..... | 374,000 | 887,903 | 46,500 | April 25. |
| 76 | Diocesan Seminary of the Immaculate Conception | 33 | 0 | 32 | 5 | 4 | 40 | 3,000 | ..... | 5 | 60,000 | 33,000 | 1,320 | June 21. |
| 77 | St. Bonaventure's Seminary | *c*52 | ..... | ..... | ..... | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 78 | Auburn Theological Seminary | 55 | ..... | 41 | 17 | 3 | 36 | 14,375 | 3,725 | 198 | 200,000 | 408,639 | 30,403 | May 11. |
| 79 | Canton Theological School | 14 | 2 | 1 | 4 | 4 | 38 | 8,200 | 1,000 | 100 | 50,000 | 85,000 | 5,100 | June 29. |
| 80 | De Lancey Divinity School | 5 | ..... | 2 | ..... | ..... | 52 | 106 | ..... | 6 | ..... | 44.696 | 1,888 | |
| 81 | Hamilton Theological Seminary | 49 | 0 | 35 | 10 | 3 | 39 | 8,500 | 400 | 320 | 50,000 | 175,000 | ..... | June 21. |
| 82 | Hartwick Seminary, theological department | 16 | ..... | ..... | ..... | 3 | 39 | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | June 28. |
| 83 | Newburgh Theological Seminary *e* | ..... | ..... | ..... | ..... | ..... | ..... | 3,500 | 225 | ..... | 25,000 | ..... | ..... | |
| 84 | General Theological Seminary of the Protestant Episcopal Church. | 87 | 0 | 67 | ..... | 3 | 40 | 16,979 | 9,901 | 138 | 300,000 | 218,577 | 20,000 | June. |
| 85 | Union Theological Seminary | 120 | 5 | ..... | 35 | 3 | 33 | 38,000 | 38,000 | 1,200 | 250,000 | 1,000,000 | 64,500 | May 8. |
| 86 | Rochester Theological Seminary | 72 | 0 | 33 | 19 | 3 | 36 | 18,364 | 0 | 2,550 | *f*165,000 | 441,000 | 22,500 | May 14–18. |
| 87 | Christian Biblical Institute | 20 | ..... | ..... | ..... | 3 | 36 | 1,800 | 200 | 250 | 40,000 | 20,000 | 1,100 | May 4. |
| 88 | College and Seminary of Our Lady of Angels | 54 | ..... | ..... | ..... | 4 | 40 | 6,000 | ..... | ..... | ..... | ..... | ..... | June 28. |
| 89 | St. Andrew's Divinity School | 5 | ..... | ..... | ..... | 3 | 36 | ..... | ..... | ..... | ..... | ..... | ..... | |
| 90 | St. Joseph's Provincial Seminary | 125 | ..... | ..... | *g*22 | 4½–5 | 40 | 8,500 | ..... | ..... | 200,000 | ..... | ..... | June 29. |
| 91 | Theological department of Biddle University* | 10 | ..... | 8 | 2 | 3 | 32 | 2,000 | ..... | ..... | ..... | ..... | ..... | |
| 92 | Bennett Seminary* | 5 | ..... | ..... | ..... | 4 | 36 | 300 | ..... | 75 | *b*13,000 | ..... | ..... | June 10. |
| 93 | Theological department of Shaw University | 40 | ..... | ..... | ..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 94 | Theological department of Trinity College* | 13 | 0 | 0 | 0 | 3 | 42 | 500 | ..... | ..... | (*h*) | 0 | 0 | June 9. |
| 95 | Biblical department of Ashland College* | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | (*h*) | (*h*) | (*h*) | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 96 | Theological department of German Wallace College | 24 | 0 | 0 | 1 | 3 | 40 | | | | | | | *June 7. |
| 97 | St Charles Borromeo Theological Seminary | 39 | | | | 9 | 40 | 6,240 | 575 | 45 | 8,000 | | | June 21. |
| 98 | Lane Theological Seminary | 41 | | | 13 | 3 | | i13,000 | | | j375,867 | 57,400 | 22,326 | |
| 99 | St Mary's Theological Seminary | | 26 | | | 5 | 43 | | | | 75,000 | | | |
| 100 | German Lutheran Seminary | 26 | | | | 3 | 40 | 4,000 | | | | | | June 28. |
| 101 | Union Biblical Seminary | 32 | 0 | 8 | 5 | 3 | 35 | 580 | | | 25,000 | 102,376 | 5,000 | May 4. |
| 102 | Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio. | | | | | 3 | | i6,300 | i8,500 | | i220,000 | i120,000 | i8,000 | |
| 103 | Department of Theology (Oberlin College) | 41 | | 29 | 17 | 3 | 38 | | | | | | | June 24, |
| 104 | Theological department of Wittenberg College | 18 | | 6 | 10 | 2 | 40 | 2,000 | | 50 | | | | |
| 105 | Heidelberg Theological Seminary | 14 | 0 | 12 | 5 | 2¾ | 40 | 3,010 | 600 | | 0 | 19,000 | 1,600 | May 17. |
| 106 | Theological Seminary of Wilberforce University | | | | | 3 | | | | | | | | |
| 107 | United Presbyterian Theological Seminary of Xenia | 36 | 2 | 35 | 15 | 3 | 37 | 3,800 | 1,000 | 50 | 10,000 | 47,000 | 3,200 | March 30. |
| 108 | Theological Seminary of the United Presbyterian Church* | 31 | 0 | 30 | 12 | 3 | 30 | 3,000 | | 0 | 35,000 | 64,129 | 3,803 | March 29. |
| 109 | Western Theological Seminary of the Presbyterian Church | k87 | k5 | 75 | 21 | 3 | .. | k15,000 | | | b75,000 | b362,369 | b22,000 | |
| 110 | Theological course in St. Vincent's College* | 38 | | | g14 | 3 | 40 | | | | | | | June 22. |
| 111 | Theological department of Ursinus College | 3 | | | | 3 | 40 | | | | | | | June 29. |
| 112 | Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States. | 29 | | | 5 | 3 | 39 | 10,200 | | | 60,000 | 80,000 | 4,200 | June 22. |
| 113 | Theological Seminary of the Reformed Church in the United States.* | 23 | | 22 | 7 | 3 | 36 | 11,000 | | 30 | 25,000 | 65,000 | 3,500 | May 12. |
| 114 | Theological department of Lincoln University | 14 | | | | 3 | | | | | | | | April 18. |
| 115 | Meadville Theological School | *12 | | 0 | 4 | 3 | 38 | 15,500 | | 300 | 30,000 | 157,000 | 8,750 | June 15. |
| 116 | Philadelphia Theological Seminary of St. Charles Borromeo. | 95 | | | | 9 | 44 | 15,000 | | | | 0 | 0 | |
| 117 | Divinity School of the Protestant Episcopal Church in Philadelphia.* | 27 | 1 | 14 | 4 | 3 | 37 | 8,000 | 250 | | 150,000 | 248,000 | 15,000 | June 23. |
| 118 | Theological Seminary of the Evangelical Lutheran Church at Philadelphia. | 47 | | 36 | 15 | 3 | 29–34 | 5,000 | 1,000 | | *40,000 | l125,000 | l7,500 | June 1. |
| 119 | Missionary Institute* | m3 | | | m3 | 3 | 39 | | | | | | | |
| 120 | The Crozer Theological Seminary | 42 | | | | | | 6,000 | | | 158,870 | 244,130 | 15,000 | June 7. |
| 121 | Augustinian Monastery of St. Thomas of Villanova | n24 | | | g4 | | 42 | *6,000 | | | | | | June 28. |
| 122 | Benedict Institute | 43 | | | | | 33 | 1,300 | 300 | 100 | 25,000 | | | May 26. |
| 123 | Theological Seminary of the General Assembly of the Presbyterian Church in the United States. o | 26 | | | | 3 | | 20,295 | | | 30,000 | | | |
| 124 | Baker Theological Institute | | | | | | | | | | | | | |
| 125 | Theological School of Cumberland University | 16 | | | 6 | 2 | 40 | | | | 20,000 | 2,500 | 1,500 | June 1. |
| 126 | Nashville Normal and Theological Institute | 73 | | | (p) | 2 | | 2,864 | | | | | | |
| 127 | Theological course in Fisk University* | 15 | 0 | 0 | | 3 | 40 | 0 | 0 | | (h) | | | May 26. |
| 128 | Theological department of Central Tennessee College | 38 | | 1 | 0 | 3 | 36 | (h) | (h) | (h) | (h) | | | May 24. |
| 129 | Theological department of Vanderbilt University q | 70 | 5 | | 8 | 3 | 39 | | | | | | | |
| 130 | Theological department, University of the South | 19 | 2 | 7 | 7 | 4 | 40 | | | | 30,000 | | | August 5. |
| 131 | Theological department of Burritt College* | 28 | | | | | | | | | | | | |
| 132 | Theological department of Baylor University | 7 | | 0 | 0 | 2 | 40 | (h) | (h) | (h) | (h) | (h) | (h) | |

* From Report of Commissioner of Education for 1880.
*a* Temporarily suspended.
*b* In 1879.
*c* Theological and philosophical.
*d* Reported with academical department (see Table VI).
*e* Instruction suspended in 1878; the seminary exists for the present only in its library and property.
*f* Includes value of library, $32,000.
*g* Number ordained as priests during the year.
*h* Reported with classical department (see Table IX).
*i* In 1877.
*j* Includes real estate yielding an annual income, and bonds and notes.
*k* For the year 1879–'80.
*l* In 1878.
*m* Number entering the ministry in 1880.
*n* Number of scholastics.
*o* Temporarily closed; figures are for 1880.
*p* Reported in Table III.
*q* These statistics are from a return for 1880.

TABLE XI.—*Statistics of schools of theology for* 1881, *&c.*—Continued.

| | Name. | Students. | | | | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | | Property, income, &c. | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Present number. | Resident graduates. | Present students who have received a degree in letters or science. | Graduates at the commencement of 1881. | | | Number of volumes. | Number of pamphlets. | Increase in the last school year in books. | Value of grounds and buildings. | Amount of productive funds. | Income from productive funds. | |
| | 1 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 133 | Theological department of Trinity University | 19 | 0 | 0 | ..... | 2 | 40 | 500 | ..... | 300 | (*a*) | ..... | ..... | June. |
| 134 | Union Theological Seminary *b* | 51 | 1 | ..... | 19 | 3 | 36 | 11,000 | ..... | 200 | $50,000 | $220,000 | $14,000 | May 4. |
| 135 | Richmond Institute | 70 | ..... | ..... | 6 | 3 | 36 | 2,500 | ..... | 100 | 30,000 | 3,000 | ..... | May. |
| 136 | Theological Seminary of the Evangelical Lutheran General Synod South. | 10 | ..... | 6 | 3 | 3 | 40 | 500 | ..... | ..... | ..... | ..... | ..... | May 1. |
| 137 | Protestant Episcopal Theological Seminary of Virginia | 40 | ..... | 15 | 11 | 3 | 40 | 11,000 | ..... | ..... | ..... | ..... | ..... | June 29. |
| 138 | Mission House School | 11 | ..... | ..... | 11 | ..... | 38 | 2,432 | 100 | 152 | 18,250 | 2,000 | 200 | June 30. |
| 139 | Luther Seminary | 44 | ..... | 13 | 10 | 3 | 40 | 200 | 100 | 0 | 25,000 | ..... | ..... | June 30. |
| 140 | Norwegian Seminary* | 14 | ..... | ..... | ..... | 3 | 34 | 475 | ..... | 5 | ..... | 15,000 | ..... | |
| 141 | Nashotah House | 12 | 0 | 2 | 3 | 3 | 40 | 7,000 | 1,500 | 20 | 90,000 | 57,000 | ..... | June 29. |
| 142 | Seminary of St. Francis of Sales | (203) | | ..... | *c*34 | 9 | 43 | 4,060 | ..... | 15 | 70,000 | ..... | ..... | |
| 143 | Theological department of Howard University | 39 | ..... | ..... | 6 | 3 | 34 | (*a*) | ..... | ..... | (*a*) | 25,000 | ..... | May 6. |
| 144 | Wayland Seminary | *d*39 | ..... | ..... | ..... | ..... | ..... | 1,900 | ..... | ..... | *40,000 | ..... | ..... | May 31. |

* From Report of Commissioner of Education for 1880.
*a* Reported with classical department (see Table IX).
*b* These statistics are from a return for 1880.
*c* Number ordained as priests during the year.
*d* Also included in number of students reported in normal department (Table III).

*List of institutions from which no information has been received.*

| Name. | Location. |
|---|---|
| School of Theology in Bethel College | Russellville, Ky. |
| Theological School of Westminster College | Fulton, Mo. |
| Brooklyn Lay College and Biblical Institute | Brooklyn, N. Y. |
| Theological department of Urbana University | Urbana, Ohio. |
| Moravian Theological Seminary | Bethlehem, Pa. |
| St. Vincent's Seminary | Philadelphia, Pa. |
| St. Michael's Seminary | Pittsburgh, Pa. |
| St. John's Theological Seminary | Norfolk, Va. |

TABLE XI.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Atlanta Baptist Seminary | Atlanta, Ga | See Table VI. |
| Theological department of Lincoln University. | Lincoln, Ill | Not reported as a distinct department. |
| Theological department of Shaw University. | Holly Springs, Miss. | Not a distinct department. |
| Mt. St. Mary's Seminary | Cincinnati, Ohio | Temporarily closed. |
| Christliche Bildungs-Anstalt der Mennoniten. | Wadsworth, Ohio | Not now in existence. |

TABLE XII.—*Statistics of schools of law for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of charter. | Date of organization. | President or dean. | Corps of instruction. | | Students. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Resident professors and instructors. | Non-resident professors and lecturers. | Present number. | Present students who have received a degree in letters or science. | Graduates at the commencement of 1881. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Law School of University of Alabama | Tuscaloosa, Ala | *a*1832 | 1873 | Burwell Boykin Lewis, LL. D | 3 | ..... | 20 | 10 | 13 |
| 2 | Hastings College of the Law (University of California). | San Francisco, Cal | 1878 | 1878 | S. Clinton Hastings, dean | 3 | ..... | 187 | 40 | ..... |
| 3 | Law department of Yale College | New Haven, Conn | ..... | 1824 | Rev. Noah Porter, D. D., LL. D., president; Francis Wayland, M. A., LL. D., dean. | (14) | | 68 | 34 | 531 |
| 4 | Law department in University of Georgia | Athens, Ga | 1785 | 1867 | Rev. P. H. Mell, D. D., LL. D., chancellor | (6) | | 5 | ..... | 1 |
| 5 | Law department of Mercer University* | Macon, Ga | 1874 | 1874 | Clifford Anderson, chairman of faculty | 3 | ..... | 1 | ..... | ..... |
| 6 | Bloomington Law School (Illinois Wesleyan University). | Bloomington, Ill | 1853 | 1874 | Reuben M. Benjamin, LL. D., dean | 7 | ..... | 44 | ..... | 14 |
| 7 | Union College of Law of Chicago and Northwestern Universities. | Chicago, Ill | ..... | 1859 | Henry Booth, LL. D., dean | 5 | 0 | 101 | 25 | 30 |
| 8 | Law department of McKendree College* | Lebanon, Ill | ..... | 1860 | Henry H. Horner, A. M., dean | ..... | 2 | 11 | ..... | 3 |
| 9 | Law department, Indiana Asbury University | Greencastle, Ind | ..... | 1881 | Rev. Alexander Martin, D. D., LL. D | 5 | ..... | 12 | ..... | ..... |
| 10 | Law department, University of Notre Dame | Notre Dame, Ind | 1844 | 1842 | Very Rev. Thomas E. Walsh, C. S. C | 4 | 2 | 60 | ..... | 4 |
| 11 | Iowa College of Law (Drake University) | Des Moines, Iowa | ..... | 1881 | George T. Carpenter, A. M | ..... | ..... | ..... | ..... | ..... |
| 12 | Law department of State University of Iowa | Iowa City, Iowa | 1847 | 1865 | Lewis W. Ross, A. M., chancellor | 2 | 5 | 158 | 40 | 88 |
| 13 | Course of law in Iowa Wesleyan University | Mt. Pleasant, Iowa | ..... | ..... | Rev. W. J. Spaulding, PH. D | 3 | ..... | 5 | ..... | ..... |
| 14 | Law School, University of Kansas | Lawrence, Kans | ..... | 1878 | J. W. Green, A. M., dean | 2 | ..... | 15 | ..... | ..... |
| 15 | College of Law, Kentucky University *c* | Lexington, Ky | 1858 | 1865 | Madison C. Johnson, LL. D | 5 | ..... | ..... | ..... | ..... |
| 16 | Law department of University of Louisville* | Louisville, Ky | 1846 | 1846 | Isaac Caldwell, president; James S. Pirtle, secretary. | 3 | 0 | 45 | 10 | 25 |
| 17 | Law department, Straight University | New Orleans, La | 1870 | 1870 | Rev. W. S. Alexander, D. D | 4 | ..... | 28 | 0 | 9 |
| 18 | Law department, University of Louisiana | New Orleans, La. (box 1915) | 1847 | 1847 | Carleton Hunt, LL. D., dean | 4 | ..... | 35 | ..... | ..... |
| 19 | School of Law of the University of Maryland | Baltimore, Md | 1812 | 1815 | George W. Dobbin, LL. D, dean | 4 | 0 | 60 | 30 | 33 |
| 20 | Boston University School of Law | Boston, Mass | 1869 | 1872 | William F. Warren, S. T. D., LL. D | (18) | | 151 | 57 | 32 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 21 | Law School of Harvard University | Cambridge, Mass | ..... | 1817 | Charles W. Eliot, LL. D., president; C. C. Langdell, LL. D., dean. | 6 | ..... | 156 | 94 | 18 |
| 22 | Law department, University of Michigan | Ann Arbor, Mich | 1859 | 1859 | Thomas M. Cooley, LL. D., dean | 5 | 0 | 395 | 65 | 145 |
| 23 | Department of Law, University of Mississippi | Oxford, Miss | 1844 | 1853 | Alexander P. Stewart, chancellor | (6) | | 18 | ..... | 16 |
| 24 | Law department, State University of Missouri* | Columbia, Mo | 1839 | 1872 | Philemon Bliss, LL. D., dean | 3 | 2 | 49 | ..... | 12 |
| 25 | St. Louis Law School (Washington University) | St. Louis, Mo. (1417 Lucas Place) | 1853 | 1867 | Henry Hitchcock, LL. D., dean *d* | 8 | 0 | 70 | 32 | 25 |
| 26 | Albany Law School (Union University) | Albany, N. Y | 1851 | 1851 | Horace E. Smith, LL. D., dean | (9) | | 54 | ..... | ..... |
| 27 | Law School of Hamilton College* | Clinton, N. Y | ..... | 1854 | Rev. Samuel G. Brown, D. D., LL. D | 2 | 1 | 35 | 13 | 24 |
| 28 | Columbia College Law School | New York, N. Y | 1754 | 1858 | F. A. P. Barnard, S. T. D., LL. D., L. H. D | 6 | 0 | 471 | 254 | 120 |
| 29 | Department of Law, University of the City of New York.* | New York, N. Y | 1830 | 1858 | Henry E. Davies, LL. D *e* | 5 | ..... | 90 | 12 | ..... |
| 30 | Law department, University of North Carolina.* | Chapel Hill, N. C | 1789 | 1795 | Kemp P. Battle, LL. D | 1 | 0 | 13 | 0 | 5 |
| 31 | Law department, Rutherford College *f* | Rutherford College, N. C | 1871 | ..... | Rev. R. L. Abernethy, A. M., D. D | 1 | 1 | ..... | ..... | ..... |
| 32 | Law department, Trinity College* | Trinity, N. C | 1852 | 1852 | Rev. B. Craven, D. D., LL. D | 3 | 0 | 14 | 0 | 0 |
| 33 | Law School of the Cincinnati College | Cincinnati, Ohio | 1819 | 1833 | Jacob D. Cox, LL. D., dean | 8 | 0 | 127 | 33 | 64 |
| 34 | Law department of Lafayette College | Easton, Pa | ..... | 1874 | William S. Kirkpatrick, A. M., dean | ..... | ..... | ..... | ..... | ..... |
| 35 | Law department, University of Pennsylvania | Philadelphia, Pa | 1755 | 1790 | E. Coppée Mitchell, LL. D., dean | 5 | 0 | 141 | 47 | 49 |
| 36 | Law School of Cumberland University | Lebanon, Tenn | 1842 | 1847 | Nathan Green, A. M., LL. D., chancellor | 3 | ..... | 45 | ..... | 32 |
| 37 | Law department, Central Tennessee College | Nashville, Tenn | ..... | 1880 | Rev. John Braden, D. D | 5 | ..... | 4 | 1 | 0 |
| 38 | Law department, Vanderbilt University | Nashville, Tenn | 1872 | 1874 | Thomas H. Malone, M. A., dean | 4 | 0 | 53 | 13 | 18 |
| 39 | School of Law and Equity, Washington and Lee University. | Lexington, Va | 1782 | 1867 | General G. W. C. Lee, president of university. | (5) | | 20 | ..... | 10 |
| 40 | Law School, Richmond College | Richmond, Va | 1840 | 1832 | B. Puryear, LL. D., chairman of faculty | 1 | 0 | 9 | 0 | 8 |
| 41 | Law School, University of Virginia | University of Virginia, Va | 1819 | 1825 | James F. Harrison, M. D., chairman of faculty | 2 | ..... | 122 | ..... | 26 |
| 42 | Law department, West Virginia University | Morgantown, W. Va | ..... | ..... | D. B. Purinton, A. M., acting president | 1 | ..... | 11 | ..... | ..... |
| 43 | Law department, University of Wisconsin | Madison, Wis | 1838 | 1868 | J. H. Carpenter, LL. D., dean | 7 | ..... | 52 | 9 | 34 |
| 44 | Columbian University Law School | Washington, D. C | 1821 | 1864 | James C. Welling, LL. D | 5 | ..... | 155 | 11 | ..... |
| 45 | Law department of Georgetown University | Washington, D. C | 1815 | 1870 | Charles W. Hoffman, A. M., LL. D., dean | 7 | ..... | 38 | 9 | 11 |
| 46 | Law department of Howard University | Washington, D. C | 1867 | 1870 | Rev. Wm. W. Patton, D. D | 3 | ..... | 13 | ..... | 5 |
| 47 | National University, law department* | Washington, D. C | 1870 | 1870 | Arthur MacArthur | 4 | 6 | 66 | 10 | 27 |

* From Report of the Commissioner of Education for 1880.

*a* University charter.

*b* Senior class of 1880-'81.

*c* Suspended in June, 1879; no information of its reorganization has been received.

*d* Since succeeded by Hon. William G. Hammond, LL. D

*e* The president for 1881-'82 is Hon. Aaron J. Vanderpoel, LL. D.

*f* Reported in 1880 as temporarily suspended; no law students appear in the catalogue of the college for 1881-'82.

TABLE XII. — *Statistics of schools of law for* 1881, *&c.* — Continued.

| | Name. | Number of years in full course of study. | Number of weeks in scholastic year. | Annual charge to each student for tuition. | Library. | | | Property, income, &c. | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Number of volumes. | Number of pamphlets. | Increase in the last school year in books. | Value of grounds and buildings. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | |
| | 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 1 | Law School of University of Alabama | 1 | 38 | $50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 21. |
| 2 | Hastings College of the Law (University of California) | 3 | 40 | 0 | ..... | ..... | ..... | ..... | $100,000 | $7,000 | *a$1,500 | May 29. |
| 3 | Law department of Yale College | b2 | 35 | 100, 125 | 8,000 | *1,000 | ..... | ..... | 10,000 | 564 | 6,785 | June 27. |
| 4 | Law department in University of Georgia | 1, 2 | 41 | 100 | (c) | ..... | (c) | (c) | ..... | ..... | ..... | July 19. |
| 5 | Law department of Mercer University* | 1 | ..... | 60 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | July. |
| 6 | Bloomington Law School (Illinois Wesleyan University) | 2 | 36 | 60 | (c) | (c) | ..... | ..... | ..... | ..... | *1,420 | June 14. |
| 7 | Union College of Law of Chicago and Northwestern Universities. | 2 | 36 | 75 | ..... | ..... | ..... | $0 | 0 | 0 | *5,760 | June 15. |
| 8 | Law department of McKenzie College* | 2 | 40 | 21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 9. |
| 9 | Law department, Indiana Asbury University | ..... | ..... | d20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 10 | Law department, University of Notre Dame | 2 | 40-42 | ..... | (c) | ..... | ..... | ..... | ..... | ..... | ..... | June 21. |
| 11 | Iowa College of Law (Drake University) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 12 | Law department of State University of Iowa | 1, 2 | 37 | 50 | 2,807 | 0 | 192 | (c) | (c) | (c) | 7,052 | June 20. |
| 13 | Course of law in Iowa Wesleyan University | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | Law School, University of Kansas | 2 | 34 | e25 | ..... | ..... | ..... | ..... | ..... | ..... | *325 | June 7. |
| 15 | College of Law, Kentucky University f | 2 | ..... | 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 16 | Law department of University of Louisville* | 2 | 20 | 60 | ..... | ..... | ..... | 0 | 0 | 0 | 2,000 | February 25. |
| 17 | Law department, Straight University | 2 | 36 | 56 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 1. |
| 18 | Law department, University of Louisiana | 2 | ..... | 100 | g26,000 | ..... | ..... | h10,000 | ..... | ..... | h3,000 | May. |
| 19 | School of Law of the University of Maryland | 2 | 34 | 100 | ..... | ..... | ..... | *25,000 | ..... | ..... | ..... | May. |
| 20 | Boston University School of Law | 3 | 35 | 125, 75, 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 7. |
| 21 | Law School of Harvard University | 3 | 37 | 150 | 19,000 | ..... | 1,000 | ..... | 56,133 | 4,930 | 22,268 | June 28. |
| 22 | Law department, University of Michigan | 2 | 24 | (i) | 6,000 | 0 | ..... | (c) | (c) | (c) | 16,500 | March. |
| 23 | Department of Law, University of Mississippi | 2 | 39 | 50 | h1,000 | ..... | ..... | (c) | (c) | (c) | h650 | June 29. |
| 24 | Law department, State University of Missouri* | 2 | 31 | 40 | ..... | ..... | ..... | (c) | (c) | (c) | 1,120 | March 31. |
| 25 | St. Louis Law School (Washington University) | 2 | 33 | 80 | 3,343 | 100 | 45 | 30,000 | 10,000 | ..... | 4,960 | June 14. |
| 26 | Albany Law School (Union University) | j1 | 38 | 130 | h1,105 | ..... | h233 | h20,000 | ..... | ..... | h12,000 | May. |
| 27 | Law School of Hamilton College* | 2 | 38 | 60 | 6,000 | ..... | ..... | ..... | ..... | ..... | ..... | June 30. |
| 28 | Columbia College Law School | 2 | 31 | 100 | 7,000 | ..... | ..... | ..... | (c) | (c) | 45,000 | May 17. |
| 29 | Department of Law, University of the City of New York* | 2 | 36 | 100 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | May 13. |
| 30 | Law department, University of North Carolina* | 2 | 40 | 100 | 700 | ..... | ..... | ..... | ..... | ..... | ..... | June 2. |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 31 | Law department, Rutherford College*k* | | | | | | | | | | | |
| 32 | Law department, Trinity College* | 3 | 42 | 0 | 500 | | | (*c*) | 0 | 0 | 0 | June 9. |
| 33 | Law School of the Cincinnati College | 2 | 33 | 60, 30 | 2, 094 | 200 | 250 | | | 6, 000 | 6, 237 | May 24. |
| 34 | Law department, Lafayette College | | | | | | | | | | | |
| 35 | Law department, University of Pennsylvania | 2 | 34 | 80 | 300 | 0 | | | | | *9, 000 | June 15. |
| 36 | Law School of Cumberland University | 1 | 40 | 100 | 800 | | | | | | *3, 000 | June 1. |
| 37 | Law department, Central Tennessee College | 2 | 32 | 30 | (*c*) | | | 0 | 0 | 0 | 40 | May 23. |
| 38 | Law department, Vanderbilt University | 2 | 39 | 100 | | | | | | | 5, 300 | May 31. |
| 39 | School of Law and Equity, Washington and Lee University | 1, 2 | 40 | 50 | | | | | | | | June 21. |
| 40 | Law School, Richmond College | 2 | 39 | 80 | (*c*) | | | (*c*) | 0 | 0 | 600 | June 21. |
| 41 | Law School, University of Virginia | 2 | 38 | 80 | (*c*) | | | (*c*) | | | | June 29. |
| 42 | Law department, West Virginia University | | 41 | 10 | | | | | | | | June 8. |
| 43 | Law department, University of Wisconsin | 2 | 38 | *l*50 | 1, 366 | | | (*c*) | (*c*) | (*c*) | (*c*) | June 21. |
| 44 | Columbian University Law School | 2 | 35 | 80 | | | | *h*20, 000 | | | | June 13. |
| 45 | Law department of Georgetown University | 2 | 35 | 50 | | | | | | | *h*1, 282 | June 7. |
| 46 | Law department of Howard University | 3 | 37 | 40 | 200 | | | (*c*) | | | 345 | May 30. |
| 47 | National University, law department* | 3 | 35 | 40 | 14 | 30 | 14 | 0 | 0 | 0 | 2, 500 | June 8. |

* From Report of the Commissioner of Education for 1880.
*a* Incidental fees.
*b* With graduate course, 4 years.
*c* Reported with classical department (see Table IX).
*d* Fee per session.
*e* Matriculation fee.
*f* Suspended in June, 1879; no information of its reorganization has been received.
*g* State library.
*h* In 1879.
*i* Entrance fee $10 and annual tax $20 to residents of Michigan; to others, entrance fee and annual tax, each $25.
*j* With one year of previous study.
*k* Reported in 1880 as temporarily suspended; no law students appear in the catalogue of the college for 1881–'82.
*l* For residents; $68 for others.

TABLE XII.— *Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| College of Law, Southern University | Greensboro', Ala | Suspended. |
| Law department of Central University | Richmond, Ky | No information received. |
| Law department of Wilberforce University | Wilberforce, Ohio | No information received. |

TABLE XIII.— *Statistics of schools of medicine, of dentistry, and of pharmacy for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of charter. | Date of organization. | President or dean. | Corps of instruction. | | Students. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Resident professors and instructors. | Non-resident professors and lecturers. | Present number. | Present students who have received a degree in letters or science. | Graduates at the commencement of 1881. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | I. MEDICAL AND SURGICAL. | | | | | | | | | |
| | 1. *Regular.* | | | | | | | | | |
| 1 | Medical College of Alabama | Mobile, Ala | 1860 | 1859 | William H. Anderson, M. D., dean | 8 | 0 | 60 | 6 | 24 |
| 2 | Medical department of Arkansas Industrial University. | Little Rock, Ark | 1879 | 1879 | P. O. Hooper, M. D | 14 | ..... | 36 | ..... | 10 |
| 3 | Medical College of the Pacific (University College). | San Francisco, Cal | ..... | 1858 | J. H. Wythe, M. D., president; Henry Gibbons, jr., M. D., dean. | 16 | 0 | 56 | ..... | 9 |
| 4 | Medical department, University of California | San Francisco, Cal | 1868 | 1872 | Robert A. McLean, M. D., dean | 12 | 2 | 62 | ..... | 16 |
| 5 | Woman's Medical College of the Pacific Coast | San Francisco, Cal | ..... | 1881 | Mrs. S. E. F. Wells, M. D | ..... | ..... | ..... | ..... | ..... |
| 6 | Denver Medical College (University of Denver) | Denver, Colo | ..... | 1881 | H. K. Steele, M. D | 16 | ..... | 15 | ..... | ..... |
| 7 | Medical department of Yale College | New Haven, Conn | 1810 | 1813 | Charles A. Lindsley, M. D., dean | (18) | | 21 | 10 | ..... |
| 8 | Atlanta Medical College | Atlanta, Ga | 1854 | 1855 | H. V. M. Miller, M. D., LL. D., dean | 11 | ..... | 134 | ..... | 31 |
| 9 | Southern Medical College | Atlanta, Ga | 1879 | 1879 | William Perrin Nicolson, M. D., dean | 11 | 0 | 95 | ..... | 38 |
| 10 | Medical College of Georgia (University of Georgia). | Augusta, Ga | 1828 | 1829 | George W. Rains, M. D., LL. D., dean | 16 | ..... | 91 | ..... | 23 |
| 11 | Chicago Medical College (Northwestern University). | Chicago, Ill | 1859 | 1859 | Nathan Smith Davis, M. D., LL. D., dean | 15 | 0 | 150 | 30 | 45 |
| 12 | College of Physicians and Surgeons of Chicago | Chicago, Ill | 1881 | ..... | D. A. K. Steele, M. D, secretary | ..... | ..... | ..... | ..... | ..... |
| 13 | Rush Medical College* | Chicago, Ill | 1837 | 1843 | J. Adams Allen, M. D, LL. D | 29 | 2 | 505 | 172 | 144 |
| 14 | Woman's Medical College of Chicago | Chicago, Ill | 1870 | 1870 | William H. Byford, A. M., M. D | 24 | ..... | 85 | ..... | 17 |
| 15 | Medical College of Evansville | Evansville, Ind | 1845 | 1849 | George B. Walker, M. D., dean | 15 | 0 | 17 | ..... | 6 |
| 16 | Fort Wayne College of Medicine | Fort Wayne, Ind | 1879 | 1879 | William H. Gobrecht, M. D., dean | 12 | 1 | 37 | ..... | 21 |
| 17 | Medical College of Fort Wayne | Fort Wayne, Ind | 1878 | 1876 | H. D. Wood, A. M., M. D., dean | (17) | | 42 | ..... | 22 |
| 18 | Central College of Physicians and Surgeons* | Indianapolis, Ind | ..... | 1879 | Charles D. Pearson, A. M., M. D., dean | (17) | | 40 | ..... | 12 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 19 | Medical College of Indiana (Butler University)* | Indianapolis, Ind | 1878 | 1878 | Theophilus Parvin, M. D., LL. D., dean | 11 | 0 | 207 | 0 | 137 |
| 20 | Medical department of the State University of Iowa. | Iowa City, Iowa | 1847 | 1870 | W. F. Peck, A. M., M. D., dean | 8 | 5 | 151 | 5 | 35 |
| 21 | College of Physicians and Surgeons | Keokuk, Iowa | 1849 | 1849 | E. J. Gillett, M. D., LL. D., president; H. T. Cleaver, M. D., dean. | (12) | | 301 | ..... | 121 |
| 22 | Hospital College of Medicine (Central University) | Louisville, Ky | 1874 | 1874 | William H. Bolling, M. D., dean | 9 | ..... | 75 | 5 | 34 |
| 23 | Kentucky School of Medicine | Louisville, Ky | 1849 | 1850 | John A. Octerlony, A. M., M. D., dean | 12 | ..... | 147 | ..... | 87 |
| 24 | Louisville Medical College | Louisville, Ky | 1868 | 1869 | J. A. Ireland, M. D., dean | 7 | ..... | 126 | ..... | 54 |
| 25 | Medical department of the University of Louisville. | Louisville, Ky | 1837 | 1837 | J. M. Bodine, M. D., dean | 14 | 0 | 181 | ..... | 100 |
| 26 | Medical department of the University of Louisiana. | New Orleans, La | 1835 | 1834 | Tobias G. Richardson, M. D | 8 | 1 | 204 | ..... | 59 |
| 27 | Medical School of Maine (Bowdoin College) | Brunswick, Me | 1820 | 1820 | Joshua L. Chamberlain, LL. D | (13) | | 112 | 22 | 30 |
| 28 | Portland School for Medical Instruction *a* | Portland, Me | 1853 | 1856 | Charles A. Ring, M. D | 9 | ..... | 18 | ..... | ..... |
| 29 | College of Physicians and Surgeons | Baltimore, Md | 1872 | 1872 | Thomas Opie, M. D., dean | 12 | ..... | 360 | 12 | 153 |
| 30 | School of Medicine (University of Maryland) | Baltimore, Md | 1807 | 1807 | L. McLane Tiffany, M. D., dean | 24 | ..... | 193 | 30 | 73 |
| 31 | College of Physicians and Surgeons | Boston, Mass | 1880 | 1880 | Hon. Horatio G. Parker | 15 | ..... | 23 | 0 | ..... |
| 32 | Harvard Medical School (Harvard University) | Boston, Mass | ..... | 1782 | Calvin Ellis, M. D., dean | (51) | | 243 | 118 | 60 |
| 33 | Department of Medicine and Surgery (University of Michigan).* | Ann Arbor, Mich | 1837 | 1850 | Alonzo B. Palmer, M. D., LL. D., dean | 17 | ..... | 380 | 38 | 91 |
| 34 | Detroit Medical College | Detroit, Mich | 1868 | 1868 | Theo. A. McGraw, M. D | (26) | | 69 | ..... | 27 |
| 35 | Michigan College of Medicine | Detroit, Mich | 1879 | 1880 | Henry F. Lyster, M. D | (17) | | 59 | ..... | 28 |
| 36 | Medical department of the Minnesota College Hospital. *b* | Minneapolis, Minn | ..... | 1881 | F. A. Dunsmoor, M. D., dean | 12 | 7 | 32 | 2 | ..... |
| 37 | Medical School of the University of the State of Missouri. | Columbia, Mo | 1839 | *c*1845 | Joseph G. Norwood, M. D., LL. D., dean | 8 | 4 | 40 | 19 | 5 |
| 38 | Kansas City Medical College | Kansas City, Mo | 1869 | 1869 | Simeon S. Todd, M. D | 16 | 1 | 42 | 0 | 12 |
| 39 | Medical department of the University of Kansas City. | Kansas City, Mo | 1881 | 1881 | Henry F. Hereford, M. D | 20 | 3 | 25 | 7 | 10 |
| 40 | St. Joseph Hospital Medical College | St. Joseph, Mo | 1878 | 1877 | Charles F. Knight, M. D | 10 | 2 | 32 | ..... | 7 |
| 41 | Missouri Medical College | St. Louis, Mo. (23d street and Christy avenue). | 1840 | 1840 | T. F. Prewitt, M. D | 12 | ..... | 250 | ..... | 119 |
| 42 | St. Louis Medical College | St. Louis, Mo | 1841 | 1842 | John T. Hodgen, M. D., dean | 9 | 12 | 151 | ..... | 43 |
| 43 | Omaha Medical College | Omaha, Nebr | ..... | 1881 | Robert R. Livingston, M. D | (13) | | *d*14 | ..... | ..... |
| 44 | New Hampshire Medical Institution (Dartmouth College). | Hanover, N. H | 1769 | 1796 | Rev. Samuel C. Bartlett, D. D., LL. D., president; Carlton P. Frost, M. D., dean. | 1 | 12 | 94 | 7 | 29 |
| 45 | Albany Medical College (Union University) | Albany, N. Y | 1839 | 1838 | Thomas Hun, M. D., dean | 12 | 3 | 178 | ..... | 58 |
| 46 | Long Island College Hospital | Brooklyn, N. Y | 1858 | 1860 | Samuel G. Armor, M. D., LL. D., dean | (22) | | ..... | ..... | 51 |
| 47 | Medical department, University of Buffalo | Buffalo, N. Y | 1846 | 1847 | Charles Cary, M. D., dean | 6 | 3 | 175 | 10 | 48 |
| 48 | Bellevue Hospital Medical College | New York, N. Y | 1861 | 1861 | Isaac E. Taylor, M. D | 29 | 1 | 379 | ..... | 118 |
| 49 | College of Physicians and Surgeons (Columbia College). | New York, N. Y | 1807 | 1807 | Alonzo Clark, M. D., LL. D | 53 | 0 | 547 | 187 | ..... |
| 50 | Medical department, University of the City of New York. | New York, N. Y | ..... | 1841 | Charles Inslee Pardee, M. D., dean | 31 | ..... | 623 | 121 | 200 |
| 51 | Woman's Medical College of the New York Infirmary. | New York, N. Y. (128 Second avenue). | 1864 | 1868 | Emily Blackwell, M. D., dean | 0 | 19 | 46 | 3 | 8 |

* From Report of the Commissioner of Education for 1880.

*a* This institution does not confer degrees.

*b* This medical college is inaugurated under the auspices of a union with St. Paul Medical College; in April, 1880, the St. Paul Medical School became the department of medicine in Hamline University, but ceased to exist as such during the year 1881.

*c* Founded in 1845; reorganized in 1873.

*d* These are matriculates in the Nebraska School of Medicine, a preparatory medical school, which has since become Omaha Medical College.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy, for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | President or dean. | Corps of instruction. | | Students. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Resident professors and instructors. | Non-resident professors and lecturers. | Present number. | Present students who have received a degree in letters or science. | Graduates at the commencement of 1881. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 52 | College of Medicine of Syracuse University | Syracuse, N. Y | 1875 | 1872 | Frederick Hyde, M. D., dean | 15 | 1 | 52 | 2 | 20 |
| 53 | Medical School (University of North Carolina)* | Chapel Hill, N. C | ..... | ..... | Kemp P. Battle, LL. D., president of university. | 3 | 0 | 9 | 1 | 9 |
| 54 | Medical department of Shaw University | Raleigh, N. C | ..... | 1881 | Rev. H. M. Tupper, A. M., president of university. | ..... | ..... | *a*8 | ..... | ..... |
| 55 | Cincinnati College of Medicine and Surgery | Cincinnati, Ohio | 1851 | 1851 | D. D. Bramble, M. D., dean | 9 | 0 | 89 | ..... | 30 |
| 56 | Medical College of Ohio | Cincinnati, Ohio | 1819 | 1819 | W. W. Seely, M. A., M. D., dean | 11 | 0 | 337 | ..... | 103 |
| 57 | Miami Medical College | Cincinnati, Ohio | 1852 | 1852 | John A. Murphy, M. D., dean | 20 | ..... | 126 | ..... | 34 |
| 58 | Medical department of Western Reserve University. | Cleveland, Ohio | (*b*) | (*b*) | W. J. Scott, A. M., M. D., dean | 17 | ..... | 228 | ..... | 91 |
| 59 | Columbus Medical College | Columbus, Ohio | 1875 | 1875 | D. N. Kinsman, M. D., dean | 5 | 6 | 146 | 3 | 61 |
| 60 | Starling Medical College | Columbus, Ohio | 1847 | 1847 | Henry G. Landis, M. D., registrar | 13 | 3 | 99 | ..... | 36 |
| 61 | Medical department, Willamette University | Portland, Oreg | 1873 | 1866 | E. P. Fraser, M. D., dean | 11 | 0 | 30 | ..... | 13 |
| 62 | Jefferson Medical College* | Philadelphia, Pa | 1826 | 1825 | Ellerslie Wallace, M. D, dean | 29 | 0 | 605 | ..... | 196 |
| 63 | Medical department, University of Pennsylvania. | Philadelphia, Pa | 1749 | 1765 | William Pepper, M. D., LL. D., provost | 0 | 43 | 375 | 97 | 115 |
| 64 | Medico-Chirurgical College of Philadelphia | Philadelphia, Pa | 1867 | 1881 | George P. Oliver, A. M., M. D | 21 | 1 | 31 | 8 | 0 |
| 65 | Woman's Medical College of Pennsylvania* | Philadelphia, Pa | 1850 | 1850 | Rachael L. Bodley, M. D., dean | (20) | | *c*83 | 9 | 13 |
| 66 | Medical College of the State of South Carolina | Charleston, S. C | 1832 | 1832 | J. Ford Prioleau, M. D., dean | 9 | 0 | 77 | ..... | 30 |
| 67 | Medical department of the University of Nashville.* | Nashville, Tenn | ..... | 1850 | William T. Briggs, M. D., dean | (14) | | 101 | ..... | 50 |
| 68 | Medical department of Vanderbilt University | Nashville, Tenn | 1873 | 1874 | Thomas Menees, M. D., dean | 19 | ..... | 308 | ..... | 120 |
| 69 | Meharry Medical Department of Central Tennessee College. | Nashville, Tenn | 1866 | 1876 | G. W. Hubbard, M. D., dean | 8 | ..... | 35 | 2 | 3 |
| 70 | Nashville Medical College (University of Tennessee). | Nashville, Tenn | 1876 | 1877 | Duncan Eve, M. D., dean | 15 | ..... | 146 | 12 | 55 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 71 | Medical department, University of Vermont | Burlington, Vt | 1854 | 1854 | Rev. Matthew H. Buckham, A. M., D. D. | 8 | 12 | 171 | 20 | 50 |
| 72 | Medical College of Virginia[a] | Richmond, Va | 1853 | 1853 | James B. McCaw, M. D., dean | 8 | ..... | 50 | 10 | 20 |
| 73 | Medical department, University of Virginia | University of Virginia, Va | 1819 | 1825 | James F. Harrison, M. D., chairman of faculty. | 5 | ..... | 58 | ..... | 13 |
| 74 | Medical department, Georgetown University | Washington, D C. (Tenth and E streets). | 1815 | 1815 | F. A. Ashford, M. D., dean | 14 | 0 | 26 | 10 | 6 |
| 75 | Medical department of Howard University | Washington, D. C | 1867 | 1867 | Gideon S. Palmer, M. D., dean | 10 | ..... | 81 | ..... | 12 |
| 76 | National Medical College (Columbian University) | Washington, D. C | 1821 | 1822 | A. F. A. King, M. D., dean | 15 | 0 | 56 | 11 | 4 |
| | 2.— *Eclectic.* | | | | | | | | | |
| 77 | California Medical College (Eclectic) | Oakland, Cal | 1878 | 1879 | D. Maclean, M. D | 10 | 0 | 30 | ..... | 11 |
| 78 | Georgia Eclectic Medical College | Atlanta, Ga | 1877 | 1877 | W. P. H. Fishburn, M. D., dean | 6 | 1 | 37 | 3 | 15 |
| 79 | Bennett College of Eclectic Medicine and Surgery. | Chicago, Ill. (511 and 513 State street). | 1869 | 1868 | Milton Jay, M. D., dean | 13 | ..... | 123 | 17 | 52 |
| 80 | Indiana Eclectic Medical College | Indianapolis, Ind | 1880 | 1880 | W. H. Kendrick, M. D. | 5 | 5 | 26 | ..... | 12 |
| 81 | American Medical College | St. Louis, Mo | 1873 | 1873 | George C. Pitzer, M. D., dean | 7 | ..... | 50 | ..... | 22 |
| 82 | Eclectic Medical College of the City of New York.[b] | New York, N. Y. (19 East Thirty-second street). | 1865 | 1866 | Robert S. Newton, M. D | 11 | 0 | 215 | 12 | 32 |
| 83 | United States Medical College | New York, N. Y. (114 and 116 East Thirteenth street). | 1878 | 1878 | Robert A. Gunn, M. D., dean | 8 | 6 | 85 | 5 | 31 |
| 84 | Eclectic Medical Institute | Cincinnati, Ohio | 1845 | 1843 | John M. Scudder, M. D | 8 | 0 | 316 | ..... | 113 |
| | 3.—*Homœopathic.* | | | | | | | | | |
| 85 | Chicago Homœopathic College* | Chicago, Ill. (200 Michigan avenue). | 1876 | 1876 | J. S. Mitchell, M. D. | 18 | ..... | 85 | 10 | 20 |
| 86 | Hahnemann Medical College and Hospital | Chicago, Ill. (2811 and 2813 Cottage Grove avenue). | 1855 | 1859 | R. Ludlam, M. D., dean | 12 | 0 | *d*262 | 40 | 101 |
| 87 | Homœopathic medical department, State University of Iowa. | Iowa City, Iowa | 1877 | 1877 | A. C. Cowperthwaite, M. D., PH. D., dean | 2 | 7 | 60 | 5 | 17 |
| 88 | Boston University School of Medicine | Boston, Mass. (East Concord st.) | 1869 | 1873 | I. Tisdale Talbot, M. D., dean | 15 | 15 | 109 | 8 | 29 |
| 89 | Homœopathic Medical College (University of Michigan). | Ann Arbor, Mich | 1874 | 1875 | T. P. Wilson, M. D., dean | 7 | ..... | 71 | ..... | 23 |
| 90 | St. Louis College of Homœopathic Physicians and Surgeons. | St. Louis, Mo | 1880 | 1880 | George S. Walker, M. D., dean | 11 | 0 | 32 | 1 | 16 |
| 91 | College of Physicians and Surgeons | Buffalo, N. Y | 1879 | 1879 | S. W. Wetmore, M. D., dean | 10 | ..... | 64 | ..... | 6 |
| 92 | New York Homœopathic Medical College* | New York, N. Y. (corner Twenty-third street and Third avenue). | 1859 | 1859 | J. W. Dowling, M. D., dean | 22 | ..... | 163 | ..... | 54 |
| 93 | New York Medical College and Hospital for Women. | New York, N. Y. (213 West Fifty fourth street). | 1863 | 1863 | Mrs. Clemence S. Lozier, M. D | ..... | 14 | 31 | ..... | 5 |
| 94 | Pulte Medical College | Cincinnati, Ohio (cor. Seventh and Mound streets). | 1872 | 1872 | J. D. Buck, M. D., dean | 8 | 2 | 78 | ..... | 41 |
| 95 | Homœopathic Hospital College | Cleveland, Ohio | 1849 | 1849 | N. Schneider, M. D., dean | 11 | 1 | 131 | 6 | 47 |
| 96 | Hahnemann Medical College of Philadelphia | Philadelphia, Pa. (105 Filbert street). | 1848 | 1848 | A. R. Thomas, M. D., dean | 18 | 0 | 199 | 15 | 83 |

* From Report of the Commissioner of Education for 1880.

*a* In preliminary medical course during session of 1880–'81 first regular session of the medical school opened November 1, 1881.

*b* Formed in 1881 by the union of Cleveland Medical College in its fortieth session and the medical department of Wooster University in its eighteenth session.

*c* There were 60 matriculates for the spring term.

*d* Also 70 in spring term.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1881, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | President or dean. | Corps of instruction. | | Students. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Resident professors and instructors. | Non-resident professors and lecturers. | Present number. | Present students who have received a degree in letters or science. | Graduates at the commencement of 1881. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | II.—DENTAL. | | | | | | | | | |
| 97 | Cogswell Dental College (University of California). | San Francisco, Cal | 1879 | 1881 | W. T. Reed, A. M | ..... | ..... | ..... | ..... | ..... |
| 98 | Indiana Dental College | Indianapolis, Ind. (46 East Ohio street). | 1879 | 1879 | William L. Heiskell (president board of trustees). | 7 | 4 | 28 | ..... | 10 |
| 99 | Baltimore College of Dental Surgery | Baltimore, Md | 1839 | 1840 | Ferdinand J. S. Gorgas, A, M., M. D., D. D. S., dean. | 11 | 0 | 93 | 25 | 53 |
| 100 | Boston Dental College | Boston, Mass | 1868 | 1868 | John A. Follett, A. M., M. D., dean | 16 | 0 | 44 | 0 | 18 |
| 101 | Dental department of the College of Physicians and Surgeons of Boston. | Boston, Mass | ..... | 1881 | ..... | ..... | ..... | ..... | ..... | ..... |
| 102 | Dental School of Harvard University | Boston, Mass | ..... | 1868 | Thomas H. Chandler, D. M. D., dean | 17 | 2 | 20 | 0 | 5 |
| 103 | Dental College of the University of Michigan* | Ann Arbor, Mich | 1874 | 1874 | Jonathan Taft, D. D. S., dean | (10) | | 86 | ..... | 34 |
| 104 | Kansas City Dental College | Kansas City, Mo | ..... | 1881 | John K. Stark, dean | 16 | 7 | 3 | ..... | ..... |
| 105 | Missouri Dental College | St. Louis, Mo | a1865 | 1866 | Henry H. Mudd, M. D., dean | 10 | ..... | 13 | ..... | 1 |
| 106 | Western College of Dental Surgeons | St. Louis, Mo. (Tenth street, cor. of Carr). | 1877 | 1877 | C. W. Spalding, D. D. S., M. D., dean | 7 | ..... | 6 | ..... | ..... |
| 107 | New York College of Dentistry | New York, N. Y. (245 East Twenty-third street). | 1865 | 1866 | Frank Abbott, M. D., dean | 21 | 0 | 112 | 4 | 29 |
| 108 | Ohio College of Dental Surgery* | Cincinnati, Ohio | 1844 | 1845 | Henry A. Smith, D. D. S., dean | 8 | 0 | 81 | ..... | ..... |
| 109 | Department of dentistry, University of Pennsylvania. | Philadelphia, Pa | ..... | 1878 | William Pepper, M. D., ex officio, president. | (28) | | 110 | ..... | 47 |
| 110 | Pennsylvania College of Dental Surgery* | Philadelphia, Pa | 1854 | 1855 | C. N. Peirce, M. D., dean | ..... | 17 | b45 | 5 | 57 |
| 111 | Dental department of the University of Tennessee. | Nashville, Tenn | 1878 | 1878 | Rev. Thomas W. Humes, D. D., S. T. D., president of university. | (24) | | 35 | ..... | 21 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 112 | Dental department of Vanderbilt University | Nashville, Tenn | 1874 | 1879 | William H. Morgan, M. D., D. D. S., dean | 10 | 0 | 27 | ..... | 10 |
| | III.—PHARMACEUTICAL. | | | | | | | | | |
| 113 | California College of Pharmacy (University of California). | San Francisco, Cal. (southeast cor. Clay and Kearny streets). | 1872 | 1872 | Emlen Painter, dean | 4 | ..... | 47 | ..... | 15 |
| 114 | Chicago College of Pharmacy | Chicago, Ill. (79 Dearborn st.) | 1859 | 1860 | N. Gray Bartlett | 5 | ..... | 116 | ..... | 21 |
| 115 | Louisville College of Pharmacy | Louisville, Ky | 1873 | 1871 | Vincent Davis | 3 | ..... | 40 | ..... | 8 |
| 116 | Maryland College of Pharmacy* | Baltimore, Md | 1841 | 1841 | Joseph Roberts | 4 | 0 | 68 | ..... | 20 |
| 117 | Massachusetts College of Pharmacy | Boston, Mass | 1852 | 1867 | Bennett F. Davenport, A. M., M. D | 4 | 0 | 101 | 2 | 15 |
| 118 | School of Pharmacy of the University of Michigan.* | Ann Arbor, Mich | ..... | 1868 | Albert B. Prescott, M. D., dean | (12) | | 88 | 3 | 24 |
| 119 | St. Louis College of Pharmacy | St. Louis, Mo | 1866 | 1865 | James M. Good, PH. G., dean | 4 | ..... | 87 | ..... | 27 |
| 120 | Albany College of Pharmacy (Union University) | Albany, N. Y | 1881 | 1881 | Jacob S. Mosher, M. D., PH. D | 3 | ..... | 21 | ..... | ..... |
| 121 | College of Pharmacy of the City of New York. | New York, N. Y. (209 and 211 East Twenty-third street). | 1831 | 1829 | Ewen McIntyre, PH. G | 7 | 0 | 335 | 5 | 65 |
| 122 | Cincinnati College of Pharmacy | Cincinnati, Ohio (corner Fifth and John streets). | 1850 | 1871 | H. F. Reum | 3 | 0 | 95 | ..... | 23 |
| 123 | Philadelphia College of Pharmacy | Philadelphia, Pa | 1822 | 1821 | John M. Maisch, PHAR. D., dean | 3 | 0 | 350 | ..... | 140 |
| 124 | Pittsburgh College of Pharmacy | Pittsburgh, Pa | 1878 | 1878 | George A. Kelly | 3 | 0 | 20 | ..... | 5 |
| 125 | Department of pharmacy of Vanderbilt University. | Nashville, Tenn | ..... | 1879 | N. T. Lupton, M. D., LL. D., dean | 5 | 0 | 20 | ..... | 8 |
| 126 | National College of Pharmacy *c* | Washington, D. C | 1872 | 1872 | James D. O'Donnell (president of board of trustees). | 5 | 0 | 28 | ..... | 6 |

* From Report of the Commissioner of Education for 1880. *a* New charter obtained in 1881. *b* For the spring term only. *c* These figures are for the year 1880.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1881, *&c.*—Continued.

| | Name. | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | | Amount of— | | | Property, income, &c. | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Number of volumes. | Number of pamphlets. | Increase of library in the last school year in books. | Matriculation fee. | Graduation fee. | Annual charge to each student for tuition. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition and other fees. | |
| | 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| | I.—MEDICAL AND SURGICAL. | | | | | | | | | | | | | |
| | 1.—*Regular.* | | | | | | | | | | | | | |
| 1 | Medical College of Alabama | 2 | 20 | 500 | ..... | ..... | $5 | $25 | $75 | *a*$120,000 | ..... | $0 | $4,000 | March 28. |
| 2 | Medical department of Arkansas Industrial University. | 3 | 20 | ..... | ..... | ..... | 5 | 25 | 50 | 15,000 | ..... | ..... | ..... | March. |
| 3 | Medical College of the Pacific (University College). | 3 | *b*20 | 0 | 0 | 0 | 5 | 40 | 130 | *c*1,500 | $0 | 0 | 6,985 | November. |
| 4 | Medical department, University of California. | 3 | 22 | ..... | ..... | ..... | 5 | 40 | 130 | 30,000 | ..... | ..... | 5,000 | November 1. |
| 5 | Woman's Medical College of the Pacific Coast. | ..... | 20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 6 | Denver Medical College (University of Denver). | 3 | 26 | ..... | ..... | ..... | 5 | 30 | 75 | ..... | ..... | ..... | 1,100 | April 24. |
| 7 | Medical department of Yale College | 3 | 34 | ..... | ..... | ..... | 5 | 30 | 200 | ..... | 29,102 | *d*4,251 | 3,855 | June 28. |
| 8 | Atlanta Medical College | 3 | 22 | ..... | ..... | ..... | 5 | 30 | 75 | 50,000 | ..... | ..... | ..... | February 27. |
| 9 | Southern Medical College | 2 | 20 | 500 | 1,000 | ..... | 5 | 30 | 75 | 15,000 | ..... | ..... | 5,000 | March 1. |
| 10 | Medical College of Georgia (University of Georgia). | 2 | 16 | 5,000 | ..... | ..... | 5 | 30 | 75 | 50,000 | ..... | ..... | 4,707 | March 1. |
| 11 | Chicago Medical College (Northwestern University). | 3 | 30 | ..... | ..... | ..... | 5 | 30 | 75 | *e*50,000 | 0 | 0 | 9,902 | March 28. |
| 12 | College of Physicians and Surgeons of Chicago. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 13 | Rush Medical College* | 3 | 33 | ..... | ..... | ..... | 5 | *f*30 | 75 | 69,000 | ..... | ..... | 48,000 | |
| 14 | Woman's Medical College of Chicago | 3 | 33 | ..... | ..... | ..... | 5 | *f*20 | 50 | 17,000 | ..... | ..... | *3,500 | March 1. |
| 15 | Medical College of Evansville | 3 | 20 | ..... | ..... | ..... | 5 | 25 | 50 | 1,000 | ..... | ..... | 1,694 | February 27. |
| 16 | Fort Wayne College of Medicine | 3 | 22 | 0 | 0 | 0 | 5 | 25 | 60 | ..... | 0 | 0 | ..... | March 1. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 17 | Medical College of Fort Wayne | 3 | 24 | | | | 5 | 25 | 40 | *g*2,000 | | | | March 8. |
| 18 | Central College of Physicians and Surgeons.* | 3 | 22 | | | | 5 | 25 | 40 | | | | | March 1. |
| 19 | Medical College of Indiana (Butler University).* | 3 | 20 | 1,200 | 150 | 400 | 5 | 25 | 40 | 10,000 | 1,000 | 50 | 12,000 | March 3. |
| 20 | Medical department of the State University of Iowa. | 2,3 | 20 | | | | 5 | 25 | 35 | | | | 6,239 | March. |
| 21 | College of Physicians and Surgeons | 3 | 20 | | | | 5 | 30 | *h*20 | 50,000 | | | *i*10,000 | March 1. |
| 22 | Hospital College of Medicine (Central University). | 3 | 20 | | | | 5 | 30 | 75 | 12,000 | | | 5,000 | February 24. |
| 23 | Kentucky School of Medicine | 3 | 20 | | | | 5 | 30 | 75 | | | | | June 27. |
| 24 | Louisville Medical College | 3 | 20 | | | | 5 | 30 | 75 | | | | 8,647 | February 25. |
| 25 | Medical department of the University of Louisville. | 3 | 20 | 4,500 | | | 5 | 30 | 75 | 50,000 | | | | March 1. |
| 26 | Medical department of the University of Louisiana. | 3 | 19 | 2,000 | | | 5 | 30 | 140 | 100,000 | 0 | | | |
| 27 | Medical School of Maine (Bowdoin College). | 3 | 16 | 4,000 | | | 5 | 20 | 75 | *j*25,000 | | | | |
| 28 | Portland School for Medical Instruction. *k* | | 32 | | | | | | 60 | | | | | |
| 29 | College of Physicians and Surgeons | 3 | 20 | | | | 5 | 30 | 120 | | | | | March. |
| 30 | School of Medicine (University of Maryland). | 2,3 | *l*22 | *i*2,000 | | | 5 | 30 | 130 | 80,000 | | | | March 1. |
| 31 | College of Physicians and Surgeons | 3 | 38 | 100 | 300 | 100 | 5 | 30 | 85 | | 0 | 0 | 1,001 | June. |
| 32 | Harvard Medical School (Harvard University). | 3,4 | 39 | 2,000 | | | 5 | 30 | 200 | | 280,391 | 7,141 | 50,323 | June 28. |
| 33 | Department of Medicine and Surgery (University of Michigan).* | 3 | 40 | (*m*) | | | (*n*) | 10 | (*n*) | | | | | June 30. |
| 34 | Detroit Medical College | 3 | *o*26 | *i*500 | *i*2,000 | | 5 | 25 | 50 | *i*30,000 | | | *i*6,771 | March 8. |
| 35 | Michigan College of Medicine | 3 | 26 | | | | 5 | 20 | 50 | 30,000 | | | | March. |
| 36 | Medical department of the Minnesota College Hospital. *p* | | 20 | | | | 5 | 5 | 50 | 100,000 | | | | March. |
| 37 | Medical School of the University of the State of Missouri. | 2 | 36 | (*m*) | | | | 5 | 50 | | | | 2,500 | June 2. |
| 38 | Kansas City Medical College | 2 | 21 | 100 | 200 | | 5 | 20 | 63 | 10,000 | 1,000 | 100 | 3,256 | March 7. |
| 39 | Medical department of the University of Kansas City. | 2,3 | 26 | | | | 5 | 25 | 53–73 | 30,000 | | | 1,210 | March. |
| 40 | St. Joseph Hospital Medical College | 2,3 | 20 | | | | 5 | 25 | 60 | 8,000 | | | | |
| 41 | Missouri Medical College | 3 | 20 | | | | 5 | 25 | 80 | *i*45,000 | | | *i*19,000 | March 2. |
| 42 | St. Louis Medical College | 3 | 20 | 1,200 | | | 5 | | 90 | *50,000 | | | *13,800 | March. |
| 43 | Omaha Medical College | 3 | 23 | | | | 5 | 25 | 35 | | | | | March 24. |

* From Report of the Commissioner of Education for 1880.
*a* Including museum.
*b* Compulsory; 15 more, optional.
*c* Value of apparatus.
*d* Includes receipts from other sources.
*e* Value of buildings and apparatus.
*f* Examination fee.
*g* Value of apparatus, museum and specimens, as reported for 1879.
*h* For the entire course of instruction.
*i* In 1879.
*j* In 1878.
*k* This institution does not confer degrees.
*l* Also a spring session of ten weeks.
*m* Reported with classical department (Table IX).
*n* Matriculation fee $10 and annual tax $20 to residents of Michigan; to others, matriculation fee and annual tax each $25.
*o* Obligatory; also 14 optional.
*p* This medical college is inaugurated under the auspices of a union with St. Paul Medical College; in April, 1880, the St. Paul Medical School became the department of medicine in Hamline University, but ceased to exist as such during the year 1881.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1881, *&c.*—Continued.

| | Name. | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | | Amount of— | | | Property, income, &c. | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Number of volumes. | Number of pamphlets. | Increase of library in the last school year in books. | Matriculation fee. | Graduation fee. | Annual charge to each student for tuition. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition and other fees. | |
| | 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 44 | New Hampshire Medical Institution (Dartmouth College). | 3 | *a*16 | 1,800 | ..... | 0 | $5 | $25 | $77, *b*40 | $40,000 | $0 | $0 | $6,645 | June 29. |
| 45 | Albany Medical College (Union University). | 3 | 20 | 3,500 | ..... | ..... | 5 | 25 | 100 | 40,000 | ..... | ..... | 12,000 | March 1. |
| 46 | Long Island College Hospital | 3 | 22 | ..... | ..... | ..... | 5 | 25 | 100 | ..... | ..... | ..... | ..... | |
| 47 | Medical department, University of Buffalo. | 3 | 20 | ..... | ..... | ..... | 5 | 25 | 100 | 30,000 | 0 | ..... | ..... | March 7. |
| 48 | Bellevue Hospital Medical College | 3 | 24 | 0 | 0 | 0 | 5 | 30 | 140 | ..... | 0 | 0 | ..... | March. |
| 49 | College of Physicians and Surgeons (Columbia College). | 3 | 30 | *c*1,200 | ..... | ..... | 5 | 30 | 140 | *c*155,000 | 0 | 0 | *d*11,900 | May 16. |
| 50 | Medical department, University of the City of New York. | 3 | 36 | ..... | ..... | ..... | 5 | 30 | 140 | *c*141,470 | ..... | ..... | ..... | March. |
| 51 | Woman's Medical College of the New York Infirmary. | 3 | 32 | 50 | 75 | ..... | 5 | 30 | 115 | 22,500 | ..... | ..... | 3,515 | May 31. |
| 52 | College of Medicine of Syracuse University. | 3 | 36 | ..... | ..... | ..... | ..... | 5 | 100 | 20,000 | ..... | ..... | 3,500 | June 8. |
| 53 | Medical School (University of North Carolina).* | 2 | 40 | 400 | 100 | ..... | 0 | 0 | 80 | ..... | ..... | ..... | ..... | June 2. |
| 54 | Medical department of Shaw University. | ..... | 22 | ..... | ..... | ..... | 5 | 20 | 60 | ..... | ..... | ..... | ..... | |
| 55 | Cincinnati College of Medicine and Surgery. | 3 | 20 | ..... | ..... | ..... | 5 | 25 | 75 | ..... | ..... | ..... | ..... | March 2. |
| 56 | Medical College of Ohio | 3 | 20 | ..... | ..... | ..... | 5 | 25 | 75 | ..... | ..... | ..... | ..... | March. |
| 57 | Miami Medical College | 3 | 20 | ..... | ..... | ..... | 5 | 25 | 75 | ..... | ..... | ..... | 9,065 | March 9. |
| 58 | Medical department of Western Reserve University. | 3 | 26 | ..... | ..... | ..... | 5 | 30 | 50 | ..... | ..... | ..... | ..... | March 15. |
| 59 | Columbus Medical College | 3 | 24 | 0 | 0 | 0 | 5 | 25 | 30 | *e*1,000 | 0 | 0 | 5,000 | February 24. |
| 60 | Starling Medical College | 3 | 24 | 2,000 | 1,000 | ..... | 5 | 25 | 40 | 100,000 | ..... | ..... | ..... | February 23. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 61 | Medical department, Willamette University. | 3 | 20 | 150 | 25 | 15 | 5 | 30 | 130 | 4,000 | 0 | 3,300 | |
| 62 | Jefferson Medical College* | 3 | 21 | | | | 5 | 30 | 150 | | | | March 12. |
| 63 | Medical department, University of Pennsylvania. | 3 | *f*22 | 4,730 | 3,700 | 200 | 5 | 30 | *g*150 | 300,000 | 50,000 | 3,000 | 50,199 | March 15 and June 15. |
| 64 | Medico-Chirurgical College of Philadelphia. | 3 | 42 | 207 | 504 | 207 | 5 | 30 | 140 | *e*7,000 | 0 | 0 | 4,495 | March 14. |
| 65 | Woman's Medical College of Pennsylvania.* | 3 | 22 | 500 | | | 5 | 30 | 105 | | | | | March 17. |
| 66 | Medical College of the State of South Carolina. | *h*2 | 20 | | | | 5 | 30 | 75 | 40,000 | 0 | 0 | 4,000 | March 1. |
| 67 | Medical department of the University of Nashville.* | 3 | 20 | | | | 5 | 30 | 50 | *i*40,000 | | | | February 24. |
| 68 | Medical department of Vanderbilt University. | 2 | 20 | | | | 5 | 30 | 50 | 100,000 | | | | February 24. |
| 69 | Meharry Medical Department of Central Tennessee College. | 3 | 20 | 100 | | | | 10 | 30 | .12,000 | 2,500 | | | March 1. |
| 70 | Nashville Medical College (University of Tennessee). | 2,3 | 24 | | | | 5 | 10 | 75 | 30,000 | | | 12,000 | February 23. |
| 71 | Medical department, University of Vermont. | 3 | 16 | (*j*) | | | 5 | 25 | 70 | 12,000 | 0 | 0 | 8,000 | June 28. |
| 72 | Medical College of Virginia* | 3 | 40 | 2,500 | 1,000 | | 5 | 30 | 120 | 60,000 | | 6,000 | 4,000 | June 15. |
| 73 | Medical department, University of Virginia. | | 36 | (*j*) | | | 60 | 0 | 110 | | | | | June 29. |
| 74 | Medical department, Georgetown University. | 4 | 32 | 20 | 50 | 1 | 5 | 30 | 100 | 1,000 | 0 | | 3,033 | May. |
| 75 | Medical department of Howard University. | 3 | 21 | | | | 10 | 30 | 0 | (*j*) | 2,200 | 154 | 1,351 | March 7. |
| 76 | National Medical College (Columbian University). | 3 | 28 | | | | 5 | 30 | 60, 100, 45 | *e*2,000 | 0 | 0 | | March 16. |
| | 2.—*Eclectic.* | | | | | | | | | | | | | |
| 77 | California Medical College (Eclectic) | 3 | 26 | | | | 5 | 30 | 120 | 20,000 | | | 3,500 | May 1. |
| 78 | Georgia Eclectic Medical College | 2–4 | 22 | 10 | | | 5 | 25 | 60 | 7,500 | | | | March. |
| 79 | Bennett College of Eclectic Medicine and Surgery. | 3 | 26 | 200 | 150 | 25 | 5 | 25 | 50 | 65,000 | | | 6,300 | March 29. |
| 80 | Indiana Eclectic Medical College | 2 | 20 | | | | 5 | 25 | 40 | | | | | February 10. |
| 81 | American Medical College | 3 | 40 | | | | 50 | 25 | (*k*) | | | | 7,000 | June 8. |
| 82 | Eclectic Medical College of the City of New York.* | 3 | 20 | 2,000 | 3,000 | | 5 | 30 | 50 | 58,000 | 0 | 0 | | March. |
| 83 | United States Medical College | 3 | 24 | 6 | | | 5 | 30 | 75 | | 0 | *l*12,311 | 2,960 | March 8. |
| 84 | Eclectic Medical Institute | 3 | 40 | | | | 5 | 25 | *m*150 | 80,000 | 0 | 0 | 20,000 | June 6. |

* From Report of the Commissioner of Education for 1880.
*a* Also an optional recitation term of 26 weeks.
*b* For recitation term.
*c* In 1880.
*d* Revenue paid into the college treasury for session ending March, 1880.
*e* Value of apparatus.
*f* Compulsory; 14 voluntary.
*g* For the first and second years; for the third, $110.
*h* At college; one year beyond.
*i* In 1878.
*j* Reported with classical department (Table IX).
*k* Included in matriculation.
*l* Income other than fees.
*m* For full course.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1881, *&c.*—Continued.

| | Name. | Number of years in full course of study. | Number of weeks in scholastic year. | Library. | | | Amount of— | | | Property, income, &c. | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Number of volumes. | Number of pamphlets. | Increase of library in the last school year in books. | Matriculation fee. | Graduation fee. | Annual charge to each student for tuition. | Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition and other fees. | |
| | 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| | 3.—*Homœopathic.* | | | | | | | | | | | | | |
| 85 | Chicago Homœopathic College* | 3 | 22 | ..... | ..... | ..... | $5 | $25 | $50 | ..... | ..... | ..... | $5,500 | March 2. |
| 86 | Hahnemann Medical College and Hospital. | 2,3 | a22 | ..... | ..... | ..... | 5 | 25 | 55 | $65,000 | $0 | $0 | 12,000 | February 23. |
| 87 | Homœopathic medical department, State University of Iowa. | 3 | 22 | 320 | 560 | ..... | 5 | 25 | 20 | ..... | (b) | (b) | 1,000 | March 1. |
| 88 | Boston University School of Medicine | 3 | 32 | 1,800 | 500 | ..... | 5 | 30 | 125 | 110,000 | ..... | ..... | ..... | June 1. |
| 89 | Homœopathic Medical College (University of Michigan). | 3 | 36 | ..... | ..... | ..... | (c) | 10 | (c) | 14,000 | ..... | ..... | ..... | June 29. |
| 90 | St. Louis College of Homœopathic Physicians and Surgeons. | 3 | 20 | ..... | ..... | ..... | 5 | 25 | 50 | ..... | ..... | ..... | 1,900 | March 2. |
| 91 | College of Physicians and Surgeons | ..... | ..... | ..... | ..... | ..... | 5 | 25 | 50 | ..... | ..... | ..... | 2,916 | |
| 92 | New York Homœopathic Medical College.* | 3 | 21 | ..... | ..... | ..... | 5 | 30 | 125 | ..... | ..... | ..... | ..... | March 5. |
| 93 | New York Medical College and Hospital for Women. | 3 | 20 | 75 | 25 | 5 | 5 | 10 | 60 | ..... | ..... | ..... | 2,100 | March 27. |
| 94 | Pulte Medical College | 3 | 23 | ..... | ..... | ..... | 5 | 30 | 70 | 25,000 | ..... | ..... | ..... | March 1. |
| 95 | Homœopathic Hospital College | 3 | 22 | ..... | ..... | ..... | 5 | 30 | 60 | ..... | ..... | ..... | ..... | March 8. |
| 96 | Hahnemann Medical College of Philadelphia. | 3 | 22 | 2,000 | 1,000 | ..... | 5 | 30 | 100 | 30,000 | ..... | ..... | 13,808 | March 14. |
| | II.—DENTAL. | | | | | | | | | | | | | |
| 97 | Cogswell Dental College (University of California). | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | d25,000 | ..... | ..... | ..... | |
| 98 | Indiana Dental College | 1 | 20–21 | ..... | ..... | ..... | 5 | 25 | 90 | e1,500 | ..... | ..... | 3,000 | February 28. |
| 99 | Baltimore College of Dental Surgery | 2 | 22 | (1,000) | | ..... | 5 | 30 | 100 | e5,000 | ..... | ..... | 10,000 | March 9. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | Boston Dental College | 3 | 16 | ..... | ..... | ..... | 5 | 30 | 100 | ..... | ..... | ..... | 6,000 | March. |
| 101 | Dental department of the College of Physicians and Surgeons of Boston. | 3 | ..... | ..... | ..... | ..... | ..... | ..... | 85 | ..... | ..... | ..... | ..... | |
| 102 | Dental School of Harvard University | 3 | 40 | ..... | ..... | ..... | 0 | 0 | 200, 150, 50 | 15,000 | 0 | 0 | ..... | June 28. |
| 103 | Dental College of the University of Michigan.* | 3 | 22 | 125 | 150 | ..... | (c) | 10 | (c) | fg12,000 | ..... | ..... | f3,000 | March. |
| 104 | Kansas City Dental College | 3 | 40 | ..... | ..... | ..... | 5 | 20 | 60 | ..... | ..... | ..... | 255 | March. |
| 105 | Missouri Dental College | 2 | 26 | ..... | ..... | ..... | 5 | ..... | 115 | ..... | ..... | ..... | 1,369 | |
| 106 | Western College of Dental Surgeons | 2 | 20 | ..... | ..... | ..... | 5 | 0 | 50 | ..... | ..... | ..... | 300 | March 2. |
| 107 | New York College of Dentistry | 2 | 20 | 100 | 200 | ..... | 5 | 30 | 145 | ..... | ..... | ..... | 12,720 | February 23. |
| 108 | Ohio College of Dental Surgery* | 2 | 20 | ..... | ..... | ..... | 5 | 20 | 75 | 20,000 | ..... | ..... | 6,500 | March 3. |
| 109 | Department of dentistry, University of Pennsylvania. | 2 | ..... | f5,000 | ..... | ..... | 5 | 30 | 100 | f70,000 | ..... | ..... | f8,694 | March. |
| 110 | Pennsylvania College of Dental Surgery* | 2 | 22 | 150 | 200 | 0 | 5 | 30 | 100 | 0 | 1,500 | ..... | 15,000 | March. |
| 111 | Dental department of the University of Tennessee. | 2 | 21 | ..... | ..... | ..... | 5 | 10 | 50 | ef3,000 | ..... | ..... | f16,000 | February 28. |
| 112 | Dental department of Vanderbilt University. | 2 | 20 | ..... | ..... | ..... | 5 | 10 | 60 | ..... | ..... | 1,568 | 1,500 | February. |
| | III.—PHARMACEUTICAL. | | | | | | | | | | | | | |
| 113 | California College of Pharmacy (University of California). | 2 | 25 | ..... | ..... | ..... | 2½ | 10 | h50 | i3,000 | ..... | ..... | 1,480 | November. |
| 114 | Chicago College of Pharmacy | 2 | 20 | 1,000 | 300 | ..... | 4 | 5 | 36 | e3,000 | ..... | ..... | 5,600 | March 8. |
| 115 | Louisville College of Pharmacy | 2 | 25 | *200 | *200 | *7 | 5 | 10 | 30 | *5,000 | ..... | ..... | ..... | March. |
| 116 | Maryland College of Pharmacy* | 2 | 17 | ..... | ..... | ..... | 2 | 10 | 51 | 8,000 | 0 | 0 | ..... | March. |
| 117 | Massachusetts College of Pharmacy | 2–4 | j30 | 2,000 | 5,000 | 300 | 5 | 10 | 60 | 5,000 | 3,000 | 150 | 4,500 | April. |
| 118 | School of Pharmacy of the University of Michigan.* | 2 | 34 | ..... | ..... | ..... | (c) | 10 | (c) | ..... | ..... | ..... | ..... | June. |
| 119 | St. Louis College of Pharmacy | 2 | 21 | ..... | ..... | ..... | 4 | 5 | 36 | f3,500 | ..... | ..... | f3,500 | March. |
| 120 | Albany College of Pharmacy (Union University). | 2 | 20 | ..... | ..... | ..... | 3 | 10 | 30 | ..... | ..... | ..... | ..... | February 28. |
| 121 | College of Pharmacy of the City of New York. | 2 | 35 | 1,045 | ..... | ..... | 0 | 10 | 40 | 45,500 | ..... | 100 | 12,050 | March. |
| 122 | Cincinnati College of Pharmacy | 2 | 22 | 450 | 800 | 25 | 5 | 10 | 30 | e1,000 | ..... | 0 | 2,600 | March 8. |
| 123 | Philadelphia College of Pharmacy | 2 | 20 | 3,000 | ..... | 300 | 4 | 10 | 36 | 5,000 | ..... | 0 | ..... | March. |
| 124 | Pittsburgh College of Pharmacy | 2 | 20 | ..... | ..... | ..... | 4 | 10 | 36 | e200 | 0 | 0 | 1,100 | |
| 125 | Department of pharmacy of Vanderbilt University. | 2 | 20 | ..... | ..... | ..... | 10 | 5 | 50 | (b) | ..... | ..... | ..... | February 21. |
| 126 | National College of Pharmacy k | 2 | 20 | ..... | ..... | ..... | 5 | ..... | 35 | ..... | ..... | ..... | ..... | |

* From Report of the Commissioner of Education for 1880.
a With a spring term of 8 weeks.
b Reported with classical department (Table IX).
c Matriculation fee $10 and annual tax $20 to residents of Michigan; to others, matriculation fee and annual tax each $25.
d Value of grounds and buildings.
e Value of apparatus.
f In 1879.
g Value of buildings and apparatus.
h For full course.
i Value of grounds and apparatus.
j Also an optional summer course of 10 weeks.
k These figures are for the year 1880.

TABLE XIII.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| College of Medicine, Southern University | Greensboro', Ala.. | Suspended. |
| Savannah Medical College | Savannah, Ga .... | No information received. |
| New Orleans Dental College | New Orleans, La.. | Closed. |
| Class in pharmacy of the medical department of the University of Louisiana. | New Orleans, La.. | No information received. |
| Kansas City College of Physicians and Surgeons. | Kansas City, Mo.. | Name changed to Kansas City Medical College. |
| Cleveland Medical College (Western Reserve College). | Cleveland, Ohio ... | Has united with the medical department of Wooster University under the name of the Medical Department of Western Reserve University. |
| Philadelphia Dental College | Philadelphia, Pa .. | No information received. |
| Texas Medical College and Hospital | Galveston, Tex ... | Lectures discontinued. |

TABLE XIV.—*Summary of examinations for admission to the United States Military and Naval Academies for the year* 1881.

| States and Territories. | MILITARY ACADEMY. | | | | | | | | | | | NAVAL ACADEMY. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of candidates. | Number accepted. | Number rejected. | | | | | | | | | Number of candidates. | Number accepted. | Number rejected. | | | | | | | | | |
| | | | Total. | On what account. | | | | | | | | | | Total. | On what account. | | | | | | | | |
| | | | | Physical disability. | For deficiency in— | | | | | | | | | | Physical debility. | For deficiency in— | | | | | | | |
| | | | | | Reading. | Writing and orthography. | Arithmetic. | Geography. | Grammar. | History. | Withdrawn. | | | | | Reading. | Writing and orthography. | Arithmetic. | Geography. | Grammar. | History.[a] | Withdrawn. |
| Alabama | 5 | 4 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | .. | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Arkansas | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| California | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Colorado | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Connecticut | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | 1 | 0 | 1 | ... | ... | 1 | 1 | 1 | 1 | ... | .. |
| Delaware | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Florida | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Georgia | 6 | 3 | 3 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | .. | 8 | 3 | 5 | 3 | .. | 2 | 2 | 2 | 2 | ... | .. |
| Illinois | 5 | 3 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | .. | 5 | 3 | 2 | 2 | ... | ... | ... | ... | ... | ... | .. |
| Indiana | 10 | 7 | 3 | 0 | 0 | 2 | 2 | 1 | 3 | 0 | .. | 5 | 2 | 3 | 2 | .. | 1 | 1 | 1 | 1 | ... | .. |
| Iowa | 6 | 3 | 3 | 0 | 0 | 0 | 1 | 0 | 3 | 0 | .. | 7 | 2 | 5 | ... | ... | 5 | 5 | 5 | 4 | ... | .. |
| Kansas | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Kentucky | 4 | 1 | 3 | 0 | 0 | 1 | 3 | 1 | 2 | 2 | .. | 2 | 0 | 2 | 1 | ... | 1 | 1 | 1 | ... | ... | .. |
| Louisiana | 2 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | .. | 1 | 0 | 1 | ... | .. | 1 | 1 | 1 | 1 | ... | .. |
| Maine | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | 1 | 0 | 1 | 1 | ... | ... | ... | ... | ... | ... | .. |
| Maryland | 4 | 2 | 2 | 0 | 0 | 0 | 1 | 1 | 2 | 1 | .. | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Massachusetts | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | .. | 1 | 0 | 1 | ... | ... | 1 | 1 | 1 | ... | ... | .. |
| Michigan | 5 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | .. | 4 | 3 | 1 | ... | ... | 1 | 1 | 1 | 1 | ... | .. |
| Minnesota | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Mississippi | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | .. | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Missouri | 6 | 1 | 5 | 0 | 0 | 2 | 3 | 1 | 1 | 1 | .. | 4 | 3 | 1 | 1 | ... | ... | ... | ... | ... | ... | .. |
| Nebraska | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Nevada | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| New Hampshire | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| New Jersey | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| New York | 18 | 10 | 8 | 2 | 0 | 1 | 6 | 2 | 1 | 0 | .. | 13 | 5 | 8 | 3 | .. | 5 | 5 | 5 | 3 | ... | .. |
| North Carolina | 2 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | .. | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Ohio | 9 | 6 | 3 | 0 | 0 | 2 | 3 | 1 | 2 | 1 | .. | 2 | 2 | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Oregon | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Pennsylvania | 12 | 5 | 7 | 0 | 0 | 4 | 4 | 0 | 4 | 1 | .. | 13 | 5 | 7 | 5 | .. | 2 | 2 | 2 | 1 | .. | 1 |
| Rhode Island | 3 | 1 | 2 | 0 | 0 | 2 | 2 | 0 | 1 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| South Carolina | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | 2 | 1 | 1 | ... | ... | 1 | 1 | ... | 1 | ... | .. |
| Tennessee | 6 | 4 | 2 | 0 | 0 | 1 | 2 | 1 | 1 | 1 | .. | 3 | 2 | 1 | 1 | ... | ... | ... | ... | ... | ... | .. |
| Texas | 5 | 0 | 5 | 0 | 0 | 1 | 4 | 0 | 2 | 1 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Vermont | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | 1 | ... | 1 | 1 | ... | ... | ... | ... | ... | ... | .. |
| Virginia | 6 | 1 | 5 | 0 | 0 | 3 | 3 | 1 | 4 | 1 | .. | 1 | ... | 1 | ... | ... | 1 | 1 | 1 | 1 | ... | .. |
| West Virginia | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | .. | 1 | ... | 1 | 1 | ... | ... | ... | ... | ... | ... | .. |
| Wisconsin | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | 2 | ... | 2 | 1 | .. | 1 | 1 | ... | ... | ... | .. |
| Arizona | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | 1 | .. | 1 | ... | ... | 1 | 1 | 1 | 1 | ... | .. |
| Dakota | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| District of Columbia | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Idaho | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Montana | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| New Mexico | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Utah | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Washington | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Wyoming | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Foreign | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| At large | 9 | 6 | 3 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .. |
| Total | 148 | 85 | 63 | 4 | 1 | 23 | 43 | 9 | 31 | 11 | .. | 86 | 39 | 46 | 22 | .. | 22 | 24 | 22 | 19 | .. | 1 |

*a* Not examined in this branch.

TABLE XV.—PART 1.—*Degrees conferred in* 1881 *by universities, colleges, scientific*

[The following are the explanations of abbreviations used in Part 1 of this table: L. B., Bachelor of Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bachelor of Agri Mining Engineer; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; Ph. B., Bachelor of D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of

NOTE.—0 shows that no degrees were

| | Institutions and locations. | All classes. | | Letters. | | | | |
|---|---|---|---|---|---|---|---|---|
| | | All degrees. | | | A. B. | | A. M. | |
| | | In course. | Honorary. | In course, L. B. | In course. | Honorary. | In course. | Honorary. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | Agricultural and Mechanical College, Auburn, Ala | 15 | ..... | .... | 5 | .... | .... | .... |
| 2 | Southern University, Greensboro', Ala | 4 | ..... | .... | 1 | .... | 2 | .... |
| 3 | Howard College, Marion, Ala | 8 | 1 | .... | 5 | .... | .... | .... |
| 4 | University of Alabama, Tuscaloosa, Ala | 39 | 8 | .... | 10 | .... | 16 | 5 |
| 5 | Cane Hill College, Boonsboro', Ark | 5 | ..... | .... | 5 | .... | .... | .... |
| 6 | Arkansas Industrial University, Fayetteville, Ark | *c*10 | *c*1 | .... | .... | .... | .... | .... |
| 7 | College of St. Augustine, Benicia, Cal | *c*3 | ..... | .... | .... | .... | .... | .... |
| 8 | University of California, Berkeley, Cal | 53 | ..... | .... | 4 | .... | .... | .... |
| 9 | Pierce Christian College, College City, Cal | 2 | ..... | .... | .... | .... | .... | .... |
| 10 | St. Ignatius College, San Francisco, Cal | 14 | ..... | .... | 6 | .... | 1 | .... |
| 11 | St. Mary's College, San Francisco, Cal | 14 | ..... | .... | 6 | .... | 3 | .... |
| 12 | Santa Clara College, Santa Clara, Cal | 5 | ..... | .... | .... | .... | .... | .... |
| 13 | University of the Pacific, Santa Clara, Cal | 17 | ..... | .... | 7 | .... | .... | .... |
| 14 | Pacific Methodist College, Santa Rosa, Cal | 6 | ..... | .... | 3 | .... | .... | .... |
| 15 | Hesperian College, Woodland, Cal | 6 | ..... | .... | 2 | .... | 1 | .... |
| 16 | University of Colorado, Boulder, Colo | *e*6 | 1 | .... | .... | .... | .... | .... |
| 17 | Trinity College, Hartford, Conn | 27 | 2 | .... | 17 | .... | 10 | 2 |
| 18 | Wesleyan University, Middletown, Conn | 48 | 6 | .... | 27 | .... | 17 | 2 |
| 19 | Yale College, New Haven, Conn | 240 | 13 | .... | 129 | .... | 4 | 8 |
| 20 | Delaware College, Newark, Del | 8 | ..... | .... | 4 | .... | .... | .... |
| 21 | University of Georgia, Athens, Ga | 50 | 2 | .... | 17 | .... | 1 | 1 |
| 22 | Atlanta University, Atlanta, Ga | 4 | ..... | .... | 3 | .... | 1 | .... |
| 23 | Mercer University, Macon, Ga | 25 | 8 | .... | 25 | .... | .... | 7 |
| 24 | Pio Nono College, Macon, Ga | 3 | ..... | .... | 1 | .... | 2 | .... |
| 25 | Emory College, Oxford, Ga | 12 | ..... | .... | 12 | .... | .... | .... |
| 26 | Abingdon College, Abingdon, Ill | 1 | 2 | *j*1 | .... | .... | .... | 2 |
| 27 | Hedding College, Abingdon, Ill | 18 | ..... | .... | 3 | .... | .... | .... |
| 28 | Illinois Wesleyan University, Bloomington, Ill | 40 | 3 | .... | 6 | .... | 4 | *m*1 |
| 29 | St. Viateur's College, Bourbonnais Grove, Ill | 5 | ..... | .... | 3 | .... | 2 | .... |
| 30 | St. Ignatius College, Chicago, Ill | 2 | ..... | .... | 2 | .... | .... | .... |
| 31 | University of Chicago, Chicago, Ill | 52 | 4 | .... | 12 | .... | 7 | 1 |
| 32 | Eureka College, Eureka, Ill | *e*8 | ..... | .... | .... | .... | .... | .... |
| 33 | Northwestern University, Evanston, Ill | 112 | 2 | 1 | 21 | .... | 9 | .... |
| 34 | Ewing College, Ewing, Ill | 2 | ..... | .... | 1 | .... | .... | .... |
| 35 | Knox College, Galesburg, Ill | 23 | 0 | .... | 8 | .... | 2 | .... |
| 36 | Lombard University, Galesburg, Ill | 5 | ..... | .... | 2 | .... | 1 | .... |
| 37 | Illinois College, Jacksonville, Ill | 16 | 3 | .... | 7 | 1 | 1 | .... |
| 38 | Lake Forest University, Lake Forest, Ill | 8 | 3 | 3 | 4 | .... | .... | .... |
| 39 | McKendree College, Lebanon, Ill | 39 | 4 | *j*2 | 6 | .... | 5 | 2 |
| 40 | Lincoln University, Lincoln, Ill | 12 | ..... | .... | .... | .... | 5 | .... |
| 41 | Monmouth College, Monmouth, Ill | 48 | 3 | .... | 15 | .... | 30 | 1 |
| 42 | Northwestern College, Naperville, Ill | 8 | ..... | *p*2 | 1 | .... | .... | .... |
| 43 | Chaddock College, Quincy, Ill | 4 | 1 | .... | .... | .... | 2 | .... |
| 44 | Augustana College, Rock Island, Ill | 6 | ..... | .... | 6 | .... | .... | .... |
| 45 | Shurtleff College, Upper Alton, Ill | 12 | 1 | .... | 9 | .... | .... | .... |
| 46 | Illinois Industrial University, Urbana, Ill | *q*46 | ..... | *r*17 | 2 | .... | .... | .... |
| 47 | Westfield College, Westfield, Ill | 6 | ..... | .... | 2 | .... | .... | .... |
| 48 | Wheaton College, Wheaton, Ill | 7 | ..... | *s*2 | 4 | .... | .... | .... |
| 49 | Indiana University, Bloomington, Ind | 27 | 1 | 8 | 15 | .... | .... | .... |
| 50 | Wabash College, Crawfordsville, Ind | 17 | 7 | .... | 13 | .... | .... | 4 |

*a* With the degree of B. E. (bachelor of engineering).
*b* "Bachelor of scientific agriculture."
*c* These are degrees in medical department only; no report of those conferred in collegiate department.
*d* Includes 1 honorary degree of M. D.
*e* Degrees not specified.
*f* 15 of these are in science and 3 in letters.
*g* Includes 6 "master of law."
*h* 1 "bachelor of chemical science."
*i* Honorary degree of "master of agriculture."

*and other professional schools, and by schools for the superior instruction of women.*

Letters; A. B., Bachelor of Arts; A. M., Master of Arts; Sc. B., Bachelor of Science; Sc. M., Master culture; B. M. E., Bachelor of Mining Engineering; M. E., Mining Engineer; C. & M. E., Civil and Philosophy; Ph. D., Doctor of Philosophy; Mus. B., Bachelor of Music; Mus. D., Doctor of Music; Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

conferred; .... indicates none returned.

| Science. | | | | | | | | | | Philosophy. | | | | Art. | | Theology. | | Medicine. | | | Law. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sc. B. | | Sc. M. | | | | | | | | Ph. B. | | Ph. D. | | | | | | | | | | | |
| In course. | Honorary. | In course. | Honorary. | In course, B. C. E. & C. E. | In course, B. Agr. | In course, B. M. E. & M. E. | In course, B. Arch. | In course, C. & M. E. | In course, D. E. | In course. | Honorary. | In course. | Honorary. | In course, Mus. B. | Honorary, Mus. Doc. | In course, D. B. | Honorary, D. D. | In course, M. D. | In course, D. D. S. | In course, Ph. G. | In course, LL. B. | Honorary, LL. D. | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| 2 | ... | ... | .... | *a*5 | *b*3 | .... | .... | .... | .... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 |
| 3 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 3 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | 13 | 2 | 4 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 5 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | *d*11 | .... | .... | .... | .... | 6 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 7 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | *f*18 | .... | .... | .... | .... | .... | .... | .... | 16 | .... | 15 | .... | .... | 8 |
| 2 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 9 |
| 5 | ... | 2 | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 10 |
| 5 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 11 |
| 5 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 12 |
| 7 | ... | ... | .... | .... | .... | .... | .... | .... | .... | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 13 |
| 3 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 14 |
| 2 | ... | 1 | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 15 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 16 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 17 |
| 1 | ... | ... | .... | .... | .... | .... | .... | .... | .... | 3 | .... | .... | .... | .... | .... | .... | 3 | .... | .... | .... | .... | 1 | 18 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | 44 | .... | .... | .... | .... | .... | 16 | 1 | 10 | .... | .... | *g*37 | 4 | 19 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 20 |
| *h*4 | ... | ... | .... | *a*1 | *i*1 | .... | .... | .... | .... | 4 | .... | .... | .... | .... | .... | .... | .... | 23 | .... | .... | .... | .... | 21 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 22 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 23 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 24 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 25 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 26 |
| 3 | ... | ... | .... | .... | .... | .... | .... | .... | .... | 8 | .... | *k*1 | .... | *l*3 | .... | .... | .... | .... | .... | .... | .... | .... | 27 |
| 3 | ... | 13 | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | 14 | *m*1 | 28 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 29 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 30 |
| 1 | ... | ... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | 1 | .... | .... | .... | 1 | .... | .... | .... | *o*30 | 1 | 31 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 32 |
| 3 | ... | ... | .... | .... | .... | .... | .... | .... | .... | 5 | .... | .... | .... | .... | .... | .... | .... | *d*45 | .... | .... | *o*29 | 1 | 33 |
| 1 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 34 |
| 13 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 35 |
| 1 | ... | 1 | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 36 |
| 8 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | 1 | 37 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | 1 | 38 |
| 10 | ... | 13 | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | 1 | .... | .... | .... | 1 | .... | .... | .... | 3 | .... | 39 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 40 |
| 3 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | .... | 41 |
| 5 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 42 |
| 1 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | 1 | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 43 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 44 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | 3 | 1 | .... | .... | .... | .... | .... | 45 |
| 14 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 46 |
| 4 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 47 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 48 |
| 4 | ... | ... | 1 | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 49 |
| 4 | ... | ... | .... | .... | .... | .... | .... | .... | .... | ... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | 1 | 50 |

*j* "Bachelor of English literature."
*k* "Master of philosophy."
*l* Graduates in music.
*m* Pro merito (on examination).
*n* This is D. C. L. conferred on examination.
*o* Degrees conferred in the Union College of Law.
*p* These are "laureate of English literature."
*q* Includes 13 "full certificates" given to special students.
*r* Includes 1 "master of letters."
*s* These are L. A. ("laureate in arts").

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

| | Institutions and locations. | All classes. | | Letters. | | | | |
|---|---|---|---|---|---|---|---|---|
| | | All degrees. | | | A. B. | | A. M. | |
| | | In course. | Honorary. | In course, L. B. | In course. | Honorary. | In course. | Honorary. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 51 | Franklin College, Franklin, Ind | 6 | 0 | .... | 3 | .... | 3 | .... |
| 52 | Indiana Asbury University, Greencastle, Ind | 63 | 6 | .... | 33 | .... | .... | 1 |
| 53 | Hanover College, Hanover, Ind | 15 | 9 | .... | 11 | .... | .... | 6 |
| 54 | Hartsville University, Hartsville, Ind | 3 | ..... | .... | .... | .... | 1 | .... |
| 55 | Butler University, Irvington, Ind | 87 | ..... | .... | 1 | .... | 2 | .... |
| 56 | Purdue University, La Fayette, Ind | 8 | 0 | .... | .... | .... | .... | .... |
| 57 | Union Christian College, Merom, Ind | 8 | 1 | .... | 3 | .... | 2 | .... |
| 58 | Moore's Hill College, Moore's Hill, Ind | 4 | 2 | .... | 1 | .... | .... | 2 |
| 59 | University of Notre Dame, Notre Dame, Ind | 46 | 2 | .... | 1 | .... | 3 | .... |
| 60 | Earlham College, Richmond, Ind | 4 | 1 | .... | 3 | .... | .... | 1 |
| 61 | Iowa State Agricultural College, Ames, Iowa | 22 | ..... | .... | .... | .... | .... | .... |
| 62 | Amity College, College Springs, Iowa | 4 | ..... | .... | .... | .... | .... | .... |
| 63 | Griswold College, Davenport, Iowa | 2 | 4 | .... | 1 | .... | .... | 1 |
| 64 | Norwegian Luther College, Decorah, Iowa | 18 | 0 | .... | 18 | .... | .... | .... |
| 65 | Parsons College, Fairfield, Iowa | 6 | 1 | .... | 5 | .... | .... | .... |
| 66 | Upper Iowa University, Fayette, Iowa | 9 | 2 | .... | 4 | .... | .... | 1 |
| 67 | Iowa College, Grinnell, Iowa | 36 | 2 | *c*11 | 16 | .... | 6 | .... |
| 68 | Simpson Centenary College, Indianola, Iowa | 12 | 0 | .... | 2 | .... | 4 | .... |
| 69 | State University of Iowa, Iowa City, Iowa | 172 | ..... | .... | 18 | .... | .... | .... |
| 70 | Iowa Wesleyan University, Mt. Pleasant, Iowa | 19 | 4 | .... | 6 | .... | 3 | 2 |
| 71 | Cornell College, Mt. Vernon, Iowa | 18 | 3 | .... | 4 | .... | 3 | 1 |
| 72 | Oskaloosa College, Oskaloosa, Iowa | 10 | ..... | .... | 4 | .... | .... | .... |
| 73 | Penn College, Oskaloosa, Iowa | 4 | ..... | .... | 4 | .... | .... | .... |
| 74 | Central University of Iowa, Pella, Iowa | 14 | 5 | .... | 2 | .... | 10 | 1 |
| 75 | St. Benedict's College, Atchison, Kans | 3 | ..... | .... | .... | .... | .... | .... |
| 76 | Baker University, Baldwin City, Kans | 6 | 1 | .... | 1 | .... | 2 | .... |
| 77 | Highland University, Highland, Kans | 4 | 0 | .... | 4 | .... | .... | .... |
| 78 | University of Kansas, Lawrence, Kans | 19 | 0 | .... | 13 | .... | .... | .... |
| 79 | Lane University, Lecompton, Kans | 4 | ..... | .... | .... | .... | .... | .... |
| 80 | Kansas State Agricultural College, Manhattan, Kans | 12 | 0 | .... | .... | .... | .... | .... |
| 81 | St. Joseph's College, Bardstown, Ky | 3 | ..... | .... | 3 | .... | .... | .... |
| 82 | Berea College, Berea, Ky | 3 | 0 | .... | 2 | .... | .... | .... |
| 83 | Centre College, Danville, Ky | 24 | 2 | .... | 17 | .... | 7 | 1 |
| 84 | Eminence College, Eminence, Ky | 7 | ..... | .... | .... | .... | 2 | .... |
| 85 | Kentucky Military Institute, Farmdale, Ky | *h*15 | 2 | *i*4 | 6 | 1 | .... | .... |
| 86 | Georgetown College, Georgetown, Ky | 2 | ..... | .... | .... | .... | 2 | .... |
| 87 | Kentucky Wesleyan College, Millersburg, Ky | 9 | 0 | .... | 2 | .... | 5 | .... |
| 88 | Central University, Richmond, Ky | 39 | 7 | .... | 4 | .... | .... | 3 |
| 89 | St. Mary's College, St. Mary's, Ky | 8 | 0 | .... | .... | .... | .... | .... |
| 90 | Jefferson College (St. Mary's), Convent, St. James Parish, La. | 3 | 0 | .... | .... | .... | 3 | .... |
| 91 | Centenary College of Louisiana, Jackson, La | 3 | 0 | .... | 3 | .... | .... | .... |
| 92 | College of the Immaculate Conception, New Orleans, La | 4 | ..... | .... | 4 | .... | .... | .... |
| 93 | Straight University, New Orleans, La | 10 | ..... | .... | .... | .... | .... | .... |
| 94 | University of Louisiana, New Orleans, La | *j*59 | ..... | .... | .... | .... | .... | .... |
| 95 | Bowdoin College, Brunswick, Me | 84 | 4 | .... | 41 | .... | 7 | 2 |
| 96 | Bates College, Lewiston, Me | 48 | 3 | .... | 37 | .... | 6 | .... |
| 97 | Maine State College of Agriculture and the Mechanic Arts, Orono, Me. | 25 | ..... | .... | .... | .... | .... | .... |
| 98 | Colby University, Waterville, Me | 39 | 4 | .... | 34 | .... | 5 | .... |
| 99 | United States Naval Academy, Annapolis, Md | 0 | 0 | .... | .... | .... | .... | .... |
| 100 | Johns Hopkins University, Baltimore, Md | 21 | 0 | .... | 12 | .... | .... | .... |
| 101 | Washington College, Chestertown, Md | 6 | ..... | .... | 6 | .... | .... | .... |
| 102 | Maryland Agricultural College, College Station, Md | 4 | ..... | .... | 4 | .... | .... | .... |
| 103 | Rock Hill College, Ellicott City, Md | 4 | 1 | .... | 3 | .... | 1 | .... |
| 104 | Mount St. Mary's College, Emmittsburg, Md | 27 | 2 | .... | 12 | .... | 11 | 1 |
| 105 | Frederick College, Frederick, Md | 0 | 0 | .... | .... | .... | .... | .... |
| 106 | Western Maryland College, Westminster, Md | 16 | 1 | .... | 13 | .... | 3 | .... |
| 107 | Amherst College, Amherst, Mass | *k*99 | 11 | .... | .... | .... | .... | 6 |

*a* Graduates in theology.

*b* This includes 31 commercial graduates and 1 certificate for telegraphy.

*c* These are medical certificates.

*d* "Doctor of veterinary medicine."

*e* These were degrees conferred on completion of "ladies' course."

1881 *by universities, colleges, &c.*—Continued.

conferred; .... indicates none returned.

| Science. | | | | | | | | | | Philosophy. | | | | Art. | | Theology. | | Medicine. | | | Law. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sc. B. | | Sc. M. | | | | | | | | Ph. B. | | Ph. D. | | | | | | | | | | | |
| In course. | Honorary. | In course. | Honorary. | In course, B. C. E. & C. E. | In course, B. Agr. | In course, B. M. E. & M. E. | In course, B. Arch. | In course, C. & M. E. | In course, D. E. | In course. | Honorary. | In course. | Honorary. | In course, Mus. B. | Honorary, Mus. Doc. | In course, D. B. | Honorary, D. D. | In course, M. D. | In course, D. D. S. | In course, Ph. G. | In course, LL. B. | Honorary, LL. D. | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 51 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 16 | ... | ... | ... | ... | ... | *a*14 | 3 | ... | ... | ... | ... | 2 | 52 |
| 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 3 | ... | ... | ... | ... | ... | 53 |
| 1 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 54 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 83 | ... | ... | ... | ... | 55 |
| 8 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 56 |
| 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 57 |
| 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 58 |
| *b*34 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *c*3 | ... | ... | 4 | 2 | 59 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 60 |
| 17 | ... | ... | ... | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *d*1 | ... | ... | ... | ... | 61 |
| 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 62 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *a*1 | 3 | ... | ... | ... | ... | ... | 63 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 64 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 65 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | 66 |
| 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | 67 |
| 2 | ... | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 68 |
| 1 | ... | ... | ... | 2 | ... | ... | ... | ... | ... | 11 | ... | ... | ... | ... | ... | ... | ... | *f*52 | ... | ... | 88 | ... | 69 |
| 6 | ... | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | 1 | ... | ... | 1 | ... | ... | ... | ... | ... | 70 |
| 5 | ... | 2 | ... | 3 | ... | ... | ... | ... | ... | 1 | ... | ... | 1 | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 71 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 3 | ... | ... | ... | ... | ... | *a*3 | ... | ... | ... | ... | ... | ... | 72 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 73 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 4 | ... | ... | ... | ... | ... | 74 |
| *g*3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 75 |
| 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 76 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 77 |
| 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 78 |
| 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 79 |
| 12 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 80 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 81 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 82 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 83 |
| 1 | ... | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 84 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 85 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 86 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 87 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | 33 | ... | ... | ... | 2 | 88 |
| *g*8 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 89 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 90 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 91 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 92 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | 9 | ... | 93 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 59 | ... | ... | ... | ... | 94 |
| 5 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | 30 | ... | ... | ... | ... | 95 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 5 | 1 | ... | ... | ... | ... | 2 | 96 |
| 13 | ... | 1 | ... | 7 | ... | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 97 |
| ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | 1 | 98 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 99 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 9 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 100 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 101 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 102 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | 103 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | *a*4 | ... | ... | ... | ... | ... | ... | 104 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 105 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 106 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | 3 | 107 |

*f* Includes 1 ad eundum degree.
*g* "Master of accounts."
*h* Includes 5 "graduates in commercial course."
*i* "Bachelor of English."
*j* Degrees conferred in medical department only.
*k* Degrees not specified.

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

| | Institutions and locations. | All classes. | | Letters. | | | | |
|---|---|---|---|---|---|---|---|---|
| | | All degrees. | | | A. B. | | A. M. | |
| | | In course. | Honorary. | In course, L. B. | In course. | Honorary. | In course. | Honorary. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 108 | Massachusetts Agricultural College, Amherst, Mass. | 19 | ---- | ---- | ---- | ---- | ---- | ---- |
| 109 | Boston College, Boston, Mass. | 21 | 0 | ---- | 15 | ---- | 6 | ---- |
| 110 | Boston University, Boston, Mass. | 116 | 0 | ---- | 23 | ---- | 1 | ---- |
| 111 | Massachusetts Institute of Technology, Boston, Mass. | 28 | 0 | ---- | ---- | ---- | ---- | ---- |
| 112 | Harvard University, Cambridge, Mass. | 286 | 3 | ---- | 182 | ---- | 7 | 1 |
| 113 | Tufts College, College Hill, Mass. | 24 | 3 | ---- | 12 | ---- | ---- | 2 |
| 114 | Williams College, Williamstown, Mass. | 54 | 10 | ---- | 43 | ---- | 11 | 2 |
| 115 | College of the Holy Cross, Worcester, Mass. | 21 | 1 | ---- | 20 | ---- | 1 | 1 |
| 116 | Worcester County Free Institute of Industrial Science, Worcester, Mass. | 22 | ---- | ---- | ---- | ---- | ---- | ---- |
| 117 | Adrian College, Adrian, Mich. | 3 | ---- | ---- | 2 | ---- | ---- | ---- |
| 118 | Albion College, Albion, Mich. | 20 | ---- | ---- | 7 | ---- | ---- | ---- |
| 119 | University of Michigan, Ann Arbor, Mich. | 431 | 8 | 2 | 54 | 1 | 9 | 2 |
| 120 | Battle Creek College, Battle Creek, Mich. | 7 | ---- | ---- | 1 | ---- | ---- | ---- |
| 121 | Hillsdale College, Hillsdale, Mich. | 42 | 6 | ---- | 5 | ---- | 7 | 3 |
| 122 | Hope College, Holland, Mich. | 12 | 2 | ---- | 8 | ---- | 4 | 2 |
| 123 | Kalamazoo College, Kalamazoo, Mich. | 7 | 0 | ---- | 3 | ---- | 1 | ---- |
| 124 | Michigan State Agricultural College, Lansing, Mich. | 34 | ---- | ---- | ---- | ---- | ---- | ---- |
| 125 | Olivet College, Olivet, Mich. | 8 | 1 | *j*5 | 3 | ---- | ---- | ... |
| 126 | Hamline University, Hamline, Minn. | 1 | ---- | ---- | ---- | ---- | 1 | ---- |
| 127 | Augsburg Seminary, Minneapolis, Minn. | 6 | ---- | ---- | 6 | ---- | ---- | ---- |
| 128 | University of Minnesota, Minneapolis, Minn. | 28 | 0 | *k*7 | 10 | ---- | 1 | ---- |
| 129 | Carleton College, Northfield, Minn. | 20 | 0 | 1 | 11 | ---- | 3 | ... |
| 130 | Agricultural and Mechanical College of Mississippi, Agricultural College, Miss. | 0 | ---- | ---- | ---- | ---- | ---- | ---- |
| 131 | Mississippi College, Clinton, Miss. | 7 | 1 | ---- | 1 | ---- | 2 | ---- |
| 132 | Shaw University, Holly Springs, Miss. | 0 | 0 | ---- | ---- | ---- | ---- | ---- |
| 133 | University of Mississippi, Oxford, Miss. | 43 | 0 | ---- | 13 | ---- | 2 | ---- |
| 134 | Christian University, Canton, Mo. | *l*13 | ---- | 2 | 2 | ---- | ---- | ---- |
| 135 | St. Vincent's College, Cape Girardeau, Mo. | *n*17 | 1 | ---- | 2 | ---- | 2 | ---- |
| 136 | University of the State of Missouri, Columbia, Mo. | 81 | 3 | *p*13 | 6 | ---- | 3 | ---- |
| 137 | Grand River College, Edinburg, Mo. | 6 | ---- | ---- | 4 | ---- | ---- | ---- |
| 138 | Central College, Fayette, Mo. | 5 | 1 | ---- | 2 | ---- | 2 | ---- |
| 139 | Lewis College, Glasgow. | 1 | ---- | ---- | ---- | ---- | ---- | ---- |
| 140 | Pritchett School Institute, Glasgow, Mo. | *r*8 | ---- | ---- | ---- | ---- | ---- | ---- |
| 141 | Lincoln College, Greenwood, Mo. | 0 | 0 | ---- | ---- | ---- | ---- | ---- |
| 142 | La Grange College, La Grange, Mo. | 5 | ---- | ---- | 4 | ---- | 1 | ---- |
| 143 | William Jewell College, Liberty, Mo. | 5 | 1 | ---- | 3 | ---- | 2 | ---- |
| 144 | St. Louis University, St. Louis, Mo. | 21 | ---- | ---- | 7 | ---- | 5 | ---- |
| 145 | Washington University, St. Louis, Mo. | 39 | ---- | ---- | 2 | ---- | ---- | ---- |
| 146 | Drury College, Springfield, Mo. | 7 | ---- | *u*1 | 5 | ---- | ---- | ---- |
| 147 | Stewartsville College, Stewartsville, Mo. | 5 | 0 | ---- | ---- | ---- | ---- | ---- |
| 148 | Central Wesleyan College, Warrenton, Mo. | *x*9 | ---- | ---- | 2 | ---- | 3 | ... |
| 149 | Doane College, Crete, Nebr. | 3 | ---- | ---- | 1 | ---- | ---- | ---- |
| 150 | Dartmouth College, Hanover, N. H. | 127 | 21 | ---- | 49 | ---- | 19 | 10 |
| 151 | Stevens Institute of Technology, Hoboken, N. J. | 15 | 1 | ---- | ---- | ---- | ---- | ---- |
| 152 | Rutgers College, New Brunswick, N. J. | 34 | 32 | ---- | 25 | ---- | ---- | 25 |
| 153 | College of New Jersey, Princeton, N. J. | 142 | 10 | ---- | 91 | ---- | 42 | 2 |
| 154 | Seton Hall College, South Orange, N. J. | 22 | 1 | ---- | 13 | ---- | 9 | ... |
| 155 | St. Bonaventure's College, Allegany, N. Y. | 4 | ---- | ---- | 4 | ---- | ---- | ---- |
| 156 | St. Stephen's College, Annandale, N. Y. | 10 | 0 | ---- | 7 | ---- | 3 | ---- |

*a* Graduates in music.
*b* 14 "bachelor of sacred theology" and 5 graduates in theology.
*c* Includes 2 "bachelor of medicine."
*d* "Doctor of science."
*e* "Doctor of dental medicine."
*f* 1 is "master of philosophy."
*g* 1 of these is an honorary degree.
*h* "Pharmaceutical chemist."
*i* "Master of philosophy."
*j* These were degrees conferred on completion of "ladies' course."
*k* "Bachelor in literature."
*l* Includes 4 commercial graduates.
*m* Biblical graduates.
*n* Includes 11 commercial diplomas.

1881 *by universities, colleges, &c.*—Continued.

conferred; .... indicates none returned.

| Science. | | | | | | | | | | Philosophy. | | | | Art. | | Theology. | | Medicine. | | | Law. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sc. B. | | Sc. M. | | | | | | | | Ph. B. | | Ph. D. | | | | | | | | | | | |
| In course. | Honorary. | In course. | Honorary. | In course, B. C. E. & C. E. | In course, B. Agr. | In course, B. M. E. & M. E. | In course, B. Arch. | In course, C. & M. E. | In course, D. E. | In course. | Honorary. | In course. | Honorary. | In course, Mus. B. | Honorary, Mus. Doc. | In course, D. B. | Honorary, D. D. | In course, M. D. | In course, D. D. S. | In course, Ph. G. | In course, LL. B. | Honorary, LL. D. | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| 19 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 108 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 109 |
| 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | .... | 2 | .... | *a*3 | .... | *b*19 | .... | *c*28 | .... | .... | 32 | .... | 110 |
| 28 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 111 |
| 1 | ... | *d*1 | .... | 1 | 3 | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | 6 | .... | 60 | *e*5 | .... | 18 | 2 | 112 |
| ... | ... | ... | ... | 3 | ... | ... | ... | ... | ... | 1 | .... | .... | .... | .... | .... | 8 | 1 | .... | .... | .... | .... | .... | 113 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .... | .... | .... | 3 | .... | .... | .... | 5 | .... | .... | .... | .... | .... | 114 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 115 |
| 22 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 116 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 117 |
| 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 6 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 118 |
| 5 | ... | ... | ... | 9 | ... | ... | ... | ... | ... | 15 | .... | *f*2 | 1 | .... | .... | .... | .... | *g*121 | 37 | *h*33 | 145 | 3 | 119 |
| 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 120 |
| 3 | ... | 10 | .... | .... | .... | .... | .... | .... | .... | 13 | .... | *i*1 | 1 | .... | .... | 3 | 2 | .... | .... | .... | .... | .... | 121 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 122 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | .... | *i*1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 123 |
| 33 | ... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 124 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .... | 1 | .... | .... | .... | .... | .... | 125 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 126 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 127 |
| 10 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 128 |
| 4 | ... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 129 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 130 |
| 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | 131 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 132 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 11 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 16 | .... | 133 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *m*3 | .... | .... | .... | .... | .... | .... | 134 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *o*2 | .... | .... | .... | .... | .... | 1 | 135 |
| 11 | ... | 3 | .... | *q*8 | 1 | 1 | .... | .... | .... | 2 | .... | .... | .... | .... | .... | .... | .... | 5 | .... | .... | 28 | 3 | 136 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 137 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 138 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 139 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 140 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 141 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 142 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 143 |
| 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 144 |
| ... | ... | ... | ... | 3 | .... | *s*6 | *t*1 | .... | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 25 | .... | 145 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 146 |
| *v*4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *w*1 | ... | ... | ... | ... | ... | ... | ... | ... | 147 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 148 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 149 |
| 26 | 1 | 3 | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | 5 | .... | .... | .... | 2 | 29 | .... | .... | .... | 3 | 150 |
| ... | ... | ... | ... | ... | ... | *y*15 | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 151 |
| 9 | ... | ... | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 152 |
| 5 | ... | 1 | *d*1 | 3 | .... | .... | .... | .... | .... | .... | .... | .... | 3 | .... | .... | .... | 2 | .... | .... | .... | .... | 2 | 153 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | 154 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 155 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 156 |

*o* Number made priests during the year.
*p* 3 are "bachelor in pedagogics" and 10 "principal of pedagogics."
*q* 5 are "topographical engineer" and 1 "surveyor."
*r* Degrees not specified.
*s* 4 are "engineer of mines" and 2 "mechanical engineer."
*t* Degree of "architect."
*u* Graduate from the literary course.
*v* "Master of accounts."
*w* "Mistress of music."
*x* Includes 3 normal certificates.
*y* "Mechanical engineer."

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

| | Institutions and locations. | All classes. | | Letters. | | | | |
|---|---|---|---|---|---|---|---|---|
| | | All degrees. | | | A. B. | | A. M. | |
| | | In course. | Honorary. | In course, L. B. | In course. | Honorary. | In course. | Honorary. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 157 | Wells College, Aurora, N. Y | 7 | 0 | .... | 6 | .... | .... | .... |
| 158 | Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y | *a*23 | 0 | .... | .... | .... | .... | .... |
| 159 | St. John's College, Brooklyn, N. Y | 3 | ..... | .... | 3 | .... | .... | .... |
| 160 | Canisius College, Buffalo, N. Y | *b*16 | ..... | .... | .... | .... | .... | .... |
| 161 | St. Lawrence University, Canton, N. Y | 9 | 3 | .... | 2 | .... | 1 | 2 |
| 162 | Hamilton College, Clinton, N. Y | 43 | 11 | .... | 30 | *d*2 | 7 | 2 |
| 163 | Elmira Female College, Elmira, N. Y | *b*10 | ..... | .... | .... | .... | .... | .... |
| 164 | St. John's College, Fordham, N. Y | 8 | 1 | .... | 6 | .... | 2 | .... |
| 165 | Madison University, Hamilton, N. Y | 35 | 4 | .... | 13 | .... | 9 | 1 |
| 166 | Cornell University, Ithaca, N. Y | 95 | 0 | *e*8 | 23 | .... | .... | .... |
| 167 | College of St. Francis Xavier, New York, N. Y | 27 | 6 | .... | 20 | .... | 7 | 6 |
| 168 | College of the City of New York, N. Y | 47 | 4 | .... | 27 | .... | .... | 4 |
| 169 | Columbia College, New York, N. Y | 348 | 0 | .... | 48 | .... | 2 | .... |
| 170 | Cooper Union Free Night Schools of Science and Art, New York, N. Y. | *g*8 | ..... | .... | .... | .... | .... | .... |
| 171 | Manhattan College, New York, N. Y | 36 | 4 | .... | 14 | .... | 22 | .... |
| 172 | Rutgers Female College, New York, N. Y | 5 | 3 | .... | 5 | .... | .... | 1 |
| 173 | University of the City of New York, N. Y | 276 | 10 | .... | 14 | .... | 9 | 1 |
| 174 | Vassar College, Poughkeepsie, N. Y | 42 | ..... | .... | 35 | .... | 7 | .... |
| 175 | University of Rochester, N. Y | 24 | 3 | .... | .... | .... | 22 | .... |
| 176 | Union University, Schenectady, N. Y | 99 | 7 | .... | *i*38 | .... | .... | 3 |
| 177 | College and Seminary of Our Lady of Angels, Suspension Bridge, N. Y. | 3 | 0 | .... | 3 | .... | .... | .... |
| 178 | Syracuse University, Syracuse, N. Y | 86 | 4 | .... | 21 | .... | 8 | .... |
| 179 | Rensselaer Polytechnic Institute, Troy, N. Y | 20 | ..... | .... | .... | .... | .... | .... |
| 180 | United States Military Academy, West Point, N. Y | 0 | 0 | .... | .... | .... | .... | .... |
| 181 | University of North Carolina, Chapel Hill, N. C | 31 | 10 | .... | 18 | .... | .... | 3 |
| 182 | Davidson College, Davidson College, N. C | 12 | 4 | .... | 11 | .... | .... | .... |
| 183 | North Carolina College, Mount Pleasant, N. C | 0 | 0 | .... | .... | .... | .... | .... |
| 184 | Shaw University, Raleigh, N. C | 4 | ..... | .... | 1 | .... | 3 | .... |
| 185 | Rutherford College, Rutherford College, N. C | 4 | 3 | .... | 4 | .... | .... | 1 |
| 186 | Wake Forest College, Wake Forest College, N. C | 10 | 0 | .... | 7 | .... | 2 | .... |
| 187 | Weaverville College, Weaverville, N. C | ..... | 2 | .... | .... | .... | .... | 2 |
| 188 | Buchtel College, Akron, Ohio | 3 | 1 | .... | 3 | .... | .... | 1 |
| 189 | Ashland College, Ashland, Ohio | 4 | ..... | .... | 2 | .... | .... | .... |
| 190 | Ohio University, Athens, Ohio | 11 | ..... | .... | 2 | .... | 2 | .... |
| 191 | Baldwin University, Berea, Ohio | 16 | ..... | .... | 5 | .... | .... | .... |
| 192 | German Wallace College, Berea, Ohio | 8 | 0 | .... | 7 | .... | .... | .... |
| 193 | St. Xavier College, Cincinnati, Ohio | 8 | ..... | .... | 5 | .... | 3 | .... |
| 194 | University of Cincinnati, Cincinnati, Ohio | 9 | ..... | 3 | 1 | .... | .... | .... |
| 195 | Farmers' College, College Hill, Ohio | 7 | ..... | .... | 1 | .... | 1 | .... |
| 196 | Capital University, Columbus, Ohio | 6 | ..... | .... | 6 | .... | .... | .... |
| 197 | Ohio State University, Columbus, Ohio | 11 | ..... | .... | 2 | .... | .... | .... |
| 198 | Ohio Wesleyan University, Delaware, Ohio | 37 | 3 | 10 | 22 | .... | .... | 1 |
| 199 | Kenyon College, Gambier, Ohio | 6 | 6 | .... | 5 | .... | .... | 3 |
| 200 | Denison University, Granville, Ohio | 7 | 1 | .... | 4 | .... | .... | .... |
| 201 | Hiram College, Hiram, Ohio | 9 | ..... | .... | 2 | .... | .... | .... |
| 202 | Western Reserve College, Hudson, Ohio | 3 | ..... | .... | 3 | .... | .... | .... |
| 203 | Ohio Central College, Iberia, Ohio | 0 | 1 | .... | .... | .... | .... | .... |
| 204 | Marietta College, Marietta, Ohio | 27 | 4 | .... | 18 | .... | 8 | .... |
| 205 | Mt. Union College, Mt. Union, Ohio | 76 | 4 | .... | 14 | .... | 18 | .... |
| 206 | Franklin College, New Athens, Ohio | 22 | 3 | .... | 2 | .... | 17 | .... |
| 207 | Muskingum College, New Concord, Ohio | 19 | 1 | .... | 4 | .... | 4 | 1 |
| 208 | Oberlin College, Oberlin, Ohio | 47 | ..... | .... | 30 | .... | .... | .... |
| 209 | Rio Grande College, Rio Grande, Ohio | 0 | 0 | .... | .... | .... | .... | .... |
| 210 | Scio College, Scio, Ohio | 14 | 0 | .... | 1 | .... | .... | .... |
| 211 | Miami Valley College, Springboro', Ohio | 0 | 0 | .... | .... | .... | .... | .... |
| 212 | Wittenberg College, Springfield, Ohio | 17 | 2 | .... | 6 | .... | .... | .... |

*a* 11 are graduates from classical course, 8 from scientific, and 3 from liberal course.
*b* Degrees not specified.
*c* Graduates in theology.
*d* 1 of these is "A. B. nunc pro tunc."
*e* "Bachelor of literature."
*f* "Engineer of mines."
*g* Received the Cooper medal and diploma.
*h* Honorary degree of M. E.
*i* 1 received also the degree of C. E.

1881 *by universities, colleges, &c.*— Continued.

conferred; .... indicates none returned.

| Science. | | | | | | | | | | Philosophy. | | | | Art. | | Theology. | | Medicine. | | | Law. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sc. B. | | Sc. M. | | | | | | | | Ph. B. | | Ph. D. | | | | | | | | | | | |
| In course. | Honorary. | In course. | Honorary. | In course, B. C. E. & C. E. | In course, B. Agr. | In course, B. M. E. & M. E. | In course, B. Arch. | In course, C. & M. E. | In course, D. E. | In course. | Honorary. | In course. | Honorary. | In course, Mus. B. | Honorary, Mus. Doc. | In course, D. B. | Honorary, D. D. | In course, M. D. | In course, D. D. S. | In course, Ph. G. | In course, LL. B. | Honorary, LL. D. | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| 1 | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 157 |
| 1 | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 158 |
| ... | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 159 |
| ... | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 160 |
| 2 | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | c4 | 1 | .... | .... | .... | .... | .... | 161 |
| ... | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | 3 | .... | .... | .... | 6 | 3 | 162 |
| ... | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 163 |
| ... | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | 164 |
| ... | ... | ... | .... | .... | ... | .... | .... | .... | .... | 3 | .... | .... | .... | .... | .... | c10 | 3 | .... | .... | .... | .... | .... | 165 |
| 40 | ... | ... | .... | 9 | 8 | 3 | .... | .... | .... | 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 166 |
| ... | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 167 |
| 20 | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 168 |
| ... | ... | ... | .... | 8 | .... | *f*14 | .... | .... | .... | 31 | .... | 2 | .... | .... | .... | .... | .... | 120 | .... | .... | 123 | .... | 169 |
| .. | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 170 |
| ... | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | 2 | 171 |
| ... | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | 1 | 172 |
| 7 | ... | 5 | .... | 4 | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | 1 | .... | 6 | 200 | .... | .... | 37 | 1 | 173 |
| ... | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 174 |
| 2 | ... | ... | .... | .... | ... | *h*1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | .... | 175 |
| ... | ... | ... | .... | 3 | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | 1 | 58 | .... | .... | .... | 2 | 176 |
| ... | ... | ... | .... | .... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 177 |
| 2 | ... | 1 | .... | .... | .... | .... | 4 | .... | .... | 9 | .... | *j*11 | .... | *k*10 | .... | .... | 3 | 20 | .... | .... | .... | 1 | 178 |
| ... | ... | ... | .... | 20 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 179 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 180 |
| 3 | ... | ... | .... | .... | .... | .... | .... | .... | .... | 10 | .... | .... | 1 | .... | .... | .... | 2 | .... | .... | .... | .... | 4 | 181 |
| 1 | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | 2 | 182 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 183 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 184 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | .... | 185 |
| 1 | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 186 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 187 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 188 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 189 |
| 7 | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 190 |
| 11 | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 191 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | 192 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 193 |
| 2 | ... | ... | .... | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 194 |
| 5 | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 195 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 196 |
| 2 | ... | 1 | .... | *l*3 | .... | 1 | .... | .... | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 197 |
| 5 | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | .... | 198 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 | 199 |
| 1 | ... | ... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 200 |
| 4 | ... | ... | .... | .... | .... | .... | .... | .... | .... | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 201 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 202 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 203 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | 1 | .... | .... | .... | 2 | .... | .... | .... | .... | 1 | 204 |
| ... | .. | 13 | .... | .... | .... | .... | .... | .... | .... | 21 | .... | *m*10 | .... | .... | .... | .... | 4 | .... | .... | .... | .... | .... | 205 |
| 3 | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 | .... | .... | .... | .... | .... | 206 |
| 11 | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 207 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 17 | .... | .... | .... | .... | .... | .... | 208 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 209 |
| 6 | ... | 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 210 |
| ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 211 |
| 1 | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | c10 | 2 | .... | .... | .... | .... | .... | 212 |

*j* Includes 1 "master of philosophy;" the degree of Ph. D. is conferred only on examination upon two years of post-graduate work.

*k* Includes 4 "bachelor of painting."

*l* Received "certificates of proficiency" in civil engineering.

*m* 8 are "master of philosophy."

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

| | Institutions and locations. | All classes. All degrees. In course. | All classes. All degrees. Honorary. | Letters. In course, L. B. | Letters. A. B. In course. | Letters. A. B. Honorary. | Letters. A. M. In course. | Letters. A. M. Honorary. |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 213 | Heidelberg College, Tiffin, Ohio | 17 | 0 | .... | 5 | .... | 2 | .... |
| 214 | Urbana University, Urbana, Ohio | 2 | ..... | .... | 1 | .... | ..... | ..... |
| 215 | Otterbein University, Westerville, Ohio | 11 | 4 | .... | 4 | .... | 3 | 3 |
| 216 | Wilberforce University, Wilberforce, Ohio | 5 | ..... | .... | 3 | .... | ..... | ..... |
| 217 | Willoughby College, Willoughby, Ohio | 0 | 0 | .... | ..... | .... | ..... | ..... |
| 218 | Wilmington College, Wilmington, Ohio | 5 | ..... | .... | 5 | .... | ..... | ..... |
| 219 | University of Wooster, Wooster, Ohio | 62 | 6 | .... | 25 | .... | 23 | 1 |
| 220 | Corvallis College, Corvallis, Oreg | 4 | ..... | .... | 1 | .... | ..... | ..... |
| 221 | University of Oregon, Eugene City, Oreg | 7 | ..... | .... | 4 | .... | ..... | ..... |
| 222 | Pacific University and Tualatin Academy, Forest Grove, Oreg | 3 | ..... | .... | 2 | .... | ..... | ..... |
| 223 | McMinnville College, McMinnville, Oreg | ..... | 0 | .... | ..... | .... | ..... | ..... |
| 224 | Christian College, Monmouth, Oreg | 2 | ..... | .... | ..... | .... | ..... | ..... |
| 225 | Willamette University, Salem, Oreg | *d*13 | ..... | .... | ..... | .... | ..... | ..... |
| 226 | Muhlenberg College, Allentown, Pa | 25 | 3 | .... | 14 | .... | 11 | 2 |
| 227 | Lebanon Valley College, Annville, Pa | 16 | 3 | .... | 5 | .... | 3 | .... |
| 228 | St. Vincent's College, Beatty, Pa | 17 | ..... | .... | 1 | .... | ..... | ..... |
| 229 | Dickinson College, Carlisle, Pa | 17 | 7 | .... | 10 | .... | 7 | 2 |
| 230 | Pennsylvania Military Academy, Chester, Pa | 21 | ..... | .... | 1 | .... | ..... | ..... |
| 231 | Lafayette College, Easton, Pa | 90 | 15 | .... | 45 | .... | 25 | 2 |
| 232 | Ursinus College, Freeland, Pa | 2 | ..... | .... | 1 | .... | ..... | ..... |
| 233 | Pennsylvania College, Gettysburg, Pa | 28 | 5 | .... | 16 | .... | 12 | 1 |
| 234 | Thiel College, Greenville, Pa | 9 | ..... | .... | 6 | .... | 3 | .... |
| 235 | Haverford College, Haverford College, Pa | 17 | 0 | .... | 11 | .... | 1 | .... |
| 236 | Monongahela College, Jefferson, Pa | 1 | 1 | .... | 1 | .... | ..... | 1 |
| 237 | Franklin and Marshall College, Lancaster, Pa | 26 | 2 | .... | 19 | .... | 7 | 1 |
| 238 | University at Lewisburg, Lewisburg, Pa | 14 | 3 | .... | 5 | .... | 9 | 2 |
| 239 | St. Francis College, Loretto, Pa | 3 | ..... | .... | ..... | .... | 3 | .... |
| 240 | Allegheny College, Meadville, Pa | 26 | 5 | .... | 26 | .... | ..... | 1 |
| 241 | Westminster College, New Wilmington, Pa | 21 | 8 | .... | 17 | .... | 2 | 3 |
| 242 | La Salle College, Philadelphia, Pa | 9 | ..... | .... | 6 | .... | ..... | ..... |
| 243 | University of Pennsylvania, Philadelphia, Pa | *i*295 | 2 | .... | 29 | .... | 15 | .... |
| 244 | Pittsburgh Catholic College, Pittsburgh, Pa | 0 | 0 | .... | ..... | .... | ..... | ..... |
| 245 | Western University of Pennsylvania, Pittsburgh, Pa | 8 | 2 | .... | 4 | .... | ..... | 1 |
| 246 | Lehigh University, South Bethlehem, Pa | 6 | 0 | .... | 2 | .... | ..... | ..... |
| 247 | Pennsylvania State College, State College, Pa | *k*3 | 0 | .... | ..... | .... | ..... | ..... |
| 248 | Swarthmore College, Swarthmore, Pa | 20 | 0 | *l*7 | 4 | .... | 4 | .... |
| 249 | Augustinian College of Villanova, Villanova, Pa | *m*16 | ..... | .... | 4 | .... | 2 | .... |
| 250 | Washington and Jefferson College, Washington, Pa | 25 | 5 | .... | 25 | .... | ..... | ..... |
| 251 | Brown University, Providence, R. I | 69 | 3 | .... | 37 | .... | 26 | 1 |
| 252 | College of Charleston, Charleston, S. C | 10 | 0 | .... | 6 | .... | 4 | .... |
| 253 | Erskine College, Due West, S. C | 13 | 1 | .... | 13 | .... | ..... | ..... |
| 254 | Newberry College, Newberry, S. C | 7 | 0 | .... | 2 | .... | 4 | .... |
| 255 | Claflin University and South Carolina Agricultural College, Orangeburg, S. C. | ..... | 1 | .... | ..... | .... | ..... | ..... |
| 256 | Wofford College, Spartanburg, S. C | 3 | ..... | .... | 2 | .... | 1 | .... |
| 257 | Adger College, Walhalla, S. C | 2 | ..... | .... | 2 | .... | ..... | ..... |
| 258 | East Tennessee Wesleyan University, Athens, Tenn | 16 | 9 | .... | 8 | .... | ..... | 2 |
| 259 | King College, Bristol, Tenn | 3 | 2 | .... | 3 | .... | ..... | ..... |
| 260 | Hiwassee College, Hiwassee College, Tenn | 12 | 3 | .... | 9 | .... | ..... | 2 |
| 261 | Southwestern Baptist University, Jackson, Tenn | 6 | 2 | .... | 4 | .... | 2 | .... |
| 262 | University of Tennessee, Knoxville, Tenn | 93 | 1 | .... | 9 | .... | ..... | ..... |
| 263 | Cumberland University, Lebanon, Tenn | 49 | ..... | .... | 8 | .... | 1 | .... |
| 264 | Bethel College, McKenzie, Tenn | 7 | 1 | .... | 4 | .... | 1 | .... |
| 265 | Maryville College, Maryville, Tenn | 6 | 2 | .... | 6 | .... | ..... | ..... |
| 266 | Mosheim Institute, Mosheim, Tenn | 2 | ..... | .... | 1 | .... | ..... | ..... |
| 267 | Carson College, Mossy Creek, Tenn | 14 | 2 | .... | 12 | .... | 2 | .... |
| 268 | Central Tennessee College, Nashville, Tenn | 8 | 0 | .... | 3 | .... | ..... | ..... |
| 269 | Fisk University, Nashville, Tenn | 6 | 0 | .... | 6 | .... | ..... | ..... |

*a* Graduates in theology.
*b* "Master of philosophy."
*c* 1 is "maid of science."
*d* Degrees conferred in medical department only.
*e* "Master of accounts."
*f* Number ordained priests during the year.
*g* "Analytical chemist."
*h* Degrees not specified, though it is stated they were conferred on graduates of commercial department.

1881 *by universities, colleges, &c.*—Continued.

conferred; .... indicates none returned.

| Science. | | | | | | | | | | Philosophy. | | | | Art. | | Theology. | | Medicine. | | | Law. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sc. B. | | Sc. M. | | | | | | | | Ph. B. | | Ph. D. | | | | | | | | | | | |
| In course. | Honorary. | In course. | Honorary. | In course, B. C. E. & C. E. | In course, B. Agr. | In course, B. M. E. & M. E. | In course, B. Arch. | In course, C. & M. E. | In course, D. E. | In course. | Honorary. | In course. | Honorary. | In course, Mus. B. | Honorary, Mus. Doc. | In course, D. B. | Honorary, D. D. | In course, M. D. | In course, D. D. S. | In course, Ph. G. | In course, LL. B. | Honorary, LL. D. | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *a*5 | ... | ... | ... | ... | ... | ... | 213 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 214 |
| 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 215 |
| c | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 216 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 217 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 218 |
| ... | ... | 2 | ... | ... | ... | ... | ... | ... | ... | 9 | ... | *b*3 | 2 | ... | ... | ... | 2 | ... | ... | ... | ... | 1 | 219 |
| 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 220 |
| 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 221 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 222 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 223 |
| *c*2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 224 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 13 | ... | ... | ... | ... | 225 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 226 |
| 8 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | 2 | ... | ... | ... | ... | ... | 227 |
| *e*11 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *f*5 | ... | ... | ... | ... | ... | ... | 228 |
| ... | ... | ... | ... | 19 | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | 3 | ... | ... | ... | ... | 1 | 229 |
| ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 230 |
| 3 | ... | 6 | 1 | 1 | *g*2 | ... | ... | ... | ... | 7 | ... | 1 | 7 | ... | ... | ... | 3 | ... | ... | ... | ... | 2 | 231 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 232 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 4 | ... | ... | ... | ... | ... | 233 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 234 |
| 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 235 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 236 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 237 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 238 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 239 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | 1 | ... | ... | ... | ... | 1 | 240 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | 4 | ... | ... | ... | ... | ... | 241 |
| *h*3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 242 |
| 18 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 6 | ... | ... | ... | ... | ... | 120 | 48 | .... | 51 | 2 | 243 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 244 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 4 | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 245 |
| *g*2 | ... | ... | ... | ... | ... | *j*2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 246 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 247 |
| 4 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 248 |
| 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *f*4 | ... | ... | ... | ... | ... | ... | 249 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | 4 | ... | ... | ... | ... | ... | 250 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 6 | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | 1 | 251 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 252 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 253 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 254 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 255 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 256 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 257 |
| 8 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | 3 | ... | ... | ... | ... | 2 | 258 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | 1 | 259 |
| 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 260 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | 261 |
| 8 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *n*56 | 21 | .... | ... | ... | ... | 262 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 6 | ... | ... | ... | ... | 32 | .... | 263 |
| 1 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 264 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | 265 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 266 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | 267 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 3 | ... | ... | ... | ... | 268 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 269 |

*i* Includes 8 receiving certificates of proficiency on completion of special scientific courses.
*j* 1 is "mechanical engineer."
*k* Degrees not specified.
*l* 6 are "bachelor of literature" and 1 "master of literature."
*m* Includes 3 commercial diplomas.
*n* Includes 1 honorary M. D.

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

| | Institutions and locations. | All classes. | | Letters. | | | | |
|---|---|---|---|---|---|---|---|---|
| | | All degrees. | | | A. B. | | A. M. | |
| | | In course. | Honorary. | In course, L. B. | In course. | Honorary. | In course. | Honorary. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 270 | University of Nashville, Nashville, Tenn | 106 | 0 | *a*52 | 6 | .... | .... | .... |
| 271 | Vanderbilt University, Nashville, Tenn | 167 | 0 | .... | 1 | .... | 4 | .... |
| 272 | University of the South, Sewanee, Tenn | 14 | 1 | 1 | 2 | .... | 2 | .... |
| 273 | Burritt College, Spencer, Tenn | 2 | ..... | .... | 2 | .... | .... | .... |
| 274 | Agricultural and Mechanical College of Texas, College Station, Tex | *d*1 | 0 | .... | .... | .... | .... | .... |
| 275 | Southwestern University, Georgetown, Tex | 7 | ..... | .... | 7 | .... | .... | .... |
| 276 | Henderson Male and Female College, Henderson, Tex | 7 | ..... | *e*7 | .... | .... | .... | .... |
| 277 | Baylor University, Independence, Tex | 1 | 2 | .... | 1 | .... | .... | .... |
| 278 | Mansfield Male and Female College, Mansfield, Tex | 10 | 0 | .... | 8 | .... | 2 | .... |
| 279 | Trinity University, Tehuacana, Tex | 6 | 1 | .... | 1 | .... | .... | 1 |
| 280 | Marvin College, Waxahachie, Tex | 0 | 0 | .... | .... | .... | .... | .... |
| 281 | University of Vermont and State Agricultural College, Burlington, Vt. | 66 | 3 | .... | 11 | .... | 3 | 2 |
| 282 | Middlebury College, Middlebury, Vt | 12 | 4 | .... | 8 | .... | 4 | .... |
| 283 | Lewis College, Northfield, Vt | 4 | 4 | .... | .... | .... | .... | 1 |
| 284 | Randolph Macon College, Ashland, Va | 11 | 1 | .... | 5 | .... | 6 | .... |
| 285 | Virginia Agricultural and Mechanical College, Blacksburg, Va. | 7 | ..... | .... | .... | .... | .... | .... |
| 286 | Emory and Henry College, Emory, Va | 13 | 0 | .... | 8 | .... | 5 | .... |
| 287 | Hampden Sidney College, Hampden Sidney College, Va | 7 | 3 | .... | 5 | .... | 2 | .... |
| 288 | Virginia Military Institute, Lexington, Va | 22 | ..... | .... | .... | .... | .... | .... |
| 289 | Washington and Lee University, Lexington, Va | 15 | 6 | .... | 3 | .... | 2 | .... |
| 290 | Richmond College, Richmond, Va | 14 | 2 | .... | 3 | .... | 3 | .... |
| 291 | Roanoke College, Salem, Va | 19 | 3 | .... | 10 | .... | 7 | .... |
| 292 | University of Virginia, University of Virginia, Va | 53 | 0 | 3 | 2 | .... | 5 | .... |
| 293 | Bethany College, Bethany, W. Va | 5 | ..... | 1 | 2 | .... | .... | .... |
| 294 | West Virginia University, Morgantown, W. Va | 5 | 0 | .... | .... | .... | 4 | .... |
| 295 | Shepherd College, Shepherdstown, W. Va | *i*5 | ..... | *i*5 | .... | .... | .... | .... |
| 296 | Lawrence University, Appleton, Wis | 24 | 4 | .... | 5 | .... | 4 | 2 |
| 297 | Beloit College, Beloit, Wis | 16 | 2 | .... | 8 | .... | 6 | .... |
| 298 | University of Wisconsin, Madison, Wis | 81 | 1 | 14 | 16 | .... | *j*1 | .... |
| 299 | Milton College, Milton, Wis | 5 | ..... | .... | 3 | .... | .... | .... |
| 300 | Racine College, Racine, Wis | 6 | 2 | .... | 3 | .... | 3 | .... |
| 301 | Ripon College, Ripon, Wis | 3 | ..... | .... | 1 | .... | .... | .... |
| 302 | Georgetown University, Georgetown, D. C | 33 | 5 | .... | 8 | .... | .... | 1 |
| 303 | Columbian University, Washington, D. C | *m*4 | ..... | .... | .... | .... | .... | .... |
| 304 | Howard University, Washington, D. C | 31 | 1 | .... | 6 | .... | .... | .... |
| 305 | National Deaf-Mute College, Washington, D. C | 7 | 1 | .... | 4 | .... | 1 | 1 |
| 306 | University of Washington Territory, Seattle, Wash. Ter | 5 | ..... | *i*2 | .... | .... | .... | .... |

*a* These are "licentiate of instruction."
*b* Graduates in theology.
*c* This is honorary degree of B. D.
*d* "Graduate of A. and M. C. of Tex."
*e* M. E. L. (mistress of English literature).
*f* "Master of accounts."
*g* These are "graduate Virginia Military Institute."
*h* 2 are "D. L."

1881 *by universities, colleges, &c.*— Continued.

conferred; .... indicates none returned.

| Science. | | | | | | | | | | Philosophy. | | | | Art. | | Theology. | | Medicine. | | | Law. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sc. B. | | Sc. M. | | | | | | | | Ph. B. | | Ph. D. | | | | | | | | | | | |
| In course. | Honorary. | In course. | Honorary. | In course, B. C. E. & C. E. | In course, B. Agr. | In course, B. M. E. & M. E. | In course, B. Arch. | In course, C. & M. E. | In course, D. E. | In course. | Honorary. | In course. | Honorary. | In course, Mus. B. | Honorary, Mus. Doc. | In course, D. B. | Honorary, D. D. | In course, M. D. | In course, D. D. S. | In course, Ph. G. | In course, LL. B. | Honorary, LL. D. | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 47 | ... | ... | ... | ... | 270 |
| 2 | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 2 | ... | 1 | ... | ... | ... | ... | ... | 120 | 10 | 8 | 18 | ... | 271 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *b*7 | *c*1 | ... | ... | ... | ... | ... | 272 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 273 |
| *d*1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 274 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 275 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 276 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | 1 | 277 |
| 2 | ... | *f*3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 278 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 279 |
| ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | 50 | ... | ... | ... | 1 | 280 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | 2 | 281 |
| 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | 2 | 282 |
| ... | ... | ... | ... | ... | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 283 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 284 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 285 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 286 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | 1 | 287 |
| *g*22 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 288 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | 10 | *h*4 | 289 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | 8 | ... | 290 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | 1 | ... | ... | ... | ... | 1 | 291 |
| ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | 3 | ... | ... | ... | ... | ... | 13 | ... | ... | 26 | ... | 292 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 293 |
| ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 294 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 295 |
| 12 | ... | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | 296 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | 1 | 297 |
| 9 | ... | ... | ... | 4 | ... | *k*3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 34 | 1 | 298 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 299 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *l*2 | ... | ... | ... | ... | ... | 300 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 301 |
| 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | 1 | 6 | ... | ... | *m*16 | 1 | 302 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 4 | ... | ... | ... | ... | 303 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *b*6 | 1 | 14 | ... | ... | 5 | ... | 304 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 305 |
| *o*3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 306 |

*i* Normal graduates.
*j* Conferred on examination.
*k* 1 is "bachelor of mechanical engineering" and 1 "bachelor of metallurgical engineering."
*l* These are "S. T. D."
*m* 5 are "master of laws."
*n* Degrees conferred in medical department only.
*o* Includes 1 graduate in commercial course.

TABLE XV.—PART 2.—*Degrees conferred in* 1881 *by professional schools not connected with universities and colleges.*

[The following are the explanations of abbreviations used in Part 2 of this table: D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

| | Institutions and locations. | Degrees of all classes in course. | Theology. | | Medicine. | | | Law. | |
|---|---|---|---|---|---|---|---|---|---|
| | | | In course, D. B. | Honorary, D. D. | In course, M. D. | In course, D. D. S. | In course, Ph. G. | In course, LL. B. | Honorary, LL. D. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | SCHOOLS OF THEOLOGY. | | | | | | | | |
| 1 | Theological department of Talladega College, Talladega, Ala. | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... |
| 2 | Institute for Training Colored Ministers, Tuscaloosa, Ala. | *a*3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 3 | Pacific Theological Seminary, Oakland, Cal. | 2 | 2 | ..... | ..... | ..... | ..... | ..... | ..... |
| 4 | San Francisco Theological Seminary, San Francisco, Cal. | *a*5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | Theological Institute of Connecticut, Hartford, Conn. | *a*3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 6 | Chicago Theological Seminary, Chicago, Ill. | 9 | 9 | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 | Presbyterian Theological Seminary of the Northwest, Chicago, Ill. | *a*6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | Garrett Biblical Institute, Evanston, Ill. | *b*16 | 7 | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 | Wartburg Seminary, Mendota, Ill. | *a*11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 10 | Baptist Union Theological Seminary, Morgan Park, Ill. | 9 | 9 | 2 | ..... | ..... | ..... | ..... | ..... |
| 11 | Augustana Theological Seminary, Rock Island, Ill. | *a*6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 12 | St. Meinrad's Theological Seminary, St. Meinrad, Ind. | *c*12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 13 | College of the Bible, Lexington, Ky. | *ad*7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | Southern Baptist Theological Seminary, Louisville, Ky. | *e*11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 15 | Bangor Theological Seminary, Bangor, Me. | *a*10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 16 | Episcopal Theological School, Cambridge, Mass. | 10 | 10 | ..... | ..... | ..... | ..... | ..... | ..... |
| 17 | Newton Theological Institution, Newton Centre, Mass. | 23 | 23 | ..... | ..... | ..... | ..... | ..... | ..... |
| 18 | German Theological School of Newark, Bloomfield, N. J. | 3 | 3 | ..... | ..... | ..... | ..... | ..... | ..... |
| 19 | Drew Theological Seminary, Madison, N. J. | *a*33 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 20 | Theological Seminary of the Reformed (Dutch) Church in America, New Brunswick, N. J. | *a*7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 21 | Theological Seminary of the Presbyterian Church, Princeton, N. J. | *a*28 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 22 | Diocesan Seminary of the Immaculate Conception, South Orange, N. J. | *a*5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 23 | Auburn Theological Seminary, Auburn, N. Y. | *a*17 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 24 | General Theological Seminary of the Protestant Episcopal Church, New York, N. Y. | *a*21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 25 | Union Theological Seminary, New York, N. Y. | *a*35 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 26 | Rochester Theological Seminary, Rochester, N. Y. | *a*19 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 27 | St. Joseph's Provincial Seminary, Troy, N. Y. | *c*22 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 28 | Lane Theological Seminary, Cincinnati, Ohio | *a*13 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 29 | Union Biblical Seminary, Dayton, Ohio. | *a*5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 30 | Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio, Gambier, Ohio. | ..... | ..... | 4 | ..... | ..... | ..... | ..... | ..... |
| 31 | United Presbyterian Theological Seminary of Xenia, Xenia, Ohio. | 15 | 15 | ..... | ..... | ..... | ..... | ..... | ..... |
| 32 | Western Theological Seminary of the Presbyterian Church, Allegheny, Pa. | *a*21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 33 | Theological Seminary of the General Synod of the Evangelical Lutheran Church, Gettysburg, Pa. | *f*10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 34 | Meadville Theological School, Meadville, Pa. | *a*4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 35 | Divinity School of the Protestant Episcopal Church, Philadelphia, Pa. | *a*6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 36 | Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa. | *a*15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 37 | Richmond Institute, Richmond, Va. | *a*6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 38 | Theological Seminary of the Evangelical Lutheran Church, Salem, Va. | *a*3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 39 | Protestant Episcopal Theological Seminary, Theological Seminary, Va. | *a*11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 40 | Mission House School, Franklin, Wis. | *a*11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 41 | Luther Seminary, Madison, Wis. | *a*10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 42 | Nashotah House, Nashotah, Wis. | 3 | 3 | ..... | ..... | ..... | ..... | ..... | ..... |
| 43 | Seminary of St. Francis de Sales, St. Francis, Wis. | *c*34 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

*a* Number of graduates reported.
*b* 9 received diplomas only.
*c* Number of priests ordained during the year.
*d* 1 received classical and 6 English diplomas.
*e* 5 full graduates and 6 English graduates.
*f* Number of diplomas conferred.

TABLE XV.—PART 2.—*Degrees conferred in 1881 by professional schools, &c.*—Continued.

| | Institutions and locations. | Degrees of all classes in course. | Theology. | | Medicine. | | | Law. | |
|---|---|---|---|---|---|---|---|---|---|
| | | | In course, D. B. | Honorary, D. D. | In course, M. D. | In course, D. D. S. | In course, Ph. G. | In course, LL. B. | Honorary, LL. D. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | SCHOOLS OF LAW. | | | | | | | | |
| 44 | Law department, University of Louisville, Ky | 24 | ..... | .... | ..... | .... | .... | 24 | .... |
| 45 | School of Law, University of Maryland, Baltimore, Md. | 28 | ..... | .... | ..... | .... | .... | 28 | .... |
| 46 | Law School of the Cincinnati College, Cincinnati, Ohio. | 64 | ..... | .... | ..... | .... | .... | 64 | .... |
| 47 | National University, law department, Washington, D.C. | 29 | ..... | .... | ..... | .... | .... | *a*29 | .... |
| | SCHOOLS OF MEDICINE. | | | | | | | | |
| 48 | Medical College of Alabama, Mobile, Ala | 24 | ..... | .... | 24 | .... | .... | .... | .... |
| 49 | Medical College of the Pacific, San Francisco, Cal | 9 | ..... | .... | 9 | .... | .... | .... | .... |
| 50 | Atlanta Medical College, Atlanta, Ga | 31 | ..... | .... | 31 | .... | .... | .... | .... |
| 51 | Southern Medical College, Atlanta, Ga | 38 | ..... | .... | 38 | .... | .... | .... | .... |
| 52 | Rush Medical College, Chicago, Ill | *b*174 | ..... | .... | *b*174 | .... | .... | .... | .... |
| 53 | Woman's Medical College of Chicago, Chicago, Ill | 17 | ..... | .... | 17 | .... | .... | .... | .... |
| 54 | Medical College of Evansville, Evansville, Ind | 6 | ..... | .... | 6 | .... | .... | .... | .... |
| 55 | Fort Wayne College of Medicine, Fort Wayne, Ind | *c*21 | ..... | .... | *d*19 | .... | .... | .... | .... |
| 56 | Medical College of Fort Wayne, Fort Wayne, Ind | 22 | ..... | .... | *e*22 | .... | .... | .... | .... |
| 57 | Central College of Physicians and Surgeons, Indianapolis, Ind. | *f*18 | ..... | .... | 17 | .... | .... | .... | .... |
| 58 | College of Physicians and Surgeons, Keokuk, Iowa | *c*121 | ..... | .... | *e*119 | .... | .... | .... | .... |
| 59 | Kentucky School of Medicine, Louisville, Ky | 87 | ..... | .... | 87 | .... | .... | .... | .... |
| 60 | Louisville Medical College, Louisville, Ky | 54 | ..... | .... | 54 | .... | .... | .... | .... |
| 61 | Medical department, University of Louisville, Louisville, Ky. | 100 | ..... | .... | 100 | .... | .... | .... | .... |
| 62 | College of Physicians and Surgeons, Baltimore, Md | 153 | ..... | .... | 153 | .... | .... | .... | .... |
| 63 | Medical department, University of Maryland, Baltimore, Md. | 73 | ..... | .... | 73 | .... | .... | .... | .... |
| 64 | Detroit Medical College, Detroit Mich | 27 | ..... | .... | 27 | .... | .... | .... | .... |
| 65 | Michigan College of Medicine, Detroit, Mich | 28 | ..... | .... | 28 | .... | .... | .... | .... |
| 66 | Kansas City Medical College, Kansas City, Mo | 12 | ..... | .... | 12 | .... | .... | .... | .... |
| 67 | Medical department of University of Kansas City, Kansas City, Mo. | *f*11 | ..... | .... | 10 | .... | .... | .... | .... |
| 68 | St. Joseph Hospital Medical College, St. Joseph, Mo | 7 | ..... | .... | 7 | .... | .... | .... | .... |
| 69 | Missouri Medical College, St. Louis, Mo | 119 | ..... | .... | 119 | .... | .... | .... | .... |
| 70 | St. Louis Medical College, St. Louis, Mo | 43 | ..... | .... | 43 | .... | .... | .... | .... |
| 71 | Long Island College Hospital, Brooklyn, N. Y. | 51 | ..... | .... | 51 | .... | .... | .... | .... |
| 72 | Medical department, University of Buffalo, Buffalo, N. Y. | 48 | ..... | .... | 48 | .... | .... | .... | .... |
| 73 | Bellevue Hospital Medical College, New York, N. Y. | 118 | ..... | .... | 118 | .... | .... | .... | .... |
| 74 | Woman's Medical College of New York Infirmary, New York, N. Y. | 8 | ..... | .... | 8 | .... | .... | .... | .... |
| 75 | Cincinnati College of Medicine and Surgery, Cincinnati, Ohio. | 30 | ..... | .... | 30 | .... | .... | .... | .... |
| 76 | Medical College of Ohio, Cincinnati, Ohio | 103 | ..... | .... | 103 | .... | .... | .... | .... |
| 77 | Miami Medical College, Cincinnati, Ohio | 34 | ..... | .... | 34 | .... | .... | .... | .... |
| 78 | Medical department of Western Reserve University, Cleveland, Ohio. | 91 | ..... | .... | 91 | .... | .... | .... | .... |
| 79 | Columbus Medical College, Columbus, Ohio | 61 | ..... | .... | 61 | .... | .... | .... | .... |
| 80 | Starling Medical College, Columbus, Ohio | 36 | ..... | .... | 36 | .... | .... | .... | .... |
| 81 | Jefferson Medical College, Philadelphia, Pa | 205 | ..... | .... | 205 | .... | .... | .... | .... |
| 82 | Woman's Medical College of Pennsylvania, Philadelphia, Pa. | 19 | ..... | .... | 19 | .... | .... | .... | .... |
| 83 | Medical College of the State of South Carolina, Charleston, S. C. | 30 | ..... | .... | 30 | .... | .... | .... | .... |
| 84 | California Medical College, Oakland, Cal | 11 | ..... | .... | 11 | .... | .... | .... | .... |
| 85 | Georgia Eclectic Medical College, Atlanta, Ga | *g*20 | ..... | .... | 15 | .... | .... | .... | .... |
| 86 | Bennett College of Eclectic Medicine and Surgery, Chicago, Ill. | 52 | ..... | .... | 52 | .... | .... | .... | .... |
| 87 | Indiana Eclectic Medical College, Indianapolis, Ind | *c*14 | ..... | .... | 12 | .... | .... | .... | .... |
| 88 | American Medical College, St. Louis, Mo | 22 | ..... | .... | 22 | .... | .... | .... | .... |
| 89 | Eclectic Medical College of New York, New York, N. Y. | 64 | ..... | .... | 64 | .... | .... | .... | .... |
| 90 | United States Medical College, New York, N. Y. | *h*43 | ..... | .... | *i*35 | .... | *j*3 | .... | .... |

*a* Includes 5 "M. L."
*b* Regular and honorary; number of each not specified.
*c* Includes 2 honorary M. D.
*d* 8 are ad eundem degrees.
*e* 1 is ad eundem degree.
*f* 1 is an honorary degree.
*g* Includes 5 honorary degrees.
*h* Includes 4 honorary M. D. and 1 honorary degree of "M. D. and doctor of anthropology."
*i* 3 are ad eundem degrees and 1 "master of surgery."
*j* "Doctor of pharmacy."

TABLE XV.—PART 2.—*Degrees conferred in* 1881 *by professional schools, &c.*—Continued.

| | Institutions and locations. | Degrees of all classes in course. | Theology. | | Medicine. | | | Law. | |
|---|---|---|---|---|---|---|---|---|---|
| | | | In course, D. B. | Honorary, D. D. | In course, M. D. | In course, D. D. S. | In course, Ph. G. | In course, LL. B. | Honorary, LL. D. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 91 | Eclectic Medical Institute, Cincinnati, Ohio | 113 | ..... | .... | 113 | .... | .... | .... | .... |
| 92 | Chicago Homœopathic College, Chicago, Ill | 27 | ..... | .... | *a*27 | .... | .... | .... | .... |
| 93 | Hahnemann Medical College of Chicago, Chicago, Ill | 101 | ..... | ... | *a*101 | .... | .... | .... | .... |
| 94 | St. Louis College of Homœopathic Physicians and Surgeons, St. Louis, Mo. | 16 | ..... | .... | *b*16 | .... | .... | .... | .... |
| 95 | College of Physicians and Surgeons, Buffalo, N. Y | 6 | ..... | .... | 6 | .... | .... | .... | .... |
| 96 | New York Homœopathic Medical College, New York, N. Y. | 54 | ..... | .... | 54 | .... | .... | .... | .... |
| 97 | New York Medical College and Hospital for Women, New York, N. Y. | 5 | ..... | .... | 5 | .... | .... | .... | .... |
| 98 | Pulte Medical College, Cincinnati, Ohio | 41 | ..... | .... | 41 | .... | .... | .... | .... |
| 99 | Homœopathic Hospital College, Cleveland, Ohio | 47 | ..... | .... | 47 | .... | .... | .... | .... |
| 100 | Hahnemann Medical College, Philadelphia, Pa | 83 | ..... | .... | 83 | .... | .... | .... | .... |
| | SCHOOLS OF DENTISTRY. | | | | | | | | |
| 101 | Indiana Dental College, Indianapolis, Ind | 10 | ..... | .... | ..... | 10 | .... | .... | .... |
| 102 | Baltimore College of Dental Surgery, Baltimore, Md | 53 | ..... | .... | ..... | 53 | .... | .... | .... |
| 103 | Boston Dental College, Boston, Mass | 18 | ..... | .... | ..... | 18 | .... | .... | .... |
| 104 | Missouri Dental College, St. Louis, Mo | 1 | ..... | .... | ..... | 1 | .... | .... | .... |
| 105 | New York College of Dentistry, New York, N. Y | 29 | ..... | .... | ..... | 29 | .... | .... | .... |
| 106 | Ohio College of Dental Surgery, Cincinnati, Ohio | 39 | ..... | .... | ..... | 39 | .... | .... | .... |
| 107 | Pennsylvania College of Dental Surgery, Philadelphia, Pa. | 64 | ..... | .... | ..... | 64 | .... | .... | .... |
| | SCHOOLS OF PHARMACY. | | | | | | | | |
| 108 | Chicago College of Pharmacy, Chicago, Ill | 21 | ..... | .... | ..... | .... | 21 | .... | .... |
| 109 | Louisville College of Pharmacy, Louisville, Ky | 7 | ..... | .... | ..... | .... | 7 | .... | .... |
| 110 | Maryland College of Pharmacy, Baltimore, Md | 20 | ..... | .... | ..... | .... | 20 | .... | .... |
| 111 | Massachusetts College of Pharmacy, Boston, Mass | 15 | ..... | .... | ..... | .... | 15 | .... | .... |
| 112 | St. Louis College of Pharmacy, St. Louis, Mo | 27 | ..... | .... | ..... | .... | 27 | .... | .... |
| 113 | College of Pharmacy of the City of New York, New York, N. Y. | 65 | ..... | .... | ..... | .... | 65 | .... | .... |
| 114 | Cincinnati College of Pharmacy, Cincinnati, Ohio | 23 | ..... | .... | ..... | .... | 23 | .... | .... |
| 115 | Philadelphia College of Pharmacy, Philadelphia, Pa | 140 | ..... | .... | ..... | .... | 140 | .... | .... |
| 116 | Pittsburgh College of Pharmacy, Pittsburgh, Pa | 5 | ..... | .... | ..... | .... | 5 | .... | .... |
| 117 | National College of Pharmacy, Washington, D. C | 3 | ..... | .... | ..... | .... | *c*3 | .... | .... |

*a* 2 are ad eundem degrees. *b* 1 is an ad eundem degree. *c* These are "doctor of pharmacy."

TABLE XV.—PART 3.—*Degrees conferred in* 1881 *by schools for the superior instruction of women.*

[The following are the explanations of abbreviations used in Part 3 of this table: A. B., Graduate in Arts; A. M., Mistress of Arts; B. L. A., Graduate in Liberal Arts; B. L., Graduate in Letters; M. L. A., Mistress of Liberal Arts; M. E. L., Mistress of English Literature; M. Ph., Mistress of Philosophy; M. P. L., Mistress of Polite Literature; B. Sc., Graduate in Science; Mis. Mus., Mistress of Music.]

| | Institutions and locations. | All degrees. | | A. B. | A. M. | B. L. A. | B. L. | M. L. A. | M. E. L. | M. Ph. | M. P. L. | B. Sc. | Mis. Mus. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | In course. | Honorary. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1 | Union Female College, Eufaula, Ala | *a*6 | | | | | | | | | | | |
| 2 | Florence Synodical Female College, Florence, Ala. | 3 | | | 1 | | | | 2 | | | | |
| 3 | Huntsville Female College, Huntsville, Ala. | 10 | | | 2 | | | | 5 | | | | *b*3 |
| 4 | Judson Female Institute, Marion, Ala | *c*18 | | *c*18 | | | | | | | | | |
| 5 | Marion Female Seminary, Marion, Ala | 9 | | 9 | | | | | | | | | |
| 6 | Alabama Central Female College, Tuscaloosa, Ala. | *d*9 | | | | | | | | | | | |
| 7 | Young Ladies' Seminary, Benicia, Cal | 0 | 0 | | | | | | | | | | |
| 8 | College of Notre Dame, San José, Cal | *a*1 | | | | | | | | | | | |
| 9 | Columbus Female College, Columbus, Ga. | 9 | | 9 | | | | | | | | | |
| 10 | Andrew Female College, Cuthbert, Ga | 8 | | 8 | | | | | | | | | |
| 11 | Georgia Baptist Seminary for Young Ladies, Gainesville, Ga. | 11 | | 5 | 4 | | | | | | | | *e*2 |
| 12 | Griffin Female College, Griffin, Ga | 8 | | | 8 | | | | | | | | |
| 13 | La Grange Female College, La Grange, Ga. | 8 | | | 8 | | | | | | | | |
| 14 | Southern Female College, La Grange, Ga. | *f*18 | | | | | | | | | | | |
| 15 | Georgia Female College, Madison, Ga | 2 | | 2 | | | | | | | | | |
| 16 | College Temple, Newnan, Ga | 4 | | | 4 | | | | | | | | |
| 17 | Rome Female College, Rome, Ga | *a*14 | | | | | | | | | | | |
| 18 | Shorter College, Rome, Ga | 17 | | 17 | | | | | | | | | |
| 19 | Illinois Female College, Jacksonville, Ill. | 13 | | | | | | 5 | 8 | | | | |
| 20 | Jacksonville Female Academy, Jacksonville, Ill. | *a*9 | | | | | | | | | | | |
| 21 | St. Mary's School, Knoxville, Ill | 0 | 0 | | | | | | | | | | |
| 22 | De Pauw College, New Albany, Ind | 2 | | | 1 | | | | | | 1 | | |
| 23 | College of Sisters of Bethany, Topeka, Kans. | 0 | 0 | | | | | | | | | | |
| 24 | Bowling Green Female College, Bowling Green, Ky. | 1 | | 1 | | | | | | | | | |
| 25 | Franklin Female College, Franklin, Ky | 1 | | 1 | | | | | | | | | |
| 26 | Daughters College, Harrodsburg, Ky | *g*11 | | | | | | | | | | | |
| 27 | Bethel Female College, Hopkinsville, Ky. | *ah*12 | | | | | | | | | | | |
| 28 | Hamilton Female College, Lexington, Ky. | 22 | | 22 | | | | | | | | | |
| 29 | Mt. Sterling Female College, Mt. Sterling, Ky. | 8 | | | | | | | 8 | | | | |
| 30 | Kentucky College, Pewee Valley, Ky | *a*5 | | | | | | | | | | | |
| 31 | Logan Female College, Russellville, Ky. | 9 | | | 2 | | | | 7 | | | | |
| 32 | Science Hill School, Shelbyville, Ky | 2 | | | 2 | | | | | | | | |
| 33 | Stuart's Female College, Shelbyville, Ky. | 12 | | | 12 | | | | | | | | |
| 34 | Stanford Female College, Stanford, Ky | 1 | | 1 | | | | | | | | | |
| 35 | Cedar Bluff Female College, Woodburn, Ky. | *a*2 | | | | | | | | | | | |
| 36 | Silliman Female Collegiate Institute, Clinton, La. | *a*6 | | | | | | | | | | | |
| 37 | Minden Female College, Minden, La | 5 | | | | | | | *i*5 | | | | |
| 38 | Maine Wesleyan Seminary and Female College, Kent's Hill, Me. | 10 | | 8 | 2 | | | | | | | | |
| 39 | Waterville Classical Institute, Waterville, Me. | 8 | | | | | 8 | | | | | | |
| 40 | Baltimore Female College, Baltimore, Md. | 4 | | 1 | 1 | | | | 2 | | | | |
| 41 | Smith College, Northampton, Mass | 27 | | 27 | | | | | | | | | |
| 42 | Wellesley College, Wellesley, Mass | 23 | | 23 | | | | | | | | | |
| 43 | Bennet Seminary, Minneapolis, Minn | 9 | | *j*5 | | | | | | | | *k*4 | |
| 44 | Blue Mountain Female College, Blue Mountain, Miss. | *a*1 | | | | | | | | | | | |

*a* Degrees not specified.
*b* Certificates in music.
*c* 16 are "graduate" and 2 "excelsior graduate."
*d* With the degree of "full graduate."
*e* These are P. M. (proficiency in music).
*f* 15 diplomas for completion of full Latin course and 3 for completion of English course.
*g* With the degree of "alumna."
*h* 6 are English, 2 classical, and 4 musical.
*i* These are "mistress of English."
*j* These are L. A. (baccalaureate of arts).
*k* These are L. S. (baccalaureate of science).

TABLE XV.—PART 3.—*Degrees conferred in* 1881 *by schools, &c.*—Continued.

| | Institutions and locations. | All degrees. | | A. B. | A. M. | B. L. A. | B. L. | M. L. A. | M. E. L. | M. Ph. | M. P. L. | B. Sc. | Mis. Mus. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | In course. | Honorary. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 45 | Whitworth College, Brookhaven, Miss | 15 | ..... | 2 | .... | .... | .... | .... | 13 | .... | .... | .... | .... |
| 46 | Central Female Institute, Clinton, Miss | 0 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 47 | Franklin Female College, Holly Springs, Miss. | 2 | ..... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... |
| 48 | Chickasaw Female College, Pontotoc, Miss. | *a*6 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 49 | Lea Female College, Summit, Miss | 2 | ..... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... |
| 50 | Stephens Female College, Columbia, Mo. | 7 | ..... | 6 | .... | .... | .... | .... | .... | .... | .... | .... | 1 |
| 51 | Howard College, Fayette, Mo | 4 | ..... | .... | 1 | .... | .... | .... | 3 | .... | .... | .... | .... |
| 52 | Synodical Female College, Fulton, Mo | 12 | ..... | .... | 3 | .... | .... | .... | .... | .... | .... | *b*9 | .... |
| 53 | St. Louis Seminary, Jennings, Mo | 1 | ..... | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... |
| 54 | Baptist Female College, Lexington, Mo. | *a*9 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 55 | Elizabeth Aull Female Seminary, Lexington, Mo. | *c*8 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | *d*3 | .... |
| 56 | Hardin College, Mexico, Mo | *e*5 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 57 | New Hampshire Conference Seminary and Female College, Tilton, N. H. | 4 | ..... | .... | .... | .... | .... | 3 | 1 | .... | .... | .... | .... |
| 58 | Pennington Seminary, Pennington, N. J. | 10 | ..... | .... | .... | .... | .... | .... | 10 | .... | .... | .... | .... |
| 59 | St. Agnes School, Albany, N. Y | *e*11 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 60 | Buffalo Female Academy, Buffalo, N. Y. | 0 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 61 | Academy of Mt. St. Vincent-on-the-Hudson, New York, N. Y. | *a*14 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 62 | Thomasville Female College, Thomasville, N. C. | *e*5 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 63 | Glendale Female College, Glendale, Ohio. | 18 | ..... | .... | 18 | .... | .... | .... | .... | .... | .... | .... | .... |
| 64 | Granville Female College, Granville, Ohio. | 0 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 65 | Hillsboro' Female College, Hillsboro', Ohio. | 7 | ..... | .... | .... | .... | .... | .... | 7 | .... | .... | .... | .... |
| 66 | Wilson College, Chambersburg, Pa | 3 | ..... | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 67 | Irving Female College, Mechanicsburg, Pa. | 6 | ..... | 2 | .... | .... | .... | .... | 4 | .... | .... | .... | .... |
| 68 | Pittsburgh Female College, Pittsburgh, Pa. | 17 | ..... | .... | .... | .... | .... | 3 | *f*9 | .... | .... | .... | *g*5 |
| 69 | Columbia Female College, Columbia, S.C. | 15 | ..... | .... | 15 | .... | .... | .... | .... | .... | .... | .... | .... |
| 70 | Due West Female College, Due West, S. C. | 14 | ..... | .... | 14 | .... | .... | .... | .... | .... | .... | .... | .... |
| 71 | Walhalla Female College, Walhalla, S.C. | 4 | ..... | .... | *h*4 | .... | .... | .... | .... | .... | .... | .... | .... |
| 72 | Wesleyan Female College, Brownsville, Tenn. | *i*5 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 73 | Columbia Female Institute, Columbia, Tenn. | 7 | ..... | .... | 7 | .... | .... | .... | .... | .... | .... | .... | .... |
| 74 | Memphis Conference Female Institute, Jackson, Tenn. | 12 | ..... | .... | .... | .... | .... | .... | 12 | .... | .... | .... | .... |
| 75 | Cumberland Female College, McMinnville, Tenn. | 2 | ..... | .... | 1 | .... | .... | .... | 1 | .... | .... | .... | .... |
| 76 | Murfreesboro' Female Institute, Murfreesboro', Tenn. | 11 | ..... | .... | 1 | .... | .... | .... | 10 | .... | .... | .... | .... |
| 77 | Ward's Seminary for Young Ladies, Nashville, Tenn. | 32 | ..... | .... | 32 | .... | .... | .... | .... | .... | .... | .... | .... |
| 78 | Martin College, Pulaski, Tenn | 6 | ..... | .... | .... | .... | .... | .... | 6 | .... | .... | .... | .... |
| 79 | Mary Sharp College, Winchester, Tenn. | 5 | ..... | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 80 | Dallas Female College, Dallas, Tex | 6 | ..... | .... | .... | .... | .... | .... | 6 | .... | .... | .... | .... |
| 81 | Young Ladies' School, Southwestern University, Georgetown, Tex. | *j*4 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 82 | Baylor Female College, Independence, Tex. | 2 | ..... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 83 | Vermont Methodist Seminary and Female College, Montpelier, Vt. | 3 | ..... | .... | .... | .... | .... | 1 | 2 | .... | .... | .... | .... |
| 84 | Roanoke Female College, Danville, Va | *j*6 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 85 | Southern Female College, Petersburg, Va. | *j*2 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |

*a* With the degree of "graduate."
*b* "Mistress of science."
*c* 5 are normal.
*d* 2 of these are "seminary degree of maid of science."
*e* Degrees not specified.
*f* 4 of these are B. E. L. (bachelor of English literature).
*g* These are B. M. (bachelor of music).
*h* "Maid of arts."
*i* 3 are "first degree in English and classical literature" and 2 "first degree in English and French literature."
*j* With the degree of "full graduate."

TABLE XV.—PART 3.—*Degrees conferred in* 1881 *by schools, &c.*—Continued.

| | Institutions and locations. | All degrees. | | A. B. | A. M. | B. L. A. | B. L. | M. L. A. | M. E. L. | M. Ph. | M. P. L. | B. Sc. | Mis. Mus. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | In course. | Honorary. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 86 | Episcopal Female Institute, Winchester, Va. | 7 | ..... | 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 87 | Broaddus Female College, Clarksburg, W. Va. | 3 | ..... | *a*2 | .... | .... | .... | .... | *b*1 | .... | .... | .... | .... |
| 88 | Wisconsin Female College, Fox Lake, Wis. | *c*3 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 89 | Milwaukee College, Milwaukee, Wis .... | 5 | ..... | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... |

*a* With the degree of "full graduate."
*b* With the degree of "English graduate."
*c* Degrees not specified.

TABLE XVI.—*Statistics of additional public libraries numbering each* 300 *volumes or upwards for* 1881; *from replies to inquiries by the United States Bureau of Education.*

[Explanations of abbreviations: Sch., school; Pub., public; Coll., college; Soc'y, college society libraries; Sci., scientific; Y. M. C. A., Young Men's Christian Association; A. & R., asylum and reformatory; Mis., miscellaneous.]

| | Name. | Location. | Librarian or secretary. | When founded. | Free or subscription. | Class. | Number of volumes. | Volumes added during last library year. | Volumes issued during last library year. | Fund and income. | | Yearly expenditure. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | Amount of permanent fund. | Total yearly income from all sources. | Books, periodicals, and binding. | Salaries and incidentals. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1 | Tuskegee Normal School Library | Tuskegee, Ala | Olivia A. Davidson | 1881 | Free | Sch | 500 | 218 | | | $37 | | |
| 2 | California Academy of Sciences Library. | San Francisco, Cal | Carlos Troyer | 1853 | *a*Free | Sci | 10,000 | 843 | | $0 | | | $0 |
| 3 | School Libraries | San Francisco, Cal | John W. Taylor, superintendent. | | | Sch | *b*34,516 | 1,125 | | | | *c*$7,176 | |
| 4 | Santa Ana Library Association | Santa Ana, Cal | Miss Maggie Waite | 1878 | | | 400 | | | | | | |
| 5 | Greeley Public School Library | Greeley, Colo | Fred M. Dille | 1879 | Free | Sch | 400 | 110 | | | | | 60 |
| 6 | Library of the Convent of Mary Immaculate. | Key West, Fla | | 1870 | Sub | Mis | 595 | 45 | | (*d*) | | 90 | |
| 7 | Normal School Library | Morris, Ill | F. M. Weld | 1878 | Free | Sch | 1,500 | 400 | | 0 | 0 | | 150 |
| 8 | Cassel Library of Mount Morris College. *e* | Mt. Morris, Ill | D. L. Miller | 1880 | Sub | Coll | *f*30,000 | 300 | | | | 500 | |
| 9 | Ottawa Book Club | Ottawa, Ill | | 1880 | | | 300 | | | | | | |
| 10 | Ottawa Township High School Library. | Ottawa, Ill | H. L. Boltwood | 1878 | *g*Free | Sch | 300 | 70 | | 0 | 80 | 80 | |
| 11 | Young Ladies' Library Association. | Ottawa, Ill | Miss L. Folger Macy | 1881 | Free | Pub | 1,400 | | | | | | |
| 12 | Peoria Public Library *h* | Peoria, Ill | Fred. J. Soldan | 1881 | Free | Pub | 4,472 | 4,472 | 11,937 | 0 | 2,038 | 1,314 | 1,623 |
| 13 | Brazil Public Library | Brazil, Ind | L. O. Schultz | 1879 | Sub | Pub | 856 | 856 | 1,000 | 161 | 549 | 470 | 76 |
| 14 | Central Normal College Library | Danville, Ind | Mrs. F. P. Adams | 1876 | Free | Sch | 1,000 | 100 | | | | | |
| 15 | Southern Indiana Normal College Library. | Mitchell, Ind | Jessie Robertson | 1880 | Free | Sch | 500 | 200 | | | | | |
| 16 | Normal School Library | Bloomfield, Iowa | Mrs. O. H. Longwell | 1880 | Free | Sch | 1,000 | 700 | | | | 400 | |
| 17 | Girard Literary Institute and Library Association. | Girard, Kans | Dr. G. A. Keyes | 1871 | Sub. | | 511 | 20 | 84 | 0 | 22 | 20 | 0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 18 | Lotus Literary Society of Bethel Female College. | Hopkinsville, Ky. | Mamie Rust | 1880 | (*i*) | Soc'y | 500 | 25 | | | | | |
| 19 | House of Refuge | Louisville, Ky. (3d street). | P. Caldwell, superintendent of institution. | 1875 | | A. & R. | 500 | 100 | | | | | |
| 20 | Kentucky Female Orphan School Library. | Midway, Ky. | S. P. Lucy | 1877 | *j*Free | Sch | 601 | 81 | | 0 | 0 | 200 | 0 |
| 21 | Library of Normal Seminary | New Orleans, La. (253 St. Charles st.). | Mrs. Alice L. Lusher | 1871 | Sub | Sch | 750 | 50 | 80 | 0 | 200 | 100 | 100 |
| 22 | Bennett Public Library Association. | Billerica, Mass. | Mrs. A. D. Stanton | 1880 | (*i*) | Pub | 1,800 | 40 | | | | | |
| 23 | Cambridge Public Library *k* | Cambridgeport, Mass. | Almira L. Hayward | *l*1856 | Free | Pub | 13,770 | 953 | 82,850 | 1,000 | 6,360 | 2,471 | 3,889 |
| 24 | Teachers' Professional Library | Holyoke, Mass. (Appleton street school building). | H. B. Lawrence | 1879 | Free | | 367 | | | | 100 | | |
| 25 | The Taft Public Library | Mendon, Mass. | Rev. George F. Clark | 1881 | Free | Pub | 1,491 | 1,491 | 3,587 | 0 | 58 | 1,000 | 269 |
| 26 | Flint Public Library | Middleton, Mass. (Town Hall). | Samuel A. Fletcher | 1879 | Free | Mis | 2,617 | 21 | 8,568 | 0 | | | 75 |
| 27 | Coldwater Free Public Library | Coldwater, Mich. | A. J Aldrich, secretary | 1881 | Free | Pub | *m*3,771 | 3,771 | | | | | |
| 28 | Ludington Public School Library | Ludington, Mich | John N. Foster | 1873 | Free | Sch | 1,100 | 532 | 16,177 | 0 | 633 | 611 | 21 |
| 29 | Library of Agricultural and Mechanical College. | Agricultural College, Miss. | Stephen D. Lee, president | 1880 | | Coll | 830 | | | | | | |
| 30 | D'Evereux Hall Orphan Asylum Library. | Natchez, Miss | Bro. Anthony | 1865 | Free | A. & R. | 1,000 | 20 | | 0 | 0 | | |
| 31 | Salem Public School Library | Salem, Mo | William H. Lynch | 1880 | Free | Sch | 325 | 25 | | 0 | | | |
| 32 | State Orphans' Home Library | Carson City, Nev. | S. A. Harris | 1870 | *n*Free | Mis | 580 | 30 | 300 | 0 | 0 | | 0 |
| 33 | Ladies' Chester Library Association. | Chester, N. H | Annie L. Morse | 1865 | Sub | | 689 | 10 | 969 | | 25 | 14 | |
| 34 | Contoocook Library | Contoocook, N. H | Isaac D. Merrill | 1871 | (*o*) | | 893 | 40 | 1,600 | 0 | 73 | 42 | |
| 35 | Philbrick-James Library | Deerfield Centre, N. H. | Henry O. Walker | 1880 | Free | | 1,538 | 377 | 6,017 | | 625 | 426 | 160 |
| 36 | Laconia Public Library | Laconia, N. H | John W. Ashman | 1878 | Free | Pub | 2,651 | 226 | 19,840 | 0 | 500 | 257 | 281 |
| 37 | Portsmouth Free Public Library | Portsmouth, N. H. (Franklin Building, Congress st.). | Robert E. Rich | 1881 | Free | Pub | 2,200 | 2,200 | | 1,000 | | | |
| 38 | Reed Free Library | Surry, N. H | Mary E. Wilcox | 1881 | Free | Mis | 713 | 44 | 3,800 | 4,000 | 160 | 37 | 56 |
| 39 | Adelphi Club Library | Albany, N. Y. | Myer Mann | 1873 | *p*Free | | 354 | | | | | | |
| 40 | Library of State Normal School | Albany, N. Y. | Rev. Joseph Alden, D. D., LL. D., president. | | | Sch | 500 | 50 | | | | | |
| 41 | Railroad Young Men's Christian Association Library. | Albany, N. Y | R. L. Roberts, secretary | 1880 | Sub. | Y.M.C.A | 400 | 55 | 362 | | *q*255 | 100 | 5 |

*a* To members only.
*b* 14,021 volumes of miscellaneous books and 20,495 volumes of text books.
*c* $323 for library books and $6,853 for text books for "indigent library."
*d* Supported by convent funds entirely.
*e* Transferred from Harleysville, Pa.
*f* Books and pamphlets.
*g* To high school.
*h* These statistics are from the report made June, 1881, for the first five months the library was open.
*i* Free and subscription.
*j* Free to teachers and pupils.
*k* Succeeded Dana Library.
*l* As a subscription library; made free in 1874.
*m* Books contributed by the Ladies' Library Association or transferred by the school board.
*n* To inmates.
*o* Open to all upon the payment of $1 a year.
*p* To members.
*q* Library fees are included in regular membership fees.

TABLE XVI.—*Statistics of additional public libraries numbering each* 300 *volumes or upwards for* 1881, *&c.*—Continued.

| | Name. | Location. | Librarian or secretary. | When founded. | Free or subscription. | Class. | Number of volumes. | Volumes added during last library year. | Volumes issued during last library year. | Fund and income. | | Yearly expenditure. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | Amount of permanent fund. | Total yearly income from all sources. | Books, periodicals, and binding. | Salaries and incidentals. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 42 | Brooklyn Library Association of the East District. *a* | Brooklyn, N. Y | A. C. Hockemeyer, secretary. | 1865 | Sub | | 12,000 | | | $5,000 | | | |
| 43 | Cazenovia Free School District No. 10. | Cazenovia, N. Y | Charles Stebbins | | Free | Sch | 689 | 50 | | 0 | $18 | $8 | $10 |
| 44 | Library of Rural Seminary | East Pembroke, N. Y. | James A. Le Seur, principal. | | | Sch | 600 | | | | | | |
| 45 | Library of Gilbertsville Academy and Collegiate Institute. | Gilbertsville, N. Y | Rev. Abel Wood, A. M., principal | | | Sch | 503 | 20 | | | | | |
| 46 | Colored Orphan Asylum Library | New York, N. Y. (143d st. and 10th ave.). | O. K. Hutchinson, superintendent. | 1838 | | A. & R. | 500 | 100 | | | | | |
| 47 | Harlem Branch Young Men's Christian Association. | New York, N. Y. (2317 Third ave.). | James McConaughy, secretary. | 1868 | *(b)* | Y.M.C.A | 557 | 97 | 424 | | | | |
| 48 | Wilson Mission Circulating Library. | New York, N. Y. (125 St. Mark's Place). | Miss F. L. Hoyt | 1878 | Free | A. & R. | 600 | 100 | 1,200 | 0 | 50 | 50 | 0 |
| 49 | Watertown Free Public Library | Watertown, N. Y | Solon F. Whitney | 1868 | Free | Pub | 13,083 | 636 | 27,919 | | | | |
| 50 | Bennett Seminary | Greensboro', N. C | | | | | 1,500 | | | | | | |
| 51 | The Kelly Library (Institution for the Deaf, Dumb, and Blind). | Raleigh, N. C | John C. Miller | 1877 | *c*Free | Mis | 1,200 | 100 | 1,216 | 3,000 | 240 | 240 | 0 |
| 52 | Library of the Girls' Industrial Home. | Delaware, Ohio | Amelia D. Hackinson | 1868 | Free | A. & R. | 1,111 | 0 | 3,240 | | | | |
| 53 | Fairmount Children's Home | Mt. Union, Ohio | J. K. Niesz, superintendent. | | *c*Free | | 400 | | | | | | |
| 54 | Young Men's Christian Association. | Bellefonte, Pa. (cor. High and Spring sts.). | J. W. Miller, secretary | 1879 | *d*Free | Y.M.C.A | 600 | 34 | 650 | 0 | | | 150 |
| 55 | Library of State Normal School | Indiana, Pa | | | | Sch | 500 | 50 | | | | | |
| 56 | Library of Central State Normal School. | Lock Haven, Pa | Albert N. Raub, A. M., PH. D., principal. | | | Sch | 460 | 250 | | | | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 57 | Barrington Public Library | Barrington, R. I | Isaac F. Cady | 1880 | Free | Pub | 3,417 | 1,430 | 3,344 | 0 | 404 | 184 | 194 |
| 58 | Free Public Library | Little Compton, R. I. | F. R. Brownell | 1878 | Free | Pub | 851 | 51 | 1,000 | 0 | 50 | 70 | ..... |
| 59 | Shannock Free Library | Shannock Mills, R. I. | George A. Carmichael | 1881 | Free | Mis. | 802 | 60 | 3,065 | 0 | 100 | 100 | ..... |
| 60 | Whitridge Hall Free Library | Tiverton, R. I | Mary J. Seabury | 1875 | Free | ..... | 743 | 137 | 600 | 0 | 100 | 60 | 40 |
| 61 | Valley Falls Free Public Library | Valley Falls, R. I. | Mrs. Elizabeth T. Spring | 1880 | Free | Pub | 895 | 219 | 6,305 | ..... | 454 | 209 | 238 |
| 62 | Charleston Orphan House | Charleston, S. C. (102 Calhoun st.). | Miss E. L. Henderson | 1836 | *c*Free | A. & R. | 2,505 | 26 | 2,364 | ..... | ..... | ..... | ..... |
| 63 | Library of Thornwell Orphanage | Clinton, S. C | William P. Jacobs | 1875 | Free | A. & R. | 729 | 96 | 1,500 | (*e*) | 80 | 80 | 0 |
| 64 | Edward L. Pierce Library*f* | St. Helena Island, Beaufort P. O., S. C. | Mrs. J. R. Macdonald | ..... | Free | ..... | 800 | 800 | ..... | ..... | ..... | ..... | ..... |
| 65 | Knoxville College | Knoxville, Tenn | J. S. McCulloch | 1876 | Free | Mis. | 500 | 100 | ..... | 0 | 0 | 60 | 40 |
| 66 | Library of the Deaf and Dumb Asylum. | Austin, Tex | John S. Ford, ex officio librarian. | 1881 | Free | A. & R. | 610 | 250 | ..... | ..... | 500 | 540 | ..... |
| 67 | Library of Sam Houston Normal Institute. | Huntsville, Tex | J. Baldwin, principal | 1879 | *g*Free | Sch. | 2,000 | 500 | ..... | ..... | ..... | ..... | ..... |
| 68 | Chelsea Agricultural Library | Chelsea, Vt | E. R. Hyde | 1863 | *d*Free | Sci | 350 | 0 | ..... | 0 | 0 | 0 | 0 |
| 69 | Chelsea Ladies' Library | Chelsea, Vt | Mrs. Frances W. Bixby | 1864 | Sub. | Mis. | 474 | 23 | 1,040 | ..... | 30 | 30 | ..... |
| 70 | Norwich Library Association | Norwich, Vt | Mrs. E. W. Olds | 1880 | Sub. | Mis. | 436 | 436 | 1,258 | 0 | 196 | 176 | 19 |
| 71 | Reform School Library | Washington, D. C | G. A. Shallenberger | 1879 | *c*Free | A. & R. | 500 | 50 | ..... | 0 | 0 | ..... | 0 |

*a* This library, organized in 1865, was closed in 1881; since the closing the books were damaged by fire and water and thereafter sold, producing the above reported fund of $5,000, the income from which is now used by the association for the rental of rooms of a branch of the Brooklyn Library.
*b* Circulating to members; free to visitors for use in the rooms.
*c* To inmates of the institution.
*d* To members.
*e* The income of $200.
*f* Hon. E. L. Pierce bought this library and sent it to St. Helena in the fall of 1881, but it was not shelved and catalogued until later.
*g* To students.

TABLE XVII.—*Statistics of training schools for nurses for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of incorporation. | Date of organization. | Superintendent. | Number of instructors. | Present number of pupils. | Graduates in 1881. | Total number of pupils since organization. | Graduates since organization. | Number of years in full course of study. | Number of weeks in scholastic year. | Salary paid pupils. | Conditions of admission. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1 | Connecticut Training School for Nurses (State Hospital).* | New Haven, Conn | 1873 | 1873 | Gertrude Barrett | 4 | 24 | 8 | *a*116 | 43 | 1½ | 50 | $174 yearly, with board and washing. | Age, 22–40; good health and character and common school education. |
| 2 | Illinois Training School for Nurses. | Chicago, Ill | 1880 | 1881 | Miss M. E. Brown | 3 | 10 | 0 | 10 | 0 | 2 | .... | $8 a month for first year; $12 a month for second. | Age, 25–35; sound health and good education. |
| 3 | Boston City Hospital Training School for Nurses. | Boston, Mass | *b*1880 | 1878 | Mrs. Almira C. Davis. | 9 | 50 | 9 | 159 | 21 | 2 | 50 | $10 a month for first year; $14 a month for second; $20–$30 head nurses (graduates). | Age, 21–35; satisfactory references of sound health and good moral character. |
| 4 | Boston Training School for Nurses (Massachusetts General Hospital).* | Bostor, Mass | 1875 | 1873 | Jane E. Sangster | .... | 42 | 16 | 247 | 73 | 2 | 50 | $10 a month for first year; $14 a month for second. | Preference given to applicants between 25 and 35 years of age. |
| 5 | Training School for Nurses (New England Hospital). | Boston, Mass. (Codman avenue, Roxbury district). | *b*1863 | 1872 | Helen F. Kimball, chairman of committee. | .... | 17 | 6 | *c*120 | *d*46 | 1⅓ | 50 | $1 a week for first 6 months; $2 a week for second 6 months; and $3 a week for the last 4 months. | Age, 21–31; satisfactory references and good health. |
| 6 | Missouri School of Midwifery.* | St. Louis, Mo | 1875 | 1875 | Wm. C. Richardson, M. D., president. | 3 | 16 | 21 | *a*180 | *a*173 | 1 | 16 | None | A common school education. |
| 7 | Brooklyn Training School for Nurses. | Brooklyn, N. Y | ..... | 1880 | Miss Pine | .... | 12 | 0 | 12 | 0 | 2 | .... | $9 a month for the first year; $15 a month for the second. | Age, 22–35; excellent character and common school education. |
| 8 | New York State School for Training Nurses. | Brooklyn, N. Y. (46 Concord street). | 1871 | 1873 | Mrs. A. H. Wolhaupter. | 6 | 7 | 7 | 54 | 54 | 1 | 52 | Boarded and lodged during the entire course of instruction. | Age, 21–40; satisfactory references as to moral character and general health, ability to read and write, and an agreement to remain one year. |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 | Buffalo General Hospital Training School for Nurses. | Buffalo, N. Y. | 0 | 1878 | Miss C. E. Seelye | c12 | 15 | 3 | 33 | 5 | 2 | 50 | $9 a month for the first year; $12 a month the second. | Age, 22–35; good health, common school education, and two satisfactory references. |
| 10 | Charity Hospital Training School. | New York, N. Y. (Blackwell's Island). | 1875 | 1875 | Louis L. Seaman, M. D. | 12 | 40 | 16 | 130 | 90 | 2 | 52 | $10 a month for the first year; $15 a month for second. | Age, 20–35; satisfactory references of good health and moral character. |
| 11 | Mount Sinai Training School for Nurses. | New York, N. Y. (850 and 852 Lexington avenue). | 1881 | 1881 | Miss P. B. Washburne | .... | 26 | 0 | 28 | 0 | 2 | 52 | $9 a month for the first year; $15 for the second. | Age, 20–25; good moral character, sound health, and good English education. |
| 12 | Training School for Nurses (Bellevue Hospital). | New York, N. Y. (426 East 26th street). | 1872 | 1873 | E. P. Perkins | 6 | 64 | 28 | 148 | 148 | 2 | 50 | $9 a month for the first year; $15 a month for the second. | Age, 25–35; satisfactory references from clergyman and physician, and a knowledge of simple arithmetic, reading, penmanship, and English dictation. |
| 13 | Training School of New York Hospital. | New York, N. Y. (West 15th street). | 0 | 1877 | Miss Eliza Watson Brown. | 8 | 26 | 12 | 70 | 52 | 1½ | 52 | $10, $12, and $16 a month for the first, second, and third 6 months, respectively; graduates, $25. | Age, 25–35; good common school education, sound health, and good moral character. |
| 14 | Training School for Nurses (House and Hospital of the Good Shepherd).* | Syracuse, N. Y. | 1873 | 1872 | Mary D. Burnham | 8 | 10 | .... | .... | .... | .... | .... | $10 a month and board and lodging. | |
| 15 | Nurse Training School of the Woman's Hospital. | Philadelphia, Pa. (North College avenue and 22d street). | b1861 | 1863 | Anna E. Broomall, M. D. | 6 | f31 | 4 | a117 | g46 | 2 | 52 | After 1 month's probation, $5 a month for 5 months; $13 a month for the next 12 months; $16 a month for the last 6 months. | Age, 21–45; intelligence, good character and habits. |
| 16 | Philadelphia Lying-in Charity and Nurse School. | Philadelphia, Pa. | .... | 1836 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 17 | Washington Training School for Nurses. | Washington, D. C. | 1877 | 1877 | J. M. Toner, M. D., president. | 7 | 24 | 3 | 40 | 3 | 2 | 42 | None | Must be 20 years of age or over; good moral character, sound health, and elementary education. |

* From Report of the Commissioner of Education for 1880.

a Up to the close of the year 1879.

b Date of incorporation of hospital.

c Total number entered on trial since 1872.

d Since 1872.

e Nine of these are lecturers in the "spring course."

f Number admitted during the year.

g Number from 1873 to close of 1879.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1881; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Year of incorporation. | Under what control. | Principal. | Instructors. | | Number under instruction during the year. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Total number. | Number of semi-mutes. | Total. | Males. | Females. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Alabama Institution for the Deaf and Dumb and the Blind. | Talladega, Ala | 1860 | State | Jo H. Johnson, M. D | 6 | *a*3 | 50 | 30 | 20 |
| 2 | Arkansas Deaf-Mute Institute* | Little Rock, Ark | 1868 | State | H. C. Hammond, M. A | 4 | 0 | 77 | 45 | 32 |
| 3 | Institution for the Deaf and Dumb and the Blind | Berkeley, Cal | 1860 | State | Warring Wilkinson, M. A | *b*12 | ..... | 116 | 70 | 46 |
| 4 | Institute for the Education of the Mute and the Blind.* | Colorado Springs, Colo | 1874 | State | J. R. Kennedy, superintendent | 3 | ..... | 38 | ..... | ..... |
| 5 | American Asylum for the Education of the Deaf and Dumb. | Hartford, Conn | 1816 | B'd of directors | Job Williams, M. A | 15 | 2 | 225 | 136 | 89 |
| 6 | Whipple's Home School for Deaf-Mutes | Mystic River, Conn | 1869 | Private | Jonathan Whipple | 2 | 0 | 11 | 9 | 2 |
| 7 | Georgia Institution for the Deaf and Dumb* | Cave Spring, Ga | 1846 | State | W. O. Connor | 4 | 2 | 70 | 36 | 34 |
| 8 | Chicago Day Schools for Deaf-Mutes *c* | Chicago, Ill | 1875 | B'd of educat'n | Philip A. Emery, M. A., D. D | 5 | 2 | 55 | 28 | 27 |
| 9 | Illinois Institution for the Education of the Deaf and Dumb. | Jacksonville, Ill | 1839 | State | Philip G. Gillett, A. M., LL. D | 27 | 1 | 578 | 344 | 234 |
| 10 | Indiana Institution for Educating the Deaf and Dumb. | Indianapolis, Ind | 1844 | State | William Glenn, superintendent | 18 | 6 | 405 | 224 | 181 |
| 11 | Iowa Institution for the Deaf and Dumb* | Council Bluffs, Iowa | 1855 | State | Rev. Alonzo Rogers, sup't | 12 | 3 | 198 | 117 | 81 |
| 12 | Kansas Institution for the Education of the Deaf and Dumb.* | Olathe, Kans | 1866 | State | W. H. De Motte, LL. D., sup't | 7 | 0 | 142 | 74 | 68 |
| 13 | Kentucky Institution for the Deaf and Dumb | Danville, Ky | 1823 | State | David C. Dudley, jr., A. M | 8 | *d*4 | 139 | 78 | 61 |
| 14 | Louisiana Institution for the Education of the Dumb.* | Baton Rouge, La | 1852 | Trustees | A. K. Martin, superintendent | 3 | ..... | 43 | 23 | 20 |
| 15 | Portland School for the Deaf | Portland, Me | 1876 | City | Miss Ellen L. Barton | 4 | 0 | 26 | 14 | 12 |
| 16 | F. Knapp's Institute* *e* | Baltimore, Md | 1876 | Private | F. Knapp | 3 | 0 | 32 | 19 | 13 |
| 17 | Institution for the Colored Blind and Deaf-Mutes* | Baltimore, Md. (258 Saratoga street). | 1872 | Corporation | F. D. Morrison, M. A., sup't | *b*3 | ..... | 19 | 10 | 9 |
| 18 | Maryland School for the Deaf and Dumb | Frederick, Md | 1867 | State | Charles W. Ely, A. M | 10 | 1 | 90 | 52 | 38 |
| 19 | New England Industrial School for Deaf-Mutes* | Beverly, Mass | 1879 | Trustees | William B. Swett, superintendent | 2 | 0 | 11 | 5 | 6 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 20 | Horace Mann School for the Deaf | Boston, Mass. (63 Warrenton street). | 1869 | School board | Miss Sarah Fuller | 8 | 0 | 91 | 41 | 50 |
| 21 | Clarke Institution for Deaf-Mutes | Northampton, Mass. | 1867 | Pvt.corporat'n | Harriet B. Rogers | 11 | 1 | 78 | 42 | 36 |
| 22 | Michigan Institution for Educating the Deaf and Dumb. | Flint, Mich | 1854 | State | Thomas MacIntire | 14 | 2 | 249 | 136 | 113 |
| 23 | School of Articulation | Marquette, Mich | 1871 | Private | Mrs. A. M. Kelsey | 1 | 0 | 3 | 1 | 2 |
| 24 | Evangelical Lutheran Deaf-Mute Institute | Norris, Mich | 1873 | Ev.Luth. Asso | H. D. Uhlig | 3 | ..... | 41 | 25 | 16 |
| 25 | Minnesota Institution for the Education of the Deaf and Dumb and the Blind.* | Faribault, Minn | 1863 | State | J. L. Noyes, A. M., superintendent | 8 | 4 | 134 | 83 | 51 |
| 26 | Mississippi Institution for the Deaf and Dumb* | Jackson, Miss | 1853 | State | J. R. Dobyns | 4 | 1 | 56 | 28 | 28 |
| 27 | Missouri Institution for the Education of the Deaf and Dumb. | Fulton, Mo | 1851 | State | William D. Kerr, A. M | 12 | 1 | 243 | 147 | 96 |
| 28 | St. Louis Day School for Deaf-Mutes | St. Louis, Mo. (corner 9th & Washington sts.) | 1878 | School board | Delos A. Simpson, B. A | 2 | 2 | 48 | 27 | 21 |
| 29 | Nebraska Institute for the Deaf and Dumb | Omaha, Nebr | 1869 | State | J. A. Gillespie, B. D | 7 | *f*1 | 97 | 60 | 37 |
| 30 | Le Couteulx St. Mary's Institution for Education of Deaf-Mutes. | Buffalo, N. Y. (125 Edward street). | 1854 | Sisters of St. Joseph. | Sister Mary Anne Burke | 11 | 0 | 132 | 74 | 58 |
| 31 | St. Joseph's Institute for the Improved Instruction of Deaf-Mutes. *g* | Fordham, N. Y | 1869 | B'd of mang'rs | Mary B. Morgan | 20 | 1 | 239 | 95 | 144 |
| 32 | Institution for the Improved Instruction of Deaf-Mutes.* | New York, N. Y. (Lexington ave. bet. 67 & 68 sts.) | 1867 | Trustees | David Greenberger | 12 | 0 | 122 | 69 | 53 |
| 33 | Institution for the Instruction of the Deaf and Dumb.* *h* | New York, N. Y. (Station M). | 1817 | Directors | Isaac Lewis Peet, LL. D | 18 | 6 | 553 | 345 | 208 |
| 34 | Western New York Institution for Deaf-Mutes* | Rochester, N. Y | 1876 | State | Z. F. Westervelt | 9 | 0 | 131 | 73 | 58 |
| 35 | Central New York Institution for Deaf-Mutes | Rome, N. Y | 1875 | Trustees | Edward B. Nelson, B. A | 12 | 4 | 168 | 100 | 68 |
| 36 | North Carolina Institution for the Deaf and Dumb and the Blind. | Raleigh, N. C | 1845 | State | Hezekiah A. Gudger, M. A | 9 | 1 | 109 | 58 | 51 |
| 37 | Cincinnati Day School for Deaf-Mutes* | Cincinnati, Ohio | 1875 | B'd of educat'n | R. P. McGregor, B. A | 3 | 1 | 48 | 26 | 22 |
| 38 | Ohio Institution for the Education of the Deaf and Dumb. | Columbus, Ohio | 1829 | State | Charles Strong Perry | 25 | 4 | 512 | 276 | 236 |
| 39 | Oregon School for Deaf-Mutes* | Salem, Oreg | 1870 | State | Rev. P. S. Knight, superintendent | 2 | 0 | 15 | 8 | 7 |
| 40 | Erie Day School* | Erie, Pa | 1875 | School board | Mary H. Welch | 1 | ..... | 13 | 7 | 6 |
| 41 | Oral Branch Pennsylvania Institution | Philadelphia, Pa. (s. e. cor. 17th & Chestnut sts.) | 1881 | ..... | Miss Emma Garrett | 2 | 0 | 20 | 14 | 6 |
| 42 | Pennsylvania Institution for the Deaf and Dumb | Philadelphia, Pa | 1821 | Directors | Joshua Foster | 18 | 2 | 402 | 227 | 175 |
| 43 | Philadelphia Day School *i* | Philadelphia, Pa. (707 Fairmount avenue). | 1880 | ..... | Jerome T. Elwell, B. A | ..... | ..... | ..... | ..... | ..... |
| 44 | Scranton Deaf-Mute School | Scranton, Pa | 1880 | School board | Jacob Mitchell Koehler | 1 | 1 | 10 | 5 | 5 |
| 45 | Western Pennsylvania Institution for the Instruction of the Deaf and Dumb. | Turtle Creek, Pa | 1876 | Trustees | John A. McWhorter | 8 | 2 | 119 | 73 | 46 |
| 46 | Rhode Island School for the Deaf* | Providence, R. I | 1877 | State board of education. | Joseph W. Homer | 4 | 0 | 19 | 11 | 8 |
| 47 | South Carolina Institution for the Education of the Deaf and Dumb and the Blind.* | Cedar Springs, S. C | 1849 | State | Newton F. Walker, sup't | 5 | 3 | 38 | 15 | 23 |

* From Report of the Commissioner of Education for 1880.
*a* These are deaf-mutes.
*b* These statistics are for both departments of the institution.
*c* The mute schools of Chicago for 1881 are the Deaf-Mute High School and four primary schools.
*d* Three of these are deaf-mutes.
*e* School for hearing youth, with classes for deaf-mutes.
*f* This is a mute,
*g* This institution has three branches; one situated at Fordham, another at Brooklyn (510 Henry street), and another at Throg's Neck. The statistics given are for the three branches.
*h* A branch institution was opened at Tarrytown in October, 1879.
*i* Temporarily closed.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1881, *&c.*—Continued.

| | Name. | Location. | Year of incorporation. | Under what control. | Principal. | Instructors. | | Number under instruction during the year. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Total number. | Number of semi-mutes. | Total. | Males. | Females. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 48 | Tennessee School for Deaf and Dumb | Knoxville, Tenn | 1845 | Trustees | Joseph H. Ijams, A. B | 6 | 0 | 100 | 60 | 40 |
| 49 | Texas Institution for the Education of the Deaf and Dumb.* | Austin, Tex | 1856 | State | John S. Ford, superintendent | 5 | 0 | 89 | 53 | 36 |
| 50 | Virginia Institution for the Education of the Deaf and Dumb and the Blind. | Staunton, Va | 1839 | State | Thomas S. Doyle | 7 | 1 | 96 | 54 | 42 |
| 51 | West Virginia Institution for the Deaf and Dumb and the Blind. | Romney, W. Va | 1870 | State | John Collins Covell, M. A | 6 | 2 | 78 | 46 | 32 |
| 52 | Wisconsin Institution for the Education of the Deaf and Dumb.* | Delevan, Wis | 1852 | State | John W. Swiler, M. A., sup't | 11 | 0 | 179 | 102 | 77 |
| 53 | Wisconsin Phonological Institute for Deaf-Mutes | Milwaukee, Wis | 1878 | Directors | Prof. Adam Stettner | 2 | 0 | 21 | 12 | 9 |
| 54 | St. John's Catholic Institution | St. Francis Station, Wis | 1876 | R. C | Rev. Charles Fessler | 3 | | 43 | 27 | 16 |
| 55 | Columbia Institution for the Deaf and Dumb | Washington, D. C | 1857 | Corporate | E. M. Gallaudet, PH.D., LL.D., pres't | 12 | 3 | 114 | 103 | 11 |
| 56 | National Deaf-Mute College *a* | Washington, D. C | 1864 | National | E. M. Gallaudet, PH.D., LL.D., pres't | | | | | |
| 57 | Dakota School for Deaf-Mutes | Sioux Falls, Dak | 1880 | Directors | James Simpson, superintendent | 1 | 1 | 5 | 4 | 1 |

* From Report of the Commissioner of Education for 1880.

*a* An organization within the Columbia Institution; its statistics are there reported. See also Table IX.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer and also the branches taught.

| | Name. | Average number of years spent in the institution by pupils. | Total number who have received instruction. | Number of graduates who have become teachers. | Branches taught. | | | | | Is agriculture taught? | Has the institution a chemical laboratory? | Has the institution a philosophical cabinet and apparatus? | Has the institution a museum of natural history? | Library. | | Property, income, &c. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Articulation. | Common English. | Natural philosophy. | Physiology. | Chemistry. | | | | | Number of volumes. | Increase in the last school year. | Number of acres of land owned by institution. | Value of grounds, buildings, and apparatus. | State appropriation for the last year. | Income for the year from tuition fees. | Expenditure for the year. |
| | 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 1 | Alabama Institution for the Deaf and Dumb and the Blind. | ..... | 190 | 2 | 0 | × | .... | .... | .... | × | 0 | 0 | 0 | *a*500 | *a*100 | 17 | $50,000 | *a*$15,000 | ..... | *a*$13,500 |
| 2 | Arkansas Deaf-Mute Institute* | 3 | 160 | 1 | .... | × | .... | .... | .... | .... | 0 | 0 | 0 | 75 | 0 | 92 | 30,000 | *b*4,000 | $0 | 14,676 |
| 3 | Institution for the Deaf and Dumb and the Blind.. | 5 | 239 | 3 | × | × | × | × | × | × | ..... | ..... | ..... | ..... | ..... | 130 | *a*325,000 | *a*40,000 | 0 | *a*40,000 |
| 4 | Institute for the Education of the Mute and the Blind.* | ..... | 53 | .... | .... | × | .... | .... | .... | .... | ..... | ..... | ..... | 70 | ..... | ..... | 20,000 | *c*16,935 | 0 | 15,835 |
| 5 | American Asylum for the Education of the Deaf and Dumb. | ..... | 2,282 | *d*28 | × | × | .... | .... | .... | 0 | 0 | 0 | 0 | 2,000 | ..... | 28 | 250,000 | **e*36,224 | *506 | 51,325 |
| 6 | Whipple's Home School for Deaf-Mutes | 6 | 60 | 0 | × | × | .... | .... | .... | × | 0 | 0 | 0 | 200 | ..... | 32 | 6,000 | *f*2,725 | *2,500 | *1,500 |
| 7 | Georgia Institution for the Deaf and Dumb* | ..... | 300 | 3 | 0 | × | × | .... | .... | × | 0 | 0 | 0 | 1,000 | 50 | 52 | 40,000 | 15,000 | 0 | 14,241 |
| 8 | Chicago Day School for Deaf-Mutes *g* | ..... | ..... | .... | × | × | ..... | ..... | ..... | 0 | 0 | 0 | 0 | ..... | ..... | 0 | ..... | *h*15,000 | ..... | 3,792 |
| 9 | Illinois Institution for the Education of the Deaf and Dumb. | 7 | *1,480 | *15 | × | × | × | .... | .... | × | 0 | × | × | 5,591 | 804 | 46 | *300,000 | 85,000 | ..... | 85,000 |
| 10 | Indiana Institution for Educating the Deaf and Dumb. | 5½ | 1,395 | .... | × | *i*× | × | × | × | 0 | × | × | 0 | 3,006 | ..... | 104 | 458,110 | 55,000 | 0 | 54,831 |
| 11 | Iowa Institution for the Deaf and Dumb* | 5½ | 600 | 0 | × | × | .... | .... | .... | × | 0 | 0 | 0 | 482 | 0 | 90 | 200,000 | *j*57,280 | 0 | 50,280 |
| 12 | Kansas Institution for the Education of the Deaf and Dumb.* | 5 | 240 | .... | × | × | .... | .... | .... | 0 | 0 | 0 | 0 | 500 | 100 | 175 | 54,000 | 19,500 | 0 | 19,500 |
| 13 | Kentucky Institution for the Deaf and Dumb | 5 | 788 | .... | × | × | × | .... | × | × | × | × | × | 800 | 25 | 55 | 200,000 | 23,003 | *k*4,439 | 26,705 |
| 14 | Louisiana Institution for the Education of the Dumb.* | ..... | ..... | .... | .... | × | .... | .... | .... | .... | ..... | ..... | ..... | 350 | ..... | ..... | 50,000 | ..... | ..... | ..... |

* From Report of the Commissioner of Education for 1880.
*a* These statistics are for both departments of the institution.
*b* For salaries; $125 per capita for support.
*c* Total receipts from all sources.
*d* Up to close of 1879.
*e* From the six New England States.
*f* Of this, $2,200 are from New Jersey.
*g* The mute schools of Chicago for 1881 are the Deaf-Mute High School and four primary schools.
*h* For two school years.
*i* Language (mute), rhetoric, and algebra are also taught.
*j* $25,000 of this for building.
*k* From labor, and interest on permanent fund.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1881, *&c.*—Continued.

NOTE.—× indicates an affirmative answer and also the branches taught.

| | Name. | Average number of years spent in the institution by pupils. | Total number who have received instruction. | Number of graduates who have become teachers. | Branches taught. | | | | | Is agriculture taught? | Has the institution a chemical laboratory? | Has the institution a philosophical cabinet and apparatus? | Has the institution a museum of natural history? | Library. | | Property, income, &c. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Articulation. | Common English. | Natural philosophy. | Physiology. | Chemistry. | | | | | Number of volumes. | Increase in the last school year. | Number of acres of land owned by institution. | Value of grounds, buildings, and apparatus. | State appropriation for the last year. | Income for the year from tuition fees. | Expenditure for the year. |
| | 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 15 | Portland School for the Deaf | ..... | 29 | .... | × | × | .... | .... | .... | 0 | 0 | 0 | 0 | ..... | ..... | ..... | ..... | $4,000 | ..... | ..... |
| 16 | F. Knapp's Institute* *a* | ..... | ..... | ..... | ..... | × | .... | .... | .... | 0 | × | × | × | 2,000 | 220 | ..... | $60,000 | 1,200 | ..... | ..... |
| 17 | Institution for the Colored Blind and Deaf-Mutes* | ..... | 30 | 0 | 0 | × | .... | .... | .... | 0 | 0 | 0 | 0 | 0 | ..... | ..... | *b*20,000 | 4,250 | ..... | $4,587 |
| 18 | Maryland School for the Deaf and Dumb | 4,6 | 248 | 3 | × | *c*× | × | .... | .... | 0 | 0 | × | 0 | 2,150 | ..... | 10 | 250,000 | 25,000 | $500 | 24,667 |
| 19 | New England Industrial School for Deaf-Mutes* | 1 | 18 | 0 | × | ..... | .... | .... | .... | 0 | 0 | 0 | 0 | 100 | ..... | 57 | 7,000 | 0 | 0 | ..... |
| 20 | Horace Mann School for the Deaf | 4 | 196 | 0 | × | × | .... | .... | .... | 0 | 0 | 0 | 0 | 216 | ..... | ..... | ..... | ..... | ..... | ..... |
| 21 | Clarke Institution for Deaf-Mutes | ..... | 186 | 0 | *d*× | *ce*× | × | × | × | 0 | × | × | × | 840 | ..... | 11 | 90,000 | 11,883 | *f*3,591 | 26,952 |
| 22 | Michigan Institution for Educating the Deaf and Dumb. | 6 | 886 | .... | × | × | × | .... | × | 0 | × | × | 0 | 2,056 | 0 | 80 | 387,500 | 40,000 | 0 | 45,000 |
| 23 | School of Articulation | 3 | 15 | 0 | × | × | .... | .... | .... | 0 | 0 | 0 | 0 | 400 | 20 | ..... | ..... | 0 | 600 | 600 |
| 24 | Evangelical Lutheran Deaf-Mute Institute | 6 | 81 | .... | × | *c*× | × | .... | .... | 0 | 0 | × | 0 | ..... | ..... | 40 | 20,000 | ..... | ..... | ..... |
| 25 | Minnesota Institution for the Education of the Deaf and Dumb and the Blind.* | 4.9 | 258 | 2 | × | × | .... | .... | .... | 0 | 0 | × | × | 850 | 10 | 54 | 200,000 | 24,000 | 0 | 24,000 |
| 26 | Mississippi Institution for the Deaf and Dumb* | 7 | 123 | .... | .... | × | × | × | .... | × | 0 | 0 | 0 | 600 | ..... | 75 | 100,000 | 9,500 | 0 | 10,000 |
| 27 | Missouri Institution for the Education of the Deaf and Dumb. | 4½ | 760 | 3 | × | × | × | .... | .... | × | 0 | 0 | 0 | 1,000 | 0 | 95 | 162,789 | 45,000 | 0 | 35,236 |
| 28 | St. Louis Day School for Deaf-Mutes | ..... | 69 | 0 | 0 | × | .... | .... | .... | 0 | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 29 | Nebraska Institute for the Deaf and Dumb | 7 | 144 | 0 | × | × | .... | × | .... | .... | 0 | 0 | 0 | 762 | 160 | 23 | 61,000 | *g*39,950 | 0 | 16,450 |
| 30 | Le Couteulx St. Mary's Institution for Education of Deaf-Mutes. | 5 | 320 | .... | × | *c*× | .... | .... | .... | 0 | 0 | 0 | × | 500 | 50 | 1 | 54,000 | *h*25,000 | 1,200 | 30,000 |
| 31 | St. Joseph's Institute for the Improved Instruction of Deaf-Mutes. *i* | ..... | 338 | 0 | × | × | .... | .... | .... | × | 0 | 0 | 0 | 450 | 50 | 52 | 146,914 | 49,217 | 916 | 82,054 |
| 32 | Institution for the Improved Instruction of Deaf-Mutes.* | 5 | 221 | 0 | × | *c*× | × | .... | .... | 0 | 0 | 0 | 0 | 561 | 37 | ..... | ..... | 18,660 | 38,232 | 31,104 |
| 33 | Institution for the Instruction of the Deaf and Dumb.* *j* | 8 | 2,894 | 87 | × | *ce*× | × | × | × | × | 0 | × | 0 | 3,900 | 50 | 105 | 527,000 | 149,179 | 2,907 | 156,094 |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 34 | Western New York Institution for Deaf-Mutes* | ..... | 160 | .... | × | × | × | × | .... | × | .... | × | × | ..... | ..... | 0 | k96,000 | 14,262 | 9,983 | 23,549 |
| 35 | Central New York Institution for Deaf-Mutes | ..... | 214 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 100 | ..... | ..... | 90,000 | lm34,993 | ..... | 43,875 |
| 36 | North Carolina Institution for the Deaf and Dumb and the Blind. | ..... | 349 | n8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 600 | ..... | ..... | b75,000 | ..... | ..... | b34,000 |
| 37 | Cincinnati Day School for Deaf-Mutes* | 4 | 66 | ... | 0 | × | .... | .... | .... | 0 | 0 | 0 | 0 | 0 | ..... | 0 | ..... | 2,000 | ..... | ..... |
| 38 | Ohio Institution for the Education of the Deaf and Dumb. | 8 | 1,886 | n40 | × | × | × | × | .... | 0 | 0 | × | × | ..... | ..... | 10 | 750,000 | 82,454 | 0 | 85,018 |
| 39 | Oregon School for Deaf-Mutes* | ..... | 43 | .... | .... | × | .... | .... | .... | × | 0 | 0 | 0 | 0 | ..... | ..... | ..... | o6,000 | ..... | ..... |
| 40 | Erie Day School* | 3 | 18 | .... | × | c× | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 700 |
| 41 | Oral Branch Pennsylvania Institution | ..... | 20 | .... | .... | × | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 42 | Pennsylvania Institution for the Deaf and Dumb | 5 | 1,973 | 16 | × | × | × | .... | .... | 0 | 0 | × | × | 5,000 | ..... | 2 | 500,000 | 78,000 | ..... | 78,000 |
| 43 | Philadelphia Day School p | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 45 | Scranton Deaf-Mute School | 1½ | 16 | 0 | 0 | × | .... | .... | .... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ..... | 0 | 0 | ..... |
| 44 | Western Pennsylvania Institution for the Instruction of the Deaf and Dumb. | ..... | 150 | 0 | × | × | .... | × | .... | 0 | 0 | 0 | 0 | 100 | 30 | 0 | ..... | q86,800 | 1,452 | 19,011 |
| 46 | Rhode Island School for the Deaf* | 1⅓ | 19 | 0 | .... | c× | .... | .... | .... | 0 | 0 | 0 | .... | 280 | ..... | ..... | ..... | ..... | 0 | ..... |
| 47 | South Carolina Institution for the Education of the Deaf and Dumb and the Blind.* | 6 | b164 | .... | × | × | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | l157 | b35,000 | b7,800 | ..... | b7,166 |
| 48 | Tennessee School for Deaf and Dumb | ..... | ..... | 0 | × | × | .... | .... | .... | × | 0 | 0 | .... | 300 | 0 | 7 | 200,000 | 22,000 | ..... | 22,000 |
| 49 | Texas Institution for the Education of the Deaf and Dumb.* | ..... | 202 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 108 | ..... | ..... | 90,000 | ..... | ..... | 7,700 |
| 50 | Virginia Institution for the Education of the Deaf and Dumb and the Blind. | 6 | 530 | 3 | × | r× | × | .... | .... | 0 | 0 | × | 0 | 500 | 10 | 41 | b250,000 | bs33,480 | 0 | b32,301 |
| 51 | West Virginia Institution for the Deaf and Dumb and the Blind. | 6 | 183 | *1 | × | c× | .... | .... | .... | 0 | 0 | 0 | 0 | 591 | 49 | *24 | b80,000 | b25,000 | 0 | b30,057 |
| 52 | Wisconsin Institution for the Education of the Deaf and Dumb.* | 6⅔ | 549 | .... | × | × | × | .... | × | 0 | 0 | 0 | 0 | l1,000 | ..... | 37 | 100,000 | 30,000 | ..... | 48,476 |
| 53 | Wisconsin Phonological Institute for Deaf-Mutes | ..... | 7 | 0 | × | c× | .... | .... | .... | 0 | 0 | 0 | 0 | 0 | ..... | 0 | 10,000 | ..... | 1,502 | 1,572 |
| 54 | St. John's Catholic Institution | 4 | 108 | .... | × | × | .... | .... | .... | × | 0 | 0 | 0 | 0 | ..... | ..... | 14,000 | 0 | ..... | ..... |
| 55 | Columbia Institution for the Deaf and Dumb | ..... | 431 | n31 | × | × | × | × | × | 0 | × | × | × | ..... | ..... | 100 | 650,000 | t53,500 | ..... | 56,108 |
| 56 | National Deaf-Mute College u | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 57 | Dakota School for Deaf-Mutes | ..... | ..... | 0 | 0 | × | .... | .... | .... | 0 | 0 | 0 | 0 | 0 | ..... | 10 | v4,000 | 2,000 | ..... | ..... |

* From Report of the Commissioner of Education for 1880.
*a* School for hearing youth, with classes for deaf-mutes.
*b* These statistics are for both departments of the institution.
*c* Drawing is also taught.
*d* Articulation and lip-reading are the basis of instruction in this institution.
*e* Higher branches also taught.
*f* Includes some income from other States.
*g* Includes $23,500 for improvements.
*h* $12,000 of this from the counties.
*i* This institution has three branches; one situated at Fordham, another at Brooklyn (510 Henry street), and another at Throg's Neck. The statistics given are for the three branches.
*j* A branch institution was opened at Tarrytown in October, 1879.
*k* In 1881.
*l* In 1879.
*m* From State and county appropriations.
*n* Up to the close of 1879.
*o* For two years.
*p* Temporarily closed.
*q* Includes $60,000 for new building.
*r* Drawing and painting are also taught.
*s* Includes $3,480 from last year.
*t* Congressional appropriation.
*u* An organization within the Columbia Institution; its statistics are there reported. See also Table IX.
*v* Value of grounds and buildings.

MEMORANDUM.—Free Evening Classes for Deaf-Mutes, New York, N. Y. (East Twenty-third street): removed; not found.

TABLE XIX.—*Statistics of institutions for the blind for* 1881; *from*

NOTE.—× indicates the employments taught;

| | Name. | Location. | Year of foundation. | Superintendent. | Belonging to State or corporation. | Number of instructors and other employés. |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | Alabama Institution for the Deaf and Dumb and the Blind. | Talladega, Ala.. | 1860 | Jo H. Johnson, M. D. | State ..... | 2 |
| 2 | Arkansas School for the Blind .. | Little Rock, Ark. | 1859 | Otis Patten ..... | State ..... | 12 |
| 3 | Institution for the Deaf and Dumb and the Blind. | Berkeley, Cal... | 1860 | Warring Wilkinson, M. A. | State ..... | *d*32 |
| 4 | Institute for the Education of the Mute and the Blind. *e* | Colorado Springs, Colo. | 1874 | J. R. Kennedy .... | State ..... | ..... |
| 5 | Georgia Academy for the Blind . | Macon, Ga ..... | 1852 | W. D. Williams, A. M. | State ..... | 15 |
| 6 | Illinois Institution for the Education of the Blind. | Jacksonville, Ill. | 1849 | F. W. Phillips, M. D. | State ..... | *g*40 |
| 7 | Indiana Institute for the Education of the Blind. | Indianapolis, Ind | 1847 | W. B. Wilson ..... | State ..... | 29 |
| 8 | Iowa College for the Blind ..... | Vinton, Iowa ... | 1853 | Rev. Robert M. Carothers, A. M. | State ..... | 29 |
| 9 | Kansas Institution for the Education of the Blind.* | Wyandotte, Kans | 1868 | George H. Miller.. | State ..... | 6 |
| 10 | Kentucky Institution for the Education of the Blind. | Louisville, Ky.. | 1842 | Benj. B. Huntoon, A. M. | State ..... | 24 |
| 11 | Louisiana Institution for the Education of the Blind and the Industrial Home for the Blind. * | Baton Rouge, La | 1871 | P. Lane ..... | State ..... | *m*3 |
| 12 | Institution for the Colored Blind and Deaf-Mutes.* | Baltimore, Md. (258 Saratoga st) | 1872 | Frederick D. Morrison, M. A. | Corporation. | (*a*) |
| 13 | Maryland Institution for the Instruction of the Blind. | Baltimore, Md .. | 1853 | Frederick D. Morrison, M. A. | Corporation. | 21 |
| 14 | Perkins Institution and Massachusetts School for the Blind. | Boston, Mass ... | 1829 | M. Anagnos ..... | Corporation and State. | *46 |
| 15 | Michigan School for the Blind... | Lansing, Mich.. | *p*1880 | J. F. McElroy, A.M. | State ..... | 23 |
| 16 | Minnesota Institution for the Education of the Deaf and Dumb and the Blind. | Faribault, Minn. | 1866 | James J. Dow .... | State ..... | 11 |
| 17 | Mississippi Institution for the Education of the Blind.* | Jackson, Miss .. | 1852 | Dr. W. S. Langley. | State ..... | *m*7 |
| 18 | Missouri School for the Blind... | St. Louis, Mo ... | 1851 | Prof. John T. Sibley | State ..... | 19 |
| 19 | Nebraska Institution for the Blind | Nebraska City, Nebr. | 1875 | J. B. Parmelee .... | State ..... | 9 |
| 20 | New York State Institution for the Blind. | Batavia, N. Y... | 1868 | Rev. Albert D. Wilbor, D. D. | State ..... | 44 |
| 21 | New York Institution for the Blind. | New York, N.Y. (34th st. and 9th avenue). | 1831 | William B. Wait.. | State ..... | *s*38 |
| 22 | North Carolina Institution for the Deaf and Dumb and the Blind. | Raleigh, N. C ... | 1849 | Hezekiah A. Gudger, M.A., principal. | State ..... | ..... |
| 23 | Ohio Institution for the Education of the Blind. | Columbus, Ohio. | 1837 | G. L. Smead, M. A.. | State ..... | 52 |
| 24 | Oregon Institute for the Blind *u*. | Salem, Oreg..... | 1872 | ..... | State ..... | ..... |
| 25 | Pennsylvania Institution for the Instruction of the Blind. | Philadelphia, Pa. | 1833 | William Chapin, A. M. | Corporation and State. | 56 |
| 26 | South Carolina Institution for the Education of the Deaf and Dumb and the Blind.* | Cedar Springs, S. C. | 1855 | Newton F. Walker | State ..... | 2 |

* From Report of the Commissioner of Education for 1880.
*a* See Table XVIII.
*b* Music is taught.
*c* Appropriation not to exceed the above amount; exact figures not given.
*d* For both departments.
*e* Department for the blind was not opened up to 1881; the legislature of 1881 appropriated $20,000 for additional buildings and furnishing, and the blind were thereafter to be received.
*f* Includes $10,000 for building.
*g* In 1879.
*h* Up to the close of 1879.
*i* Includes balance on hand from last financial year.
*j* Exclusive of income from tuition and labor of inmates.
*k* Also brush and hat making.
*l* Upholstery is also taught.
*m* Instructors only.
*n* Value of furniture.
*o* In State warrants.

*Replies to inquiries by the United States Bureau of Education.*

0 signifies no or none; .... indicates no answer.

| Number of blind employés and workmen. | Number of pupils. | Number of pupils admitted since opening. | Employments taught. | | | | | | Library. | | Property, income, &c. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Broom making. | Cane seating. | Fancy work. | Mattress making. | Piano tuning. | Sewing. | Number of volumes. | Increase in the last school year. | Value of grounds, buildings, and apparatus. | Amount of State or municipal appropriation for the last year. | Receipts from other States and individuals for the last year. | Total receipts for the last year. | Total expenditure for the last year. | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 0 | 15 | 38 | .... | × | .... | × | .... | .... | (*a*) | (*a*) | $50,000 | (*a*) | ..... | ..... | (*a*) | 1 |
| 5 | 36 | 145 | × | × | × | × | *b* × | × | ..... | ..... | 15,000 | *c*$11,000 | $0 | $10,783 | $10,739 | 2 |
| 0 | 30 | 107 | .... | .... | × | .... | (*b*) | × | ..... | ..... | (*a*) | (*a*) | ..... | *d*40,000 | (*a*) | 3 |
| .... | ..... | ..... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 |
| 4 | 61 | 217 | × | × | × | × | *b* × | × | 1,000 | 100 | 75,000 | *f*22,000 | 375 | ..... | 11,373 | 5 |
| .... | 145 | *h*605 | × | × | .... | × | (*b*) | × | ..... | ..... | *g*114,713 | 24,250 | *i*6,698 | 30,948 | 28,299 | 6 |
| 5 | 127 | 672 | × | .... | × | .... | .... | × | 2,100 | 100 | 374,644 | *i*31,129 | ..... | 31,129 | 30,653 | 7 |
| 9 | 90 | 448 | × | × | × | × | .... | × | 1,000 | 100 | 300,000 | 18,222 | 648 | *j*18,870 | 25,563 | 8 |
| 2 | 52 | 139 | *k* × | .... | .... | .... | .... | .... | 340 | 40 | 100,000 | 11,140 | 0 | 11,140 | 9,640 | 9 |
| 7 | 81 | 429 | × | × | .... | *l* × | (*b*) | × | 1,200 | 100 | 100,000 | 19,371 | ..... | 27,902 | 18,562 | 10 |
| 6 | 23 | 57 | × | × | .... | × | *b* × | × | 250 | 40 | *n*3,000 | *o*10,000 | 0 | 6,600 | 7,200 | 11 |
| 1 | 13 | 38 | × | × | × | .... | .... | × | 25 | ..... | (*a*) | 4,250 | 600 | 4,850 | 4,587 | 12 |
| 7 | 60 | 252 | × | × | .... | × | (*b*) | × | 562 | ..... | 339,400 | 15,000 | 4,200 | 23,121 | 19,604 | 13 |
| 34 | 128 | 1,016 | × | × | × | × | *b* × | × | 5,383 | 793 | 246,489 | 30,000 | 21,659 | 77,324 | 71,938 | 14 |
| .... | 63 | 72 | × | .... | .... | .... | .... | × | 60 | ..... | 40,000 | 18,500 | ..... | 15,816 | 14,848 | 15 |
| 2 | 28 | 57 | × | × | × | .... | .... | × | 425 | 25 | 30,000 | 7,000 | 0 | 7,000 | 7,000 | 16 |
| 12 | 32 | ..... | × | × | .... | *l* × | .... | .... | 427 | 40 | 6,000 | 8,400 | 0 | ..... | 8,000 | 17 |
| 3 | 90 | *h*469 | *q* × | × | × | × | (*b*) | × | 1,250 | 50 | 250,000 | 27,000 | 0 | 27,000 | 23,000 | 18 |
| .... | 22 | 41 | × | × | × | .... | .... | × | 250 | 50 | 15,000 | 7,800 | ..... | 7,800 | 4,962 | 19 |
| 3 | 170 | 481 | × | .... | × | .... | *b* × | × | 1,777 | 131 | 335,846 | 37,000 | *r*5,709 | 42,709 | 38,003 | 20 |
| .... | 236 | *h*1,306 | .... | × | × | *l* × | *b* × | × | *g*600 | ..... | *g*373,634 | 40,557 | *t*41,389 | 81,946 | 69,145 | 21 |
| .... | ..... | ..... | .... | .... | .... | .... | .... | .... | ..... | ..... | (*a*) | ..... | ..... | ..... | (*a*) | 22 |
| 8 | 180 | 1,138 | × | × | × | .... | *b* × | × | *g*500 | ..... | 500,000 | 29,681 | *t*5,132 | 34,813 | 32,950 | 23 |
| .... | ..... | *h*30 | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 24 |
| 15 | 192 | 1,116 | *v* × | × | .... | × | .... | × | 2,000 | 300 | *w*296,280 | *x*54,375 | 4,915 | 73,540 | 71,246 | 25 |
| 1 | 15 | 45 | *q* × | .... | × | .... | .... | .... | ..... | ..... | (*a*) | (*a*) | *d*534 | *d*8,334 | (*a*) | 26 |

*p* Founded in 1854 as a department of the Michigan Institution for the Deaf and Dumb and the Blind.
*q* Brush making is also taught.
*r* Received from counties and individuals.
*s* Number of officers only.
*t* Includes income from all sources other than the State.
*u* Temporarily closed since 1879.
*v* Also brush and mat making and fine basket work.
*w* Includes personal property, funds, and investments.
*x* Including one quarter omitted in a former report. The regular annual appropriation from this State is $43,500, but owing to failures of the State treasurer to pay quarter bills the report of the past year shows six quarters with increased expenses. The net average expenses for each of the past three years were $56,064.

TABLE XIX.—*Statistics of institutions for the blind for* 1881; *from*

NOTE.—× indicates the employments taught;

| | Name. | Location. | Year of foundation. | Superintendent. | Belonging to State or corporation. | Number of instructors and other employés. |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 27 | Tennessee School for the Blind *a* | Nashville, Tenn. | 1846 | J. M. Sturtevant .. | State and corporation. | 11 |
| 28 | Texas Institution of Learning for the Blind.* | Austin, Tex .... | 1858 | Frank Rainey .... | State ..... | 24 |
| 29 | Virginia Institution for the Deaf and Dumb and the Blind. | Staunton, Va.... | 1839 | Thomas S. Doyle, principal. | State ..... | 9 |
| 30 | West Virginia Institution for the Deaf and Dumb and the Blind. | Romney, W. Va. | 1870 | John C. Covell, M. A., principal. | State ..... | 4 |
| 31 | Wisconsin Institution for the Education of the Blind. | Janesville, Wis . | 1850 | Mrs. Sarah F. C. Little, A. M. | State ..... | 25 |

* From Report of the Commissioner of Education for 1880.
*a* These statistics are from a return for 1879.
*b* Music is also taught.
*c* Since September, 1874.

*replies to inquiries by the United States Bureau of Education*—Continued.

0 signifies no or none; .... indicates no answer.

| Number of blind employés and workmen. | Number of pupils. | Number of pupils admitted since opening. | Employments taught. | | | | | | Library. | | Property, income, &c. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Broom making. | Cane seating. | Fancy work. | Mattress making. | Piano tuning. | Sewing. | Number of volumes. | Increase in the last school year. | Value of grounds, buildings, and apparatus. | Amount of State or municipal appropriation for the last year. | Receipts from other States and individuals for the last year. | Total receipts for the last year. | Total expenditure for the last year. | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 3 | 30 | 222 | .... | × | × | × | *b* × | × | 1,141 | 46 | $110,000 | $17,000 | $0 | $17,224 | $16,569 | 27 |
| 3 | 84 | *c*485 | × | .... | × | × | *b* × | × | 701 | 20 | 75,000 | 18,710 | 0 | 18,710 | 19,910 | 28 |
| 2 | 32 | 253 | × | × | × | × | .... | × | 200 | 20 | (*d*) | (*d*) | 0 | *e*34,680 | (*d*) | 29 |
| 0 | 30 | 64 | × | × | .... | × | .... | .... | 200 | 50 | (*d*) | (*d*) | 0 | *e*30,702 | (*d*) | 30 |
| 1 | 83 | 299 | .... | × | × | (*f*) | .... | × | 1,600 | 2 | 175,000 | 18,800 | ..... | 20,245 | 19,668 | 31 |

*d* See Table XVIII. *e* For both departments. *f* Carpet weaving.

TABLE XX.—*Statistics of schools and asylums for feeble-minded children*

NOTE.—× indicates

| | Name. | Location. | Date of establishment. | Superintendent. |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 | Connecticut School for Imbeciles *a* | Lakeville, Conn. | 1858 | Robert P. Knight, M. D. |
| 2 | Illinois Asylum for Feeble-Minded Children | Lincoln, Ill | 1865 | C. T. Wilbur, M. D |
| 3 | Indiana Asylum for Feeble-Minded Children | Knightstown, Ind | 1879 | Dr. John W. White |
| 4 | Iowa State Asylum for Feeble-Minded Children* | Glenwood, Iowa | 1876 | O. W. Archibald, M. D. |
| 5 | Kentucky Institution for the Education and Training of Feeble-Minded Children. | Frankfort, Ky | 1860 | John Q. A. Stewart, M.D. |
| 6 | Private Institution for the Education of Feeble-Minded Youth. | Barre, Mass | 1848 | George Brown, M. D |
| 7 | Hillside School for Backward and Feeble Children | Fayville, Mass. | 1870 | Mesdames Knight & Green. |
| 8 | Massachusetts School for Idiotic and Feeble-Minded Youth. | South Boston, Mass. | 1848 | George G. Tarbell, acting sup't. |
| 9 | Minnesota School for Idiots and Imbeciles | Faribault, Minn. | 1879 | George H. Knight, M.D. |
| 10 | New York State Idiot Asylum (Custodial Branch) | Newark, N. Y. | 1878 | C. C. Warner |
| 11 | Idiot Asylum, Randall's Island | New York, N. Y. | 1868 | Miss Mary C. Dunphy. |
| 12 | New York Asylum for Idiots* | Syracuse, N. Y. | 1851 | H. B. Wilbur, M. D. |
| 13 | Ohio Institution for the Education of Imbecile Youth.* | Columbus, Ohio. | 1857 | Gustavus A. Doren, M. D. |
| 14 | Pennsylvania Training School for Feeble-Minded Children. | Elwyn, Pa | 1852 | Isaac N. Kerlin, M. D |

* From Report of the Commissioner of Education for 1880.
*a* These statistics are for 1879.
*b* Articulation is taught.
*c* Calisthenics and domestic labor are also taught.
*d* Painting is also taught.
*e* 27 of these are employés of the Soldiers' Orphans' Home also.
*f* Kindergarten instruction is given.
*g* State appropriation for two years.
*h* Various industries are taught.
*i* Teachers only.

*for* 1881; *from replies to inquries by the United States Bureau of Education.*

the branches taught.

| Number of instructors and other employés. | Number of inmates. | | | Branches taught. | | | | | | | | Number dismissed improved since opening. | Income. | Expenditure. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male. | Female. | Total. | Object lessons. | Reading. | Writing. | Arithmetic. | Geography. | Grammar. | Drawing. | Singing. | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 25 | 47 | 31 | 78 | *b* × | × | × | × | × | × | ..... | ..... | ..... | ..... | ..... |
| 61 | 218 | 156 | 374 | *c* × | × | × | × | × | ..... | *d* × | × | 404 | $60,000 | $60,000 |
| *e*35 | 50 | 27 | 77 | (*f*) | × | × | × | × | ..... | × | ..... | ..... | *g*10,000 | 12,817 |
| 27 | 98 | 62 | 160 | ..... | *c* × | × | × | × | × | ..... | × | 10 | 24,000 | 24,000 |
| 26 | 71 | 61 | 132 | (*h*) | × | × | × | × | × | ..... | × | 53 | 33,262 | 32,729 |
| *i*9 | 46 | 28 | 74 | (*c*) | × | × | × | × | × | × | × | *j*140 | ..... | 36,000 |
| 9 | 6 | 2 | 8 | (*k*) | × | × | × | × | × | *d* × | × | *l*15 | ..... | ..... |
| 28 | 79 | 51 | 130 | (*h*) | × | × | × | × | × | ..... | ..... | ..... | 25,395 | 25,395 |
| 8 | 25 | 13 | 38 | (*m*) | × | × | × | × | ..... | × | × | 1 | 7,500 | ..... |
| 14 | ..... | 128 | 128 | (*n*) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15,000 | 13,240 |
| *i*2 | ..... | ..... | 81 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 54 | ..... | ..... | 289 | (*h*) | × | × | × | × | ..... | ..... | ..... | *o*750 | 55,696 | 53,305 |
| 114 | 348 | 218 | 566 | ..... | × | × | × | × | × | ..... | ..... | *p*201 | 92,945 | 92,945 |
| *a*78 | 219 | 136 | 355 | *f h* × | × | × | × | × | ..... | ..... | × | *p*458 | 88,500 | 88,352 |

*j* Number dismissed improved up to the close of 1878.

*k* Instruction in fret-sawing and physical exercises is given.

*l* Number dismissed improved up to the close of 1880.

*m* Calisthenics, dancing, and various industrie are taught

*n* Nothing but industrial branches taught.

*o* Number dismissed improved up to the close of 1879.

*p* Number dismissed improved up to the close of 1877.

TABLE XXI.—*Statistics of reform schools for* 1881; *from*

| | Name. | Location. | Control. | Superintendent. |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 | City and County Industrial School. | San Francisco, Cal.. | City and county. | John F. McLaughlin.. |
| 2 | Colorado State Industrial School. | Golden, Colo..... | State ..... | William C. Sampson .. |
| 3 | State Reform School* ..... | Meriden, Conn..... | State ..... | George E. Howe ..... |
| 4 | Connecticut Industrial School for Girls. | Middletown, Conn.. | Private, aided by State. | Charles H. Bond ..... |
| 5 | Chicago Industrial and Reform School.* | Chicago, Ill..... | Roman Catholic. | Brother Albion, superior. |
| 6 | House of the Good Shepherd*... | Chicago, Ill..... | Roman Catholic. | Mother Mary Angélique, superior. |
| 7 | Illinois State Reform School*.... | Pontiac, Ill..... | State ..... | J. D. Scoulier, M. D .... |
| 8 | Illinois Industrial School for Girls.* | South Evanston, Ill. | Private ..... | Mrs. Flora L. Harwood |
| 9 | House of the Good Shepherd*... | Indianapolis, Ind ... | Sisters of the Good Shepherd. | Sister Mary of St. Anselm, superior. |
| 10 | Indiana Reformatory Institution for Women and Girls. | Indianapolis, Ind ... | State ..... | Sarah J. Smith..... |
| 11 | Indiana House of Refuge ..... | Plainfield, Ind..... | State ..... | T. J. Charlton ..... |
| 12 | Iowa Reform School ..... | Eldora, Iowa ..... | State ..... | B. J. Miles ..... |
| 13 | Girls' Department of the Iowa Reform School. | Mitchellville, Iowa.. | State ..... | Mrs. L. D. Lewelling, matron. |
| 14 | State Reform School ..... | North Topeka, Kans. | State ..... | J. G. Eckles ..... |
| 15 | House of Refuge..... | Louisville, Ky ..... | Municipal ..... | Peter Caldwell ..... |
| 16 | Boys' House of Refuge..... | New Orleans, La.... | Municipal ..... | ..... |
| 17 | Maine State Reform School ..... | Portland, Me ..... | State ..... | Joseph R. Farrington. |
| 18 | House of Refuge..... | Baltimore, Md ..... | State, municipal, and private. | Robert Jabez Kirkwood. |
| 19 | House of the Good Shepherd.... | Baltimore, Md ..... | State partially .. | Rev. John Foley, D. D . |
| 20 | House of Reformation and Instruction for Colored Children. | Cheltenham, Md .... | State and municipal. | General John W. Horn. |
| 21 | Female House of Refuge*..... | Ilchester, Md..... | Board of directors. | Rev. John W. Cornelius. |
| 22 | House of Reformation*..... | Boston, Mass..... | Municipal ..... | Guy C. Underwood ... |
| 23 | Marcella Street Home ..... | Boston, Mass ..... | Municipal ..... | Hollis M. Blackstone.. |
| 24 | Penitent Females' Refuge..... | Boston, Mass ..... | Private..... | Miss Frances A. Hutchinson. |

* From Report of the Commissioner of Education for 1880.
*a* In 1879.

*replies to inquiries by the United States Bureau of Education.*

| Date of establishment. | Number of teachers, officers, and assistants. | | Conditions of commitment. | | Means taken for the welfare of the inmates on leaving the institution. |
|---|---|---|---|---|---|
| | Male. | Female. | Age. | Other conditions. | |
| 5 | 6 | 7 | 8 | 9 | 10 |
| 1859 | a19 | a2 | Under 18 | Commitment by court | |
| 1881 | 6 | 4 | 7–16 | Conviction of crime, incorrigibility, viciousness, truancy, want or incompetency of control by parents or guardians, or indenture to the board of control by parents or guardians. | |
| 1854 | 13 | 10 | 7–16 | | Dismissed on "ticket of leave," and are looked after once in six months; if not doing well are recalled. |
| 1870 | 3 | 20 | 8–16 | Danger of falling into habits of vice and immorality. | Good homes are found; they are regularly visited and corresponded with, and guardianship retained until they are 21. |
| 1863 | ..... | ..... | ..... | ..... | |
| 1859 | 0 | a33 | 5 and over | Unruly conduct | |
| 1871 | b14 | b6 | 10–16 | Criminal offences only | None. |
| 1877 | 1 | 5 | Under 18 | Commitment by county or need of protection. | Continual oversight given; if not properly cared for returned to the school. |
| 1873 | ..... | 13 | 15 and over | Commitment by city court for drunkenness or prostitution. | |
| 1873 | (12) | | 7–16 | Incorrigibility and danger of entering a life of shame. | Correspondence, visitation, and help when needful. |
| 1868 | 16 | 14 | 7–18 | Must be homeless or bad boys | Dismissed on "tickets of leave," and these are renewed upon good conduct until the boy becomes 21 years of age. |
| 1868 | 12 | 11 | 8–16 | Must be of sound mind and body | Good homes are secured, and the boys are required to report once a month for a year. |
| 1873 | 1 | 4 | ..... | Must be of sound mind and body | Corresponded with and visited. |
| (c) | 1 | 1 | 8–16 | Commitment by court for offences against the law, incorrigibility, vagrancy, truancy, or immorality. | Bound out as apprentices, dismissed to parents on probation, and supervision had of them during minority. |
| 1865 | 13 | 6 | 7–16 | Received at other ages by action of board of managers. | Homes are secured for those who have none of their own. |
| 1850 | ..... | ..... | 5–18 | Orphanage, theft, vagrancy, &c. | |
| 1850 | 9 | 8 | 8–16 | Sentenced by courts for any offence except murder. Boys not received that are deaf and dumb or insane. | Some boys indentured during minority and some released on probation; the latter are required to report in writing every three months until finally discharged. |
| 1855 | 19 | 5 | 6–20 | Incorrigibility, viciousness, vagrancy, larceny, burglary, &c. | Boys are required to report half yearly and are visited to see if properly employed and cared for. |
| 1864 | ..... | 40 | 3–21 | ..... | Homes are provided. |
| 1873 | 15 | ..... | 6–16 | For all offences | Homes provided for all who do not return to their parents. |
| 1866 | 1 | 2 | Under 18 | Vagrancy, incorrigibility, or vicious conduct. | Placed in good homes and their interests guarded by the institution until 21 years of age. |
| 1859 | ..... | ..... | 9–17 | Vagrancy, incorrigibility, larceny, &c. | |
| 1877 | 8 | 7 | 1½–21 | Legal pauper residence in Boston. | Their welfare is carefully guarded by an agent under whose charge they are. |
| 1821 | ..... | 4 | 12–40 | Need of reformation | Allowed to visit the institution and to stay there when out of work, corresponded with, and their welfare in their different situations looked after. |

*b* These statistics are for two years ending September 30, 1880.
*c* Provided for by an act of the legislature of 1879, but not opened for reception of pupils until 1881.

TABLE XXI.—*Statistics of reform*

| | Name. | Location. | Control. | Superintendent. |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 25 | Truant School* | Boston, Mass | Municipal | Guy C. Underwood |
| 26 | Truant School* | Cambridge, Mass | Municipal | |
| 27 | Truant School* | Fall River, Mass | Municipal | |
| 28 | State Industrial School for Girls. | Lancaster, Mass | State | N. Porter Brown |
| 29 | Lawrence Industrial School | Lawrence, Mass | Municipal | Robert B. Risk |
| 30 | House of Reformation for Juvenile Offenders.* | Lowell, Mass | Municipal | Lorenzo Phelps |
| 31 | Truant School | New Bedford, Mass. | Municipal | |
| 32 | Plummer Farm School | Salem, Mass | Private | Charles A. Johnson |
| 33 | Hampden County Truant School. | Springfield, Mass. | County | R. C. Barrett |
| 34 | State Reform School | Westborough, Mass. | State | Edmond T. Dooley |
| 35 | Worcester Truant School | Worcester, Mass. | Municipal | Frank B. Parkhurst |
| 36 | Reform School for Girls | Near Adrian, Mich. | State | Miss Emma A. Hall |
| 37 | Michigan State House of Correction and Reformatory. | Ionia, Mich | State | Erwin C. Watkins, warden. |
| 38 | State Reform School | Lansing, Mich | State | Cornelius A. Gower |
| 39 | Minnesota State Reform School* | St. Paul, Minn | State | Rev. J. G. Riheldoffer. |
| 40 | House of Refuge | St. Louis, Mo | Municipal | John D. Shaffer |
| 41 | State Industrial School | Manchester, N. H. | State | John C. Ray |
| 42 | St. Francis Catholic Protectory. | Denville, N. J | Roman Catholic. | Sister M. Gonzaga, superior. |
| 43 | New Jersey State Reform School* | Jamesburg, N. J | State | James H. Eastman |
| 44 | State Industrial School for Girls. | Trenton, N. J | State | Mrs. Harriet F. Perry, matron. |
| 45 | Newark City Home | Verona, N. J | Municipal | C. M. Harrison |
| 46 | House of Shelter* | Albany, N. Y. (52 Howard street). | Municipal | Mary L. Dare, matron. |
| 47 | Catholic Protectory for Boys* | Buffalo, N. Y | Roman Catholic. | Rev. Thomas F. Hines. |
| 48 | Catholic Protectory for Girls | Buffalo, N. Y | Municipal | Mother Mary of St. Bernard. |
| 49 | New York State Reformatory | Elmira, N. Y | State | Prof. Darias R. Ford, D. D. |
| 50 | Juvenile House of Industry of Brooklyn.* | New Lots, N. Y. (East New York). | Municipal | William McTammany. |
| 51 | Association for Befriending Children and Young Girls.* | New York, N. Y. (136 Second avenue). | Private | Mrs. Mary C. D. Starr, president. |
| 52 | House of the Good Shepherd | New York, N. Y. (90th st. and East River). | | Mother Mary of St. Magdalen, provincial. |
| 53 | New York House of Refuge | New York, N. Y. (Randall's Island). | State | Israel C. Jones |
| 54 | New York Juvenile Asylum | New York, N. Y. | State, municipal, and private. | Elisha M. and Elbert D. Carpenter. |
| 55 | New York Magdalen Benevolent Society.* | New York, N. Y. (7 East 88th street). | Municipal | Mrs. R. P. Hudson |

* From Report of the Commissioner of Education for 1880.

*schools for* 1881, *&c.*—Continued.

| Date of establishment. | Number of teachers, officers, and assistants. | | Conditions of commitment. | | Means taken for the welfare of the inmates on leaving the institution. |
|---|---|---|---|---|---|
| | Male. | Female. | Age. | Other conditions. | |
| 5 | 6 | 7 | 8 | 9 | 10 |
| 1877 | ..... | ..... | 8–15 | Truancy and absenteeism..... | |
| ..... | ..... | ..... | Average 10 | Truancy ..... | |
| 1855 | *1 | *11 | 7–17 | Must be sent by courts or State board of health, lunacy, and charity. | Continual supervision by about seventy ladies in different parts of the State. |
| 1874 | 2 | 3 | 8–15 | ..... | |
| 1851 | 1 | 0 | 7–16 | ..... | Good situations secured and over sight given. |
| 1881 | ..... | ..... | ..... | Truancy..... | |
| 1870 | 2 | 3 | 7–16 | ..... | Leave the school on probation till they are 18 years of age; are returned if they fail to do well. |
| 1880 | 2 | 3 | 7–15 | Convicted of truancy..... | Their welfare looked after by officers of the institution. |
| 1848 | 4 | ..... | 7–17 | Any offense not punishable by death or imprisonment for life. | They are visited and cared for by agents supplied by the State. |
| 1863 | ..... | 1 | 7–15 | ..... | |
| (*a*) | 2 | 9 | 7–17 | Until 21; granted ticket of leave by board. | Provided with good homes. |
| 1877 | *b*14 | ..... | ..... | ..... | |
| 1856 | 17 | 13 | 10–16 | Commission of crime punishable by fine or imprisonment. | They are put in the care of the co-agents of the State board of corrections and charities. |
| 1868 | 2 | 4 | Under 16 | Commitment by courts for any offence except murder. | Friendly interest shown and correspondence kept up. |
| 1854 | 14 | 7 | 3–16 | Must be residents of St. Louis.... | |
| 1854 | 5 | 7 | 8–17 | ..... | Homes are provided for them and they are given a small amount of money and a change of clothing. |
| 1875 | 1 | 6 | 6–15 | ..... | |
| 1867 | 13 | 12 | 8–16 | Committed for any crime except murder or manslaughter. | General supervision is given. |
| 1871 | ..... | 4 | 7–16 | Committed for any crime except murder or manslaughter. | |
| 1873 | 7 | 7 | 5–18 | Truancy, vagrancy, and petty crime. | |
| 1868 | ..... | 2 | No limit. | Homelessness, indigence, &c ..... | Placed in good homes. |
| 1866 | ..... | 14 | ..... | ..... | |
| 1866 | ..... | 1 | 7–14 | They must be Roman Catholic.... | Situations procured or returned to friends. |
| 1876 | 9 | ..... | 16–30 | Commitment by court for crime .. | Conditionally released; they are supervised by agents of the reformatory, a monthly correspondence being carried on with all until they are released from their legal relations. |
| 1854 | 13 | ..... | 8–14 | ..... | Returned to parents or guardians when 14 years of age. |
| 1870 | ..... | ..... | ..... | In need of reformation; received on voluntary application. | Restored to friends or provided with employment. |
| ..... | ..... | ..... | ..... | ..... | |
| 1825 | 37 | 32 | Under 16 | Violation of the statutes ..... | Returned to friends; those indentured are cared for by correspondence and visitation. |
| 1851 | 23 | 50 | 7–14 | An order from a police magistrate or a surrender from parents or guardians of truant or incorrigible children. | Surrendered to parents or sent West. |
| 1833 | ..... | 4 | 13–21 | Destitution and desire to reform.. | Placed in homes and receive good attention from the institution. |

*a* Provided for by an act of the legislature in 1879, but not opened for reception of pupils until 1881.
*b* 12 of these are "inmate assistants."

TABLE XXI.—*Statistics of reform*

| | Name. | Location. | Control. | Superintendent. |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 56 | Western House of Refuge* | Rochester, N. Y. | State | Levi S. Fulton |
| 57 | Protectorate and Reformatory for Destitute Children.* | Utica, N. Y. | Roman Catholic. | Brother Hugh |
| 58 | New York Catholic Protectory | Westchester, N. Y. | State and municipal. | Henry L. Hoguet, president. |
| 59 | Cincinnati House of Refuge | Cincinnati, Ohio | Municipal and contributing membership. | Henry Oliver |
| 60 | Protectory for Boys* | Cincinnatti, Ohio | Roman Catholic. | Franciscan Brothers. |
| 61 | House of Refuge and Correction. | Cleveland, Ohio | Municipal | W. D. Paterson |
| 62 | Girls' Industrial Home | Delaware, Ohio | State | D. R. Miller |
| 63 | State Reform School for Boys | Lancaster, Ohio | State | Charles Douglass |
| 64 | House of Refuge and Correction* | Toledo, Ohio | Municipal | Almon A. McDonald. |
| 65 | Pennsylvania Reform School | Pittsburgh, Pa. (Morganza,) | State | Jerome A. Quay |
| 66 | House of Refuge* | Philadelphia, Pa. | Private corporation. | J. Hood Laverty |
| 67 | Providence Reform School | Providence, R. I. | State | Frank M. Howe |
| 68 | Vermont Reform School | Vergennes, Vt. | State | William G. Fairbank. |
| 69 | Wisconsin Industrial School for Girls. | Milwaukee, Wis. | State and private. | Mary E. Rockwell Cobb. |
| 70 | Wisconsin Industrial School for Boys. | Waukesha, Wis | State | William H. Sleep |
| 71 | Reform School | Washington, D. C | United States | S. C. Mullin |

* From Report of the Commissioner of Education for 1880.

*schools for* 1881, *&c.*—Continued.

| Date of establishment. | Number of teachers, officers, and assistants. | | Conditions of commitment. | | Means taken for the welfare of the inmates on leaving the institution. |
|---|---|---|---|---|---|
| | Male. | Female. | Age. | Other conditions. | |
| 5 | 6 | 7 | 8 | 9 | 10 |
| 1849 | 29 | 26 | 8–16 | Vagrancy, disorderly conduct, &c. | Placed in homes and given supervision and care, or returned to friends, who are required to show that they are proper persons to have the care and training of the child. |
| ..... | 10 | 2 | 4–16 | ..... | Returned to friends or sent to service. |
| 1863 | 48 | 36 | 7–16 | Transferred by commissioners of public charity and correction of New York City. | Visited and cared for by an agent until their majority, or returned to parents or guardians. |
| 1850 | (*a*26) | | Under 16 | Homelessness, vagrancy, &c | Required to report monthly when released upon parole. |
| ..... | ..... | ..... | ..... | ..... | |
| 1871 | (6) | | ..... | ..... | |
| 1869 | 1 | 27 | 9–15 | Committed by probate court for incorrigibility and crime. | Provided homes in good families. |
| 1856 | 32 | 21 | 10–16 | Must have committed crime and must be sent by court. | Leave of absence for four months granted, which must be renewed or boy is returned. |
| 1875 | 6 | 7 | 10–16 | ..... | Correspondence held; assistance and encouragement given. |
| (*b*) | 29 | 13 | 7–21 | Discretionary with board of managers. | Homes are provided for the homeless. |
| 1828 | 12 | 17 | 7–16 | Must be mentally and physically sound. | On probation for six months; afterwards under supervision of visiting agent. |
| 1850 | 6 | 8 | 10–21 | ..... | Placed in good homes or returned to friends. |
| 1865 | 7 | 8 | Boys under 16; girls under 15. | ..... | Cared for by superintendent by correspondence, &c. |
| 1875 | 1 | 12 | Under 16 | Vagrancy, danger of vice, and leading a depraved life. | They are visited and corresponded with. |
| 1860 | 38 | 16 | 10–16 | None | |
| 1869 | ..... | ..... | 7–16 | Incorrigibility and law breaking | None. |

*a* Employés only; officers and teachers not reported.
*b* Chartered in 1850 as "House of Refuge;" in 1872 named changed by act of legislature to Pennsylvania Reform School.

TABLE XXI.—*Statistics of reform*

NOTE.— × indicates

| | Name. | Number committed during the year. | Number discharged during the year. | Present inmates. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Sex. | | Race. | | Nativity. | | Both parents dead. |
| | | | | Male. | Female. | White. | Colored. | Native. | Foreign. | |
| | 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 1 | City and County Industrial School | 190 | 42 | 119 | 65 | *a*186 | *ab*4 | *a*161 | *a*29 | *a*4 |
| 2 | Colorado State Industrial School | 46 | ..... | *c*45 | *c*1 | ..... | ..... | ..... | ..... | ..... |
| 3 | State Reform School* | 148 | 109 | 307 | ..... | ..... | ..... | ..... | ..... | ..... |
| 4 | Connecticut Industrial School for Girls | 61 | 47 | ..... | 174 | 154 | 20 | 167 | 7 | 19 |
| 5 | Chicago Industrial and Reform School* | ..... | ..... | 145 | ..... | ..... | ..... | ..... | ..... | ..... |
| 6 | House of the Good Shepherd* | ..... | ..... | 0 | 260 | ..... | ..... | ..... | ..... | ..... |
| 7 | Illinois State Reform School* | 99 | 69 | 198 | 0 | 179 | 19 | 173 | 25 | ..... |
| 8 | Illinois Industrial School for Girls* | 42 | 28 | ..... | 41 | 41 | 0 | *e*33 | 7 | ..... |
| 9 | House of the Good Shepherd* | ..... | ..... | 0 | 28 | ..... | ..... | ..... | ..... | ..... |
| 10 | Indiana Reformatory Institution for Women and Girls. | 52 | 57 | ..... | 148 | 141 | 7 | 140 | 8 | 52 |
| 11 | Indiana House of Refuge | 157 | 167 | 356 | ..... | 300 | 56 | 350 | 6 | 100 |
| 12 | Iowa Reform School | 50 | 30 | 205 | ..... | } 240 | 30 | 180 | 90 | 28 |
| 13 | Girls' Department of the Iowa Reform School. | ..... | ..... | ..... | 65 | | | | | |
| 14 | State Reform School | *f*49 | 1 | *f*49 | ..... | 31 | 18 | ..... | ..... | ..... |
| 15 | House of Refuge | 62 | 53 | 226 | 41 | 178 | 89 | 264 | 3 | 2 |
| 16 | Boys' House of Refuge | ..... | ..... | *g*102 | ..... | *g*43 | *g*59 | *g*101 | *g*1 | ..... |
| 17 | Maine State Reform School | 34 | 41 | 113 | ..... | 110 | 3 | ..... | ..... | ..... |
| 18 | House of Refuge | *h*77 | 16 | 240 | ..... | 240 | ..... | *ae*73 | *ae*3 | *a*9 |
| 19 | House of the Good Shepherd | 159 | 98 | ..... | 200 | 200 | ..... | 194 | 6 | 121 |
| 20 | House of Reformation and Instruction for Colored Children. | 84 | 115 | 203 | ..... | ..... | 203 | 203 | ..... | 8 |
| 21 | Female House of Refuge* | 26 | 36 | ..... | 58 | 58 | ..... | 53 | 5 | 18 |
| 22 | House of Reformation* | 51 | 105 | 112 | 22 | ..... | ..... | ..... | ..... | ..... |
| 23 | Marcella Street Home | 103 | 76 | 245 | 0 | 239 | 6 | 240 | 5 | 50 |
| 24 | Penitent Females' Refuge | 15 | 11 | ..... | 19 | 19 | ..... | 17 | 2 | 0 |
| 25 | Truant School* | 98 | 121 | *k*148 | ..... | ..... | ..... | ..... | ..... | ..... |
| 26 | Truant School* | 23 | ..... | 25 | 2 | ..... | ..... | ..... | ..... | ..... |
| 27 | Truant School* | 5 | ..... | 7 | ..... | ..... | ..... | ..... | ..... | ..... |
| 28 | State Industrial School for Girls | 29 | *l*60 | ..... | 55 | 52 | 3 | 14 | 41 | 2 |
| 29 | Lawrence Industrial School | 16 | 13 | 32 | ..... | 32 | ..... | 31 | 1 | 1 |
| 30 | House of Reformation for Juvenile Offenders.* | 64 | 64 | 102 | 4 | 106 | 0 | 91 | 15 | 0 |
| 31 | Truant School | 16 | ..... | 18 | ..... | 18 | ..... | ..... | ..... | ..... |
| 32 | Plummer Farm School | 16 | 13 | 30 | ..... | 29 | 1 | 30 | 0 | 3 |
| 33 | Hampden County Truant School | 11 | 17 | 37 | 2 | 39 | 0 | *m*4 | *m*35 | 3 |
| 34 | State Reform School | 71 | 113 | *n*179 | ..... | *a*66 | *a*5 | *a*56 | *a*15 | 9 |
| 35 | Worcester Truant School | 12 | 7 | 8 | ..... | 8 | ..... | 8 | ..... | 0 |
| 36 | Reform School for Girls | 36 | ..... | ..... | 36 | 33 | 3 | 32 | 4 | 10 |
| 37 | Michigan State House of Correction and Reformatory. | 889 | 845 | *a*888 | *a*1 | *a*850 | *a*39 | *a*600 | *a*289 | *a*269 |
| 38 | State Reform School | 158 | 165 | 309 | 0 | 27 | 282 | *a*120 | *a*38 | 8 |
| 39 | Minnesota State Reform School* | 43 | 40 | 109 | 10 | *o*106 | *o*3 | *o*100 | *o*9 | 7 |
| 40 | House of Refuge | 167 | 134 | 187 | 72 | 207 | 52 | ..... | ..... | ..... |
| 41 | State Industrial School | 30 | 35 | 100 | 15 | 115 | 0 | *m*38 | *m*75 | 11 |
| 42 | St. Francis Catholic Protectory | ..... | ..... | 50 | ..... | ..... | ..... | ..... | ..... | ..... |
| 43 | New Jersey State Reform School* | 104 | 138 | 258 | ..... | 220 | 38 | ..... | ..... | ..... |
| 44 | State Industrial School for Girls | 9 | *p*25 | ..... | 25 | 19 | 6 | 20 | 5 | 3 |

* From Report of the Commissioner of Education for 1880.
*a* Of those committed during the year.
*b* Two are Chinese.
*c* Number of inmates during six months ending December, 1881.
*d* Of those committed during two years.
*e* Also 1 unknown.
*f* Number received from opening in June, 1881, to December of the same year.
*g* These figures are for the year 1880.
*h* Three of these received as boarders.
*i* Also instrumental.

*schools for* 1881, *&c.*—Continued.

the studies taught.

| Present inmates. | | | | | | | Studies. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Parents illiterate. | Illiterate when committed. | | Number could read only when committed. | Number could read and write when committed. | Number taught to read. | Number taught to write. | Reading, writing, and spelling. | Arithmetic. | Algebra. | Book-keeping. | Geometry. | Geography. | Grammar. | History. | Philosophy. | Botany. | Physiology. | Drawing. | Music, vocal. | |
| | Native parentage. | Foreign-born parentage. | | | | | | | | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | × | 1 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | × | ..... | × | ..... | × | ..... | ..... | ..... | × | × | 2 |
| ..... | ..... | ..... | ..... | ..... | 18 | 119 | × | × | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 3 |
| 120 | 10 | 50 | 54 | 60 | 40 | 57 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | × | 4 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | × | × | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 5 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | × | 6 |
| ..... | (*d*39) | | *d*140 | *d*66 | ..... | ..... | × | × | × | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 7 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 8 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10 |
| 150 | ..... | ..... | ..... | ..... | 156 | 100 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 11 |
| ..... | 3 | 11 | 26 | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | × | ..... | ..... | ..... | × | 12 |
| | | | | | | | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 13 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 |
| ..... | *a*11 | ..... | *a*19 | *a*32 | 11 | 19 | × | × | ..... | ..... | ..... | × | ..... | × | ..... | ..... | ..... | ..... | ..... | 15 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | ..... | × | ..... | ..... | ..... | ..... | ..... | 16 |
| ..... | ..... | ..... | 14 | 16 | 3 | 14 | × | × | ..... | × | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 17 |
| ..... | ..... | ..... | *a*17 | *a*43 | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | *i*× | 18 |
| ..... | ..... | ..... | 50 | 40 | 35 | 30 | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 19 |
| ..... | (*a*47) | | 35 | 2 | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 20 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 21 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | × | 22 |
| ..... | 25 | 2 | 13 | 205 | 27 | 40 | × | × | ..... | ..... | ..... | *j*× | ..... | × | ..... | ..... | × | ..... | ..... | 23 |
| 0 | ..... | ..... | ..... | 19 | 0 | 0 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 24 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | × | 25 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 26 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 27 |
| ..... | ..... | 3 | 17 | 35 | 17 | 15 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 28 |
| ..... | 0 | ..... | 0 | 32 | 0 | 0 | × | × | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 29 |
| ..... | ..... | ..... | *a*4 | *a*60 | ..... | 4 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 30 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 31 |
| 2 | 0 | 3 | 6 | 21 | 3 | 6 | × | × | ..... | ..... | ..... | × | ..... | × | ..... | ..... | ..... | ..... | × | 32 |
| ..... | 0 | ..... | ..... | ..... | 5 | 5 | × | × | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 33 |
| ..... | *a*4 | 0 | *a*10 | *a*57 | 4 | 10 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 34 |
| ..... | 0 | 0 | 0 | 8 | 0 | 0 | × | × | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | × | ..... | 35 |
| 24 | 4 | 11 | 8 | 13 | 15 | 23 | × | × | ..... | × | ..... | × | × | × | ..... | ..... | × | ..... | ..... | 36 |
| ..... | *a*74 | *a*42 | *a*74 | *a*699 | *a*85 | *a*80 | × | × | × | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 37 |
| ..... | *a*54 | *a*104 | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 38 |
| ..... | 10 | 5 | 31 | ..... | 15 | 31 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 39 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | × | 40 |
| 25 | ..... | *a*3 | *a*8 | *a*19 | *a*3 | *a*8 | × | × | × | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 41 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 42 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | × | ..... | ..... | ..... | ..... | 43 |
| ..... | ..... | ..... | *a*4 | *a*5 | 4 | 3 | × | × | ..... | ..... | ..... | × | ..... | × | ..... | ..... | ..... | ..... | ..... | 44 |

*j* This number May 1, 1880, which decreased before the close of the year to 42, owing to a decision of the court that certain children could not be held there.
*k* Also civil government.
*l* Placed at service on probation.
*m* Nativity of 2 not reported.
*n* Average number during the year.
*o* Race and nativity not reported in all cases.
*p* 15 of these indentured.

TABLE XXI.—*Statistics of reform*

NOTE.—× indicates

| | Name. | Number committed during the year. | Number discharged during the year. | Present inmates. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Sex. | | Race. | | Nativity. | | |
| | | | | Male. | Female. | White. | Colored. | Native. | Foreign. | Both parents dead. |
| | 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 45 | Newark City Home | 83 | *a*64 | 134 | 20 | ..... | ..... | ..... | ..... | ..... |
| 46 | House of Shelter* | 33 | ..... | 2 | 20 | 22 | ..... | 21 | 1 | 11 |
| 47 | Catholic Protectory for Boys* | ..... | ..... | 134 | ..... | ..... | ..... | ..... | ..... | ..... |
| 48 | Catholic Protectory for Girls | 4 | 17 | ..... | 14 | 14 | ..... | 14 | ..... | 3 |
| 49 | New York State Reformatory | 255 | 275 | 500 | ..... | 492 | 8 | 200 | 300 | ..... |
| 50 | Juvenile House of Industry of Brooklyn.* | 150 | 145 | 71 | 0 | 70 | 1 | 70 | 1 | 2 |
| 51 | Association for Befriending Children and Young Girls.* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 52 | House of the Good Shepherd | 170 | 210 | ..... | 441 | ..... | ..... | ..... | ..... | ..... |
| 53 | New York House of Refuge | 775 | 683 | 694 | 117 | 749 | 62 | ..... | ..... | ..... |
| 54 | New York Juvenile Asylum | ..... | ..... | 711 | 172 | 861 | 22 | 809 | 74 | 31 |
| 55 | New York Magdalen Benevolent Society.* | 166 | 149 | ..... | 58 | 53 | 5 | ..... | ..... | ..... |
| 56 | Western House of Refuge* | 338 | 338 | 465 | 127 | 558 | 34 | *c*284 | *c*54 | *c*37 |
| 57 | Protectorate and Reformatory for Destitute Children.* | ..... | ..... | 35 | 0 | 35 | 0 | ..... | ..... | ..... |
| 58 | New York Catholic Protectory | 871 | 820 | 1,346 | 667 | 2,010 | 3 | ..... | ..... | ..... |
| 59 | Cincinnati House of Refuge | 247 | 200 | 193 | 73 | ..... | ..... | ..... | ..... | ..... |
| 60 | Protectory for Boys* | ..... | ..... | 200 | .. | ..... | ..... | ..... | ..... | ..... |
| 61 | House of Refuge and Correction | 39 | 60 | 137 | 27 | ..... | ..... | ..... | ..... | ..... |
| 62 | Girls' Industrial Home | 68 | 57 | ..... | 261 | 240 | 21 | ..... | ..... | 75 |
| 63 | State Reform School for Boys | 163 | 164 | 538 | ..... | 473 | 65 | ..... | ..... | 17 |
| 64 | House of Refuge and Correction* | 70 | 75 | 177 | ..... | 170 | 7 | *d*147 | *d*23 | 38 |
| 65 | Pennsylvania Reform School | 163 | 185 | 252 | 55 | 255 | 52 | *e*286 | *e*7 | 28 |
| 66 | House of Refuge* | 333 | 380 | 376 | 123 | 328 | 171 | 475 | 24 | 32 |
| 67 | Providence Reform School | 158 | 145 | 168 | 21 | 175 | 14 | 143 | 46 | 13 |
| 68 | Vermont Reform School | 20 | ..... | 83 | 19 | 101 | 1 | 102 | 0 | 6 |
| 69 | Wisconsin Industrial School for Girls. | 79 | 55 | 25 | 106 | 128 | 3 | 128 | 3 | ..... |
| 70 | Wisconsin Industrial School for Boys. | 90 | 139 | 430 | 0 | 425 | 5 | 380 | 50 | 43 |
| 71 | Reform School | ..... | ..... | 138 | ..... | ..... | ..... | ..... | ..... | ..... |

* From Report of the Commissioner of Education for 1880.
*a* Paroled.
*b* Also political economy and commercial law.
*c* Of those committed during the year.

*schools for* 1881, *&c.*— Continued.

the studies taught.

| Present inmates. | | | | | | | Studies. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Parents illiterate. | Illiterate when committed. | | Number could read only when committed. | Number could read and write when committed. | Number taught to read. | Number taught to write. | Reading, writing, and spelling. | Arithmetic. | Algebra. | Book-keeping. | Geometry. | Geography. | Grammar. | History. | Philosophy. | Botany. | Physiology. | Drawing. | Music, vocal. | |
| | Native parentage. | Foreign-born parentage. | | | | | | | | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ... | .... | .... | × | × | × | .... | .... | .... | .... | × | 45 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | .... | .... | .... | × | .... | × | .... | .... | .... | .... | .... | 46 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | .... | .... | .... | × | .... | .... | .... | .... | .... | .... | .... | 47 |
| ..... | ..... | ..... | 5 | 9 | 5 | 5 | × | × | .... | .... | .... | × | .... | .... | .... | .... | .... | .... | .... | 48 |
| 377 | (131) | | 117 | 252 | ..... | ... | × | × | × | × | × | × | .... | × | *b*× | .... | .... | .... | .... | 49 |
| ..... | ..... | ..... | *c*100 | *c*50 | ..... | *c*100 | × | × | .... | .... | .... | × | × | .... | .... | .... | .... | .... | .... | 50 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 51 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 52 |
| ..... | (381) | | ..... | 305 | 307 | 307 | × | × | .... | .... | .... | × | .... | .... | .... | .... | .... | .... | .... | 53 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | .... | .... | .... | × | × | × | .... | .... | .... | × | × | 54 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | .... | .... | .... | × | .... | .... | .... | .... | .... | .... | .... | 55 |
| ..... | 20 | 43 | 182 | 347 | 89 | 162 | × | × | .... | .... | .... | × | × | × | .... | .... | .... | × | .... | 56 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 57 |
| ..... | (476) | | 497 | 1,040 | 250 | 100 | × | × | .... | .... | .... | .... | × | × | .... | .... | .... | × | .... | 58 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | .... | .... | .... | × | × | × | .... | .... | .... | .... | × | 59 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 60 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | .... | .... | .... | × | .... | × | .... | .... | .... | .... | × | 61 |
| ..... | ..... | ..... | ..... | 200 | 60 | 40 | × | × | .... | .... | .... | × | × | × | .... | .... | .... | .... | .... | 62 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | × | .... | .... | × | × | × | .... | .... | .... | .... | × | 63 |
| 7 | (62) | | 60 | 55 | ..... | 45 | × | × | .... | .... | .... | × | .... | × | .... | .... | .... | .... | .... | 64 |
| 27 | ..... | ..... | ..... | ..... | 40 | 85 | × | × | .... | .... | .... | × | .... | .... | .... | .... | .... | .... | × | 65 |
| ..... | ..... | ..... | ..... | ..... | 106 | 204 | × | × | .... | .... | .... | .... | .... | .... | .... | .... | × | .... | .... | 66 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | .... | .... | .... | × | .... | .... | .... | .... | .... | .... | .... | 67 |
| ..... | ..... | ..... | 27 | 24 | 19 | 49 | × | × | .... | .... | × | × | .... | .... | .... | .... | × | .... | .... | 68 |
| ..... | *f*10 | *f*43 | *f*30 | *f*48 | ..... | .... | × | × | .... | .... | .... | × | × | × | .... | .... | .... | .... | .... | 69 |
| ..... | ..... | ..... | 270 | ..... | ..... | .... | × | × | .... | .... | .... | × | × | × | .... | .... | .... | .... | .... | 70 |
| ..... | ..... | ..... | ..... | ..... | ..... | .... | × | × | .... | .... | .... | × | × | × | .... | .... | .... | .... | .... | 71 |

*d* Nativity of 7 not reported.
*e* Also 14 unknown.
*f* Of those over 5 years of age.

TABLE XXI.—*Statistics of reform*

NOTE.— × indicates

| | Name. | Industries. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Baking. | Blacksmithing. | Broom making. | Brush making. | Cane seating. | Carpentry. | Chair making. | Dress making. | Farming. | Fruit canning. | Gardening. | Housework. | Knitting. |
| | 1 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 1 | City and County Industrial School | | | | | | | | | × | | × | × | |
| 2 | Colorado State Industrial School | × | | | | | × | | | | | × | × | |
| 3 | State Reform School* | | | | | × | | | | × | | × | | |
| 4 | Connecticut Industrial School for Girls | | | | | | | | × | | | | × | (*d*) |
| 5 | Chicago Industrial and Reform School* | | | | | × | × | | | | | | | |
| 6 | House of the Good Shepherd* | | | | | | | | × | | | × | × | × |
| 7 | Illinois State Reform School* | × | | | | × | | | | × | | × | × | |
| 8 | Illinois Industrial School for Girls* | × | | | | | | | | | | | × | × |
| 9 | House of the Good Shepherd* | | | | | | | | | | | | × | |
| 10 | Indiana Reformatory Institution for Women and Girls. | | | | | × | | | | | | | × | × |
| 11 | Indiana House of Refuge | × | | | | | (*k*) | × | | × | | × | | |
| 12 | Iowa Reform School | | | × | | | | | | × | | × | | |
| 13 | Girls' Department of the Iowa Reform School. | × | | | | | | | × | | | | × | × |
| 14 | State Reform School | | | | | | | | | | | | | |
| 15 | House of Refuge | | | | | *l* × | | | | × | | × | × | |
| 16 | Boys' House of Refuge | | | × | × | | | | | | | | | |
| 17 | Maine State Reform School | | | | | | | × | | × | | | | |
| 18 | House of Refuge | × | | | | | *m* × | | | × | | × | × | |
| 19 | House of the Good Shepherd | | | | | | | | × | | | | | |
| 20 | House of Reformation and Instruction for Colored Children. | × | | | | | | | | × | | | × | |
| 21 | Female House of Refuge* | × | | | | | | | | | | | × | |
| 22 | House of Reformation* | | | | | | | | | | | | | |
| 23 | Marcella Street Home | | | | | | | | | | | | | |
| 24 | Penitent Females' Refuge | | | | | | | | | | | | × | × |
| 25 | Truant School* | | | | | | | | | | | | | |
| 26 | Truant School* | | | | | | | | | | | | | |
| 27 | Truant School* | | | | | | | | | | | | | |
| 28 | State Industrial School for Girls | | | | | | | | × | | | | × | |
| 29 | Lawrence Industrial School | | | | | | | | | | | | | |
| 30 | House of Reformation for Juvenile Offenders.* | | | | | × | | | | × | | × | | |
| 31 | Truant School | | | | | | | | | | | | | |
| 32 | Plummer Farm School | | | | | × | | | | | | × | × | |
| 33 | Hampden County Truant School | | | | | | | | | | | | | |
| 34 | State Reform School | | | | | × | | | | × | | × | × | |
| 35 | Worcester Truant School | | | | | | | | | | | | × | |
| 36 | Reform School for Girls | | | | | | | | × | | | × | × | × |
| 37 | Michigan State House of Correction and Reformatory. | | | | | | *q* × | | | | | | | |
| 38 | State Reform School | | | | | × | | | | × | | | | |
| 39 | Minnesota State Reform School* | × | | | | | *r* × | | | | | × | × | |
| 40 | House of Refuge | × | | | | | | × | × | | | | | |
| 41 | State Industrial School | | | | | × | | | | × | | × | | |
| 42 | St. Francis Catholic Protectory | | | | | | | | | | | | | |
| 43 | New Jersey State Reform School* | | | | | | | | | *s* × | | | | |
| 44 | State Industrial School for Girls | × | | | | | | | | | | | × | |
| 45 | Newark City Home | × | | | × | | | | × | × | | | × | |
| 46 | House of Shelter* | | | | | | | | × | | | | × | |
| 47 | Catholic Protectory for Boys* | | | × | | | | × | | | | | | |
| 48 | Catholic Protectory for Girls | | | | | | | | | | | | | |
| 49 | New York State Reformatory | | | *v* × | | | | | | × | | | × | |
| 50 | Juvenile House of Industry of Brooklyn.* | | | | | | | | | | | | | |
| 51 | Association for Befriending Children and Young Girls.* | × | | | | | | | | | | | × | |
| 52 | House of the Good Shepherd | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1880.

*a* Number up to close of year 1879.

*b* In 1879.

*c* This for the boys; $180 average annual cost for each inmate of the Magdalen Asylum.

*d* Crocheting and fancy worsted work taught.

*e* Number up to close of year 1878.

*f* In 1878.

*g* Total income.

*h* These statistics are for two years ending September 30, 1880.

*i* Includes expenditure for building.

*j* Exclusive of products of farm.

*k* Engineering taught.

*l* Also basket making.

*schools for* 1881, *&c.*—Continued.

the industries taught.

| Industries. | | | | | | | | | Number committed since establishment. | Percentage of discharged known to be orderly, &c. | Library. | | Average annual cost of each inmate. | Average annual earnings of each inmate. | Annual cost of institution. | Total annual earnings of institution. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Laundry work. | Masonry. | Paper-box making. | Printing. | Sewing. | Shirtmaking. | Shoemaking. | Shoe mending. | Tailoring. | | | Number of volumes. | Increase in the last school year. | | | | | |
| 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | |
| × | | | | × | × | × | × | × | *a*3,121 | | *b*400 | | *c*$277 44 | | $44, 900 | | 1 |
| × | | | | × | × | × | × | × | 46 | | | | | | | | 2 |
| | | | | × | | × | | × | 3, 076 | 85 | 1, 500 | 20 | | | | | 3 |
| × | | × | | | | | | | 524 | 67 | 1, 400 | 100 | 156 00 | $20 00 | 47, 013 | $3, 500 | 4 |
| | | | | | | × | | × | | | | | | | | | 5 |
| × | | | | × | | | | | *e*1, 700 | | *f*200 | | | | *f*18, 000 | *f*g18, 000 | 6 |
| × | | | | | | × | | | 952 | | *h*1, 000 | *h*340 | 164 23 | 20 27 | *h*i34, 072 | 3, 851 | 7 |
| × | | | | × | × | | | | 103 | 75 | 478 | | 175 00 | | | | 8 |
| × | | | | × | | | | | *e*568 | | | | | | *f*2, 991 | *f*1, 855 | 9 |
| × | | | | × | | | | | *389 | 82 | *300 | *100 | 112 63 | | *21, 500 | *2, 100 | 10 |
| | | | | | | × | | × | 1, 703 | 94 | 300 | 15 | 120 00 | | *j*45, 000 | 4, 500 | 11 |
| | | | | | | × | | × | 801 | 75 | 650 | 40 | | | | | 12 |
| × | | | | × | | | | | 144 | | | | 108 00 | | 32, 000 | | 13 |
| | | | | | | | | | | | | | | | | | 14 |
| × | | | | | | × | | | 1, 412 | | 600 | 100 | 78 67 | 23 48 | 29, 063 | 6, 271 | 15 |
| | | | | | | | | | | | | | | | | | 16 |
| | | | | | | | | | 1, 687 | | 1, 600 | | 129 00 | | 14, 600 | 5, 400 | 17 |
| × | | | | × | | × | × | × | 3, 090 | | *b*1, 000 | | | | 54, 383 | *n*16, 442 | 18 |
| | | | | × | × | | | | 1, 033 | 67 | | | 125 00 | 50 00 | *o*15, 000 | 13, 112 | 19 |
| × | | | | | | *l*× | | × | 697 | | 100 | | | | 20, 000 | 1, 200 | 20 |
| × | | | | × | | | | | 268 | 75 | 300 | 50 | 87 00 | | 5, 473 | | 21 |
| | | | × | | | | | | | | 700 | | 106 13 | | 18, 243 | *p*4, 646 | 22 |
| | | | | | | | | | 977 | | 400 | 400 | 120 00 | 0 | 26, 185 | 0 | 23 |
| | | | | × | | | | | 2, 000 | | 400 | | | | 4, 000 | 300 | 24 |
| | | | | | | | | | | | | | 106 13 | | 16, 418 | | 25 |
| | | | | | | | | | | | | | | | 3, 230 | | 26 |
| | | | | | | | | | | | | | | | 1, 500 | | 27 |
| | | | | × | | | | | 1, 112 | 60 | 1, 700 | 70 | | 30 00 | 15, 290 | 1, 958 | 28 |
| | | | | | | | | | 122 | | 700 | 100 | 250 00 | 54 15 | 5, 930 | 1, 733 | 29 |
| | | | | | | | | | 1, 425 | 25 | 550 | 0 | 100 00 | 43 00 | 3, 900 | 1, 677 | 30 |
| | | | | | | | | | | | | | | | 1, 500 | | 31 |
| | | | | | | | | | 153 | 75 | 764 | 18 | 215 70 | 80 62 | 6, 255 | 2, 338 | 32 |
| | | | | | | | | | 39 | | | | | | | | 33 |
| | | | | | | | | | 5, 577 | 90 | 1, 500 | 50 | 218 58 | | 39, 345 | 4, 000 | 34 |
| | | | | | | | | | 275 | | 200 | | | | 2, 000 | | 35 |
| | | | | × | | | | | 36 | | 75 | 75 | | | | | 36 |
| | × | | | | | × | | | 2, 857 | | 1, 200 | 150 | 137 89 | 76 59 | 54, 054 | 28, 493 | 37 |
| | | | | | | × | | × | 2, 470 | | 2, 000 | | 115 00 | | 50, 162 | | 38 |
| × | | | | × | | | | | 469 | 90 | 900 | 30 | | | 37, 679 | | 39 |
| | | | | | | × | | × | 4, 478 | | 500 | | | | *b*33, 883 | *b*7, 476 | 40 |
| | | | | | | × | | | 1, 087 | 75 | 380 | 100 | 200 00 | 50 00 | 17, 000 | 5, 000 | 41 |
| | | | | | | | | | | | | | | | | | 42 |
| × | | | | × | × | | | × | 1, 051 | 70 | 650 | | 78 97 | 44 42 | 20, 729 | 11, 662 | 43 |
| × | | | | × | × | | | | 169 | 75 | 210 | 0 | | | 6, 200 | 931 | 44 |
| × | | | | × | × | | | × | *a*255 | | *b*200 | | 95 04 | | 18, 181 | *t*1, 460 | 45 |
| × | | | | | | | | | 583 | | 425 | 25 | 57 25 | 24 23 | 2, 883 | 678 | 46 |
| | | | (*u*) | | | × | | | | | | | | | | | 47 |
| | | | | | | | | | 81 | | | | | | | | 48 |
| | | | | | | × | | | 1, 238 | 84 | 1, 000 | 100 | 180 00 | 120 00 | 90, 000 | 60, 000 | 49 |
| | | | | | | | | | 3, 020 | | 300 | 120 | | 0 | 12, 000 | 0 | 50 |
| × | | | | × | | | | | *e*3, 500 | | | | | | | | 51 |
| | | | | | | | | | | | | | | | 55, 729 | | 52 |

*m* Also basket making, gas making, engineering, and painting and glazing.
*n* Cash paid to treasurer by superintendent.
*o* Exclusive of buildings and repairs.
*p* Receipts from printing.
*q* Also manufacture of toy furniture, tubs and pails, and cigars.
*r* Also cabinet-making, painting, manufacture of toys and tin ware.
*s* Also brick making.
*t* Value of farm products.
*u* Type setting and electrotyping are taught.
*v* Also foundry work and manufacture of hollow-ware.

TABLE XXI.—*Statistics of reform*

NOTE.—× indicates

| | Name. | Industries. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Baking. | Blacksmithing. | Broom making. | Brush making. | Cane seating. | Carpentry. | Chair making. | Dress making. | Farming. | Fruit canning. | Gardening. | Housework. | Knitting. |
| | 1 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 53 | New York House of Refuge | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | × | × | × |
| 54 | New York Juvenile Asylum | .... | .... | .... | .... | .... | .... | .... | × | .... | .... | .... | .... | .... |
| 55 | New York Magdalen Benevolent Society.* | × | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | × | .... |
| 56 | Western House of Refuge* | × | .... | .... | .... | × | .... | .... | × | × | .... | × | × | .... |
| 57 | Protectorate and Reformatory for Destitute Children.* | .... | .... | .... | .... | .... | .... | .... | .... | × | .... | .... | × | .... |
| 58 | New York Catholic Protectory | .... | × | .... | .... | × | × | .... | .... | × | .... | × | × | × |
| 59 | Cincinnati House of Refuge | × | .... | .... | .... | .... | × | .... | .... | .... | .... | × | × | .... |
| 60 | Protectory for Boys* | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 61 | House of Refuge and Correction | .... | .... | .... | × | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 62 | Girls' Industrial Home | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | × | × | × |
| 63 | State Reform School for Boys | × | × | .... | × | .... | × | .... | .... | × | .... | × | × | .... |
| 64 | House of Refuge and Correction* | .... | .... | .... | *e* × | .... | .... | .... | .... | × | .... | × | .... | .... |
| 65 | Pennsylvania Reform School | × | .... | .... | .... | .... | .... | .... | .... | × | .... | × | × | .... |
| 66 | House of Refuge* | .... | .... | .... | × | × | .... | .... | .... | .... | .... | .... | .... | × |
| 67 | Providence Reform School | .... | .... | .... | .... | .... | .... | × | × | .... | .... | × | × | .... |
| 68 | Vermont Reform School | .... | .... | .... | .... | × | .... | .... | .... | × | .... | .... | × | .... |
| 69 | Wisconsin Industrial School for Girls | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | × | .... |
| 70 | Wisconsin Industrial School for Boys | × | .... | .... | .... | .... | .... | .... | .... | × | .... | × | × | × |
| 71 | Reform School | .... | .... | .... | .... | × | .... | × | .... | × | .... | × | .... | .... |

* From Report of the Commissioner of Education for 1880.
*a* Income from all sources.
*b* Also glove making.
*c* In 1879.
*d* A large proportion of this is for permanent improvement and repairs.

TABLE XXI.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Girls' House of Refuge | New Orleans, La. | No information received. |
| St. Alphonsus' House of Mercy | New Orleans, La. | No information received. |
| Detroit House of Correction | Detroit, Mich. | A penal and reformatory institution for adults. |

*schools for* 1881, *&c.*—Continued.

the industries taught.

| Industries. | | | | | | | | | Number committed since establishment. | Percentage of discharged known to be orderly, &c. | Library. | | Average annual cost of each inmate. | Average annual earnings of each inmate. | Annual cost of institution. | Total annual earnings of institution. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Laundry work. | Masonry. | Paper-box making. | Printing. | Sewing. | Shirtmaking. | Shoemaking. | Shoe mending. | Tailoring. | | | Number of volumes. | Increase in the last school year. | | | | | |
| 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | 20,624 | 73 | 3,924 | ..... | $157 61 | $51 30 | $137,435 | $39,555 | 53 |
| .... | .... | .... | .... | .... | .... | × | .... | × | 22,137 | ..... | 800 | 50 | ..... | ..... | 142,841 | ..... | 54 |
| × | .... | .... | .... | × | .... | .... | .... | .... | ..... | ..... | 350 | 10 | 102 68 | 37 29 | 5,955 | 2,161 | 55 |
| × | .... | .... | .... | × | .... | × | .... | × | 5,682 | 75 | 1,150 | 110 | 140 92 | 33 39 | 85,721 | 20,231 | 56 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | 500 | 0 | ..... | ..... | 3,154 | *a*3,267 | 57 |
| × | .... | .... | × | *b*× | .... | × | .... | × | 16,000 | 90 | ..... | ..... | 128 32 | 17 93 | 308,385 | 35,376 | 58 |
| × | .... | .... | × | × | .... | × | .... | × | 4,588 | ..... | *c*2,000 | ..... | ..... | ..... | *d*47,000 | ..... | 59 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 60 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | 1,089 | ..... | *c*275 | ..... | 100 68 | ..... | 12,410 | ..... | 61 |
| × | .... | .... | .... | × | .... | .... | .... | .... | 699 | 70 | 250 | ..... | 85 05 | ..... | 32,060 | ..... | 62 |
| .... | .... | .... | .... | .... | .... | × | .... | × | 3,586 | 75 | 2,099 | 165 | 117 10 | ..... | 70,272 | 7,000 | 63 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | 605 | 80 | 250 | 250 | 130 00 | ..... | 20,925 | ..... | 64 |
| × | .... | .... | .... | .... | .... | × | .... | *f*× | 3,601 | 80 | 323 | 80 | 110 82 | ..... | 34,023 | 2,837 | 65 |
| .... | .... | .... | .... | .... | .... | × | .... | × | 13,600 | 87 | 30,000 | ..... | 153 60 | 33 30 | 76,699 | 16,620 | 66 |
| .... | .... | .... | .... | .... | .... | × | .... | × | 3,125 | ..... | 1,300 | 146 | ..... | ..... | 32,943 | 11,853 | 67 |
| .... | .... | .... | .... | × | .... | .... | .... | .... | 631 | 75 | 400 | 50 | ..... | ..... | 18,238 | 4,304 | 68 |
| × | .... | .... | .... | *g*× | .... | .... | .... | .... | 304 | 75 | 300 | 100 | 105 86 | 5 00 | 12,386 | 700 | 69 |
| × | .... | .... | .... | .... | .... | .... | .... | × | 1,891 | ..... | 675 | ..... | 120 00 | ..... | 37,400 | ..... | 70 |
| .... | .... | .... | .... | × | × | × | × | × | 713 | ..... | ..... | ..... | ..... | ..... | *h*37,922 | *h*954 | 71 |

*e* Also manufacture of stockings.
*f* Also saddlery and harness making, carpet weaving, and painting.
*g* Also many kinds of fancy work.
*h* In 1880.

## TABLE XXI.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Sheltering Arms | Wilkinsburgh, Pa. | Removed to Allegheny. |
| Woman's Mission Home | Nashville, Tenn | No information received. |
| Galveston Reformatory | Galveston, Tex | No information received. |

TABLE XXII.—*Statistics of homes and asylums for orphan or dependent children, infant asylums, and industrial schools for* 1881; *from replies to inquiries by the United States Bureau of Education.*

PART 1.—STATISTICS OF HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

| | Name. | Location. | Year of incorporation. | Year of organization. | Superintendent. | Religious denomination. | Number of officers, teachers, and assistants. | | Total number of inmates since foundation. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male. | Female. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | Catholic Male Orphan Asylum | Mobile, Ala. (Lafayette st.) | ..... | 1847 | Brother Paulinus | R. C | 9 | 0 | 820 |
| 2 | Church Home for Orphan Boys | Mobile, Ala | ..... | 1879 | Sister Harriet, C. D | P. E | ..... | 3 | 25 |
| 3 | Church Home for Orphan Girls | Mobile, Ala | 1864 | 1864 | Sister Harriet, C. D | P. E | ..... | 6 | 128 |
| 4 | Protestant Orphan Asylum | Mobile, Ala | 1839 | 1839 | Mrs. Laura Ruggles, matron | Non-sect | 0 | 5 | ..... |
| 5 | Orphans' Home of the Synod of Alabama | Tuskegee, Ala | 1865 | 1867 | Rev. G. R. Foster | Presb | 1 | 3 | a325 |
| 6 | Los Angeles Orphan Asylum | Los Angeles, Cal | 1869 | 1856 | Sister Scholastica Logsdon | R. C | ..... | 17 | ..... |
| 7 | Los Angeles Orphans' Home | Los Angeles, Cal | 1880 | 1880 | Miss M. E. McLellan, financial sec'y | Non-sect | 1 | 2 | 66 |
| 8 | Sacramento Protestant Orphan Asylum* | Sacramento, Cal | 1867 | 1867 | Mrs. W. H. Hobby, secretary | Non-sect | 2 | 4 | b730 |
| 9 | Methodist Chinese Mission | San Francisco, Cal. (916 Washington street). | ..... | 1871 | Rev. Otis Gibson | M. E | 1 | 1 | 130 |
| 10 | San Francisco Protestant Orphan Asylum | San Francisco, Cal | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 11 | San Francisco Roman Catholic Female Orphan Asylum. | San Francisco, Cal | 1858 | 1852 | Sister Stanislaus | R. C | ..... | 19 | 3,315 |
| 12 | Woman's Union Mission to Chinese Women and Children. | San Francisco, Cal | 1869 | 1869 | Rev. A. W. Loomis, D. D | Non-sect | ..... | 1 | 250 |
| 13 | Female Orphan Asylum | San Juan, Cal | ..... | 1871 | Sister Carmen Argelaga, superioress | R. C | 0 | 3 | a200 |
| 14 | Holy Cross School | Santa Cruz, Cal | 1875 | 1862 | Sister Rose Genevieve | R. C | ..... | 10 | 1,300 |
| 15 | Good Templars' Home for Orphans | Vallejo, Cal | 1869 | 1870 | N. Smith, teacher | Non-sect | 2 | 10 | 536 |
| 16 | Pájaro Vale Orphan Asylum | Watsonville, Cal | ..... | 1869 | Rev. Francis Codina | R. C | 9 | 0 | ..... |
| 17 | Bridgeport Protestant Orphan Asylum* | Bridgeport, Conn | 1868 | 1868 | Miss Lydia R. Ward, president | Non-sect | 0 | 3 | 134 |
| 18 | Hartford Orphan Asylum | Hartford, Conn | 1833 | 1829 | Rev. Thomas S. Potwin | Non-sect | 2 | 12 | ..... |
| 19 | Middlesex County Orphans' Home | Middletown, Conn | 1877 | 1877 | Mrs. Martha C. Todd Hill, president | Non-sect | 0 | 2 | 55 |
| 20 | Home for the Friendless | New Haven, Conn | 1867 | 1867 | Miss Elizabeth W. Davenport, pres't | Non-sect | ..... | 2 | ..... |
| 21 | New Haven Orphan Asylum | New Haven, Conn | 1833 | 1833 | Mrs. Laura A. Kingsley, matron | Non-sect | 1 | 12 | a1,500 |
| 22 | St. Francis Orphan Asylum* | New Haven, Conn | 1864 | 1864 | Sister Mary Felicite | R. C | 0 | 10 | 671 |
| 23 | Home for Friendless and Destitute Children* | Wilmington, Del | 1863 | 1862 | Mrs. Isaac Crouch, matron | Non-sect | 0 | 6 | 634 |
| 24 | Augusta Orphan Asylum | Augusta, Ga | 1852 | 1854 | Mrs A. E. McKinne | Non-sect | 1 | 6 | 676 |
| 25 | St. Mary's Orphan Asylum* | Augusta, Ga | 1856 | 1853 | Sister Mary Peter | R. C | ..... | 7 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 26 | Columbus Female Orphan Asylum* | Columbus, Ga | 1840 | 1845 | Mrs. J. S. Cushman | Non-sect. | | 1 | 98 |
| 27 | Orphans' Home, North Georgia Conference | Decatur, Ga | 1873 | 1871 | J. L. Lupo | M. E | 1 | 1 | 90 |
| 28 | Appleton Church Home | Macon, Ga | 1868 | 1870 | Rt. Rev. John W. Beckwith, D. D | P. E | 0 | 3 | a58 |
| 29 | Orphans' Home, South Georgia Conference | Macon, Ga | 1872 | 1872 | Rev. L. B. Payne | M. E. So | 2 | 3 | 310 |
| 30 | Episcopal Orphans' Home | Savannah, Ga | 1842 | 1843 | Mrs. Belle A. Reagan, matron | P. E | | 1 | |
| 31 | Union Society, Bethesda Orphan Home | Savannah, Ga | | 1740 | A. V. Chaplin | Non-sect. | 5 | 5 | |
| 32 | German Evangelical Lutheran Orphan Asylum* | Addison, Ill | 1872 | 1872 | John Harmening | Ev. Luth | | | 142 |
| 33 | St. Agnes Orphan Asylum | Belleville, Ill | 1879 | 1879 | Rev. L. Hinssen, rector | R. C | | 7 | 60 |
| 34 | Chicago Protestant Orphan Asylum | Chicago, Ill. (2228 Michigan avenue). | 1849 | 1849 | Mrs. H. C. Bigelow, matron | Non-sect. | | 17 | 3,381 |
| 35 | St. Joseph's Orphan Asylum | Chicago, Ill | | 1849 | Sisters of St. Joseph | R. C | | 14 | |
| 36 | Uhlich Orphan Asylum* | Chicago, Ill | 1869 | 1869 | G. Blankenhahn | Ev. Luth | 2 | 6 | 214 |
| 37 | German Catholic Orphan Asylum* | Havelock, Ill | 1872 | 1865 | Sister M. Hyacintha | R. C | | 12 | 396 |
| 38 | Illinois Soldiers' Orphans' Home | Normal, Ill | 1865 | 1869 | Mrs. Virginia C. Ohr | Non-sect. | 11 | 24 | 1,515 |
| 39 | Home for the Friendless | Peoria, Ill. (cor. Main street and Flora avenue). | 1876 | 1875 | Mrs. E. D. Hardin | Non-sect. | 1 | 2 | *1,134 |
| 40 | St. Aloysius Orphan Asylum | Quincy, Ill | 1852 | 1865 | Sister M. Eusebia | R. C | | 5 | 310 |
| 41 | Woodland Home for Orphans and Friendless* | Quincy, Ill | 1855 | 1859 | Mary Holmes Wood (pres't ex. com.) | Non-sect. | | | |
| 42 | Evansville Orphan Asylum | Evansville, Ind | 1866 | 1866 | Mrs. Elizabeth Sinzich | Non-sect. | | | 550 |
| 43 | Asylum for Friendless Colored Children | Indianapolis, Ind | 1871 | 1871 | Mrs. A. E. Strattan | Friends | 0 | 6 | 340 |
| 44 | Indianapolis Orphans' Asylum | Indianapolis, Ind | 1850 | 1855 | Mrs. Hannah T. Hadley, president | Non-sect. | 1 | 12 | 1,935 |
| 45 | Jeffersonville Orphan Asylum | Jeffersonville, Ind | 1876 | 1877 | Mrs. S. H. Patterson | Non-sect. | | 2 | 110 |
| 46 | Indiana Soldiers' Orphans' Home* | Knightstown, Ind | 1867 | 1867 | J. W. White | Non-sect. | 6 | 15 | 850 |
| 47 | St. Joseph's Orphan Asylum | La Fayette, Ind | 1877 | 1876 | Rev. John H. Guendling, president | R. C | 3 | 10 | 212 |
| 48 | St. Joseph's Orphan Asylum and Manual Labor School. | Rensselaer, Ind | 1868 | 1866 | Rev. M. Zumbuelte | R. C | 1 | 7 | 337 |
| 49 | Home of the Friendless | Richmond, Ind | 1869 | 1868 | Mrs. Sarah A. Iliff Davis | Non-sect. | | 1 | 1,821 |
| 50 | Wernle Orphans' Home | Richmond, Ind | 1878 | 1879 | John Dingeldey | Ev. Luth | 1 | | 98 |
| 51 | Rush County Children's Home | Rushville, Ind | 1879 | 1879 | Jennie Hudelson | Non-sect. | | 1 | 55 |
| 52 | Henry County Children's Home | Spiceland, Ind | | 1880 | Miss Susan Fussell, matron | Non-sect. | | | |
| 53 | St. Ann's Female Orphan Asylum | Terre Haute, Ind | 1846 | 1849 | Very Rev. A. Bessonies, V. G | R. C | | 15 | 942 |
| 54 | Hamilton County Children's Home | Westfield, Ind | | 1881 | Mrs. E. E. Ellis, matron | Non-sect. | | | |
| 55 | German and English Asylum for Orphans and Destitute Children. | Andrew, Iowa | 1862 | 1863 | Rev. John Georg Rembold | Ev. Luth | 3 | 3 | 255 |
| 56 | Soldiers' Orphans' Home and Home for Indigent Children. | Davenport, Iowa | 1863 | 1863 | S. W. Pierce | Non-sect. | 5 | 18 | 1,500 |
| 57 | Home for the Friendless* | Leavenworth, Kans | 1869 | 1868 | Mrs. C. H. Cushing, president | Non-sect. | | 4 | 1,950 |
| 58 | St. Thomas Orphan Asylum | Bardstown, Ky | 1850 | 1850 | Rev. Nicholas Ryan | R. C | 1 | 2 | 840 |
| 59 | Covington Protestant Children's Home c | Covington, Ky | 1880 | | A. H. Ransom, secretary | | | | |
| 60 | Baptist Orphans' Home | Louisville, Ky. (First st., cor. of St. Catherine). | 1870 | 1869 | Miss M. A. Hollingsworth | Baptist | 0 | 5 | 367 |
| 61 | German Baptist Orphan Home | Louisville, Ky. (New Broadway). | 1872 | 1872 | John Fred. Dohrmann | Baptist | | | 55 |
| 62 | German Protestant Orphan Asylum | Louisville, Ky. (1912 West Jefferson street). | 1852 | 1852 | C. G. Leonhardt | Non-sect. | 1 | 3 | 939 |
| 63 | Masonic Widows' and Orphans' Home* | Louisville, Ky | 1867 | 1871 | E. L. Fitch | Non-sect. | 2 | 7 | |
| 64 | Orphanage of the Good Shepherd* | Louisville, Ky | 1869 | 1870 | Sister Susan Orr, deaconess | P. E | 1 | 3 | 83 |
| 65 | St. Joseph's German Orphan Asylum | Louisville, Ky | 1850 | 1849 | Sister Valentine | R. C | | | 400 |
| 66 | Kentucky Female Orphan School* | Midway, Ky | 1847 | 1849 | Samuel P. Lucy | Christian | 1 | 5 | |
| 67 | Cleveland Orphans' Institution* | Versailles, Ky | 1870 | 1875 | Mrs. Nannie E. Edwards, matron | Non-sect. | | 3 | 34 |

*From Report of the Commissioner of Education for 1880. *a* Up to close of year 1879. *b* Up to close of year 1878. *c* Not yet opened.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1881—Continued.

| | Name. | Location. | Year of incorporation. | Year of organization. | Superintendent. | Religious denomination. | Number of officers, teachers, and assistants. | | Total number of inmates since foundation. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male. | Female. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 68 | Orphans' Home Society *a* | La Têche, La. (Baldwin post office). | 1867 | 1867 | W. D. Godman, corresponding secretary. | ..... | ..... | ..... | ..... |
| 69 | Asylum for Destitute Orphan Boys* | New Orleans, La | 1824 | 1824 | George Burns | Non-sect.. | 3 | 5 | 1,440 |
| 70 | Jewish Widows' and Orphans' Home | New Orleans, La | 1855 | 1855 | N. J. Bunzel | Jewish ... | 2 | 2 | 509 |
| 71 | Louisiana Asylum | New Orleans, La. (cor. of Tonti and Hospital sts.). | ..... | ..... | Mother Theresa | R. C ..... | ..... | 6 | ..... |
| 72 | Louisiana Freedman's Baptist Orphans' Home | New Orleans, La. (Seventh district). | 1880 | 1880 | Rev. Thomas Peterson | Baptist ... | 1 | 1 | 22 |
| 73 | Mt. Carmel Female Orphan Asylum* | New Orleans, La. (53 Piety street). | 1857 | 1869 | Sister Justine, superioress | R. C ..... | ..... | 10 | *b*1,200 |
| 74 | Orphanage | New Orleans, La. (40 Liberty street). | 0 | 1881 | Lena Saunders | Non-sect.. | ..... | ..... | 23 |
| 75 | The Protestant Orphans' Home | New Orleans, La. (Seventh street). | 1853 | 1853 | Mrs. M. L. Middlemiss, secretary | Non-sect.. | ..... | 10 | *b*3,510 |
| 76 | Children's Home | Bangor, Me | 1838 | 1839 | Mrs. Mary L. Patten, secretary | Non-sect.. | ..... | 6 | 390 |
| 77 | Asylum of Our Lady of Lourdes | Lewiston, Me | 1878 | 1878 | Sister Côté, directress | R. C ..... | ..... | 4 | 1,200 |
| 78 | Female Orphan Asylum of Portland | Portland, Me | 1828 | 1828 | Miss L. B. Johnson, matron | Non-sect.. | ..... | 4 | 340 |
| 79 | Boys' Home | Baltimore, Md. (n. w. cor. Calvert and Pleasant sts.). | 1867 | 1866 | John H. Lynch | Non-sect.. | 2 | ..... | 1,148 |
| 80 | General German Orphan Asylum* | Baltimore, Md | 1860 | 1860 | L. B. Schaefer | Non-sect.. | 1 | 2 | 130 |
| 81 | Hebrew Orphan Asylum of Baltimore* | Baltimore, Md. (Calverton Heights). | 1872 | 1873 | Jonas Gabriel | Hebrew .. | 2 | 7 | 84 |
| 82 | Home of the Friendless | Baltimore, Md. (cor. Townsend street and Druid Hill avenue). | 1854 | 1854 | ..... | Non-sect.. | ..... | ..... | *b*1,686 |
| 83 | Orphan Asylum for Colored Girls | Baltimore, Md. (Chase street and Forest Place). | ..... | ..... | Sisters of Providence | R. C ..... | ..... | ..... | ..... |
| 84 | St. James' Home for Boys | Baltimore, Md. (cor. High and Low streets). | ..... | 1878 | Brother Hubert | R. C ..... | 4 | ..... | 223 |
| | St. Mary's Female Orphaline School | Baltimore, Md. (70 Franklin street). | 1817 | 1818 | Sister Gertrude | R. C ..... | ..... | 12 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 86 | St. Paul's Orphan Asylum | Baltimore, Md | 1800 | 1800 | Miss L. V. A. Wise, matron | P. E | | 3 | |
| 87 | Baltimore Manual Labor School for Indigent Boys | Catonsville, Md | 1840 | 1840 | E. A. Welch | Non-sect. | 1 | 1 | 1,013 |
| 88 | Home for Friendless Children of the Diocese of Easton. | Easton, Md | 1870 | 1871 | D. C. Dawson, corresponding secretary. | P. E | | 2 | 31 |
| 89 | Baldwin Place Home for Little Wanderers | Boston, Mass | 1865 | 1865 | Rev. R. G. Toles | Non-sect. | 4 | 10 | 5,073 |
| 90 | Boston Female Asylum | Boston, Mass | 1803 | 1800 | Mrs. Mary A. Holloway | Non-sect. | | 12 | *b*1,000 |
| 91 | Children's Friend Society | Boston, Mass. (48 Rutland street). | 1834 | 1834 | Mrs. M. H. Brewster | Non-sect. | | 9 | *b*1,842 |
| 92 | Children's Mission to the Children of the Destitute in the City of Boston.* | Boston, Mass. (277 Tremont, near Hollis street). | 1864 | 1849 | William Crosby | Non-sect. | 2 | 8 | *c*6,000 |
| 93 | Church Home for Orphan and Destitute Children. | Boston, Mass. (cor. N and Fourth streets). | 1858 | 1855 | Sarah A. C. Bond, secretary of board of trustees. | P. E | | 2 | 574 |
| 94 | House of the Angel Guardian* | Boston, Mass. (85 Vernon st., Highlands). | 1853 | 1851 | Joseph F. DePoorter | R. C | 17 | 0 | 6,210 |
| 95 | Dr. Martin Luther Orphans' Home* | Boston, Mass. (West Roxbury). | 1871 | 1871 | Adolf Brauer | Ev. Luth. | 2 | 1 | 60 |
| 96 | St. Vincent's Orphan Asylum | Boston, Mass. (Camden st.) | 1843 | 1835 | Sister M. Vincent, s. s | R. C | | 13 | 3,516 |
| 97 | Haverhill Children's Aid Society* | Haverhill, Mass | 1866 | 1865 | Mrs. R. H. Seeley, president | | | 2 | 135 |
| 98 | Protectory of Mary Immaculate | Lawrence, Mass | 1875 | 1868 | Sister Painchaud, superior | R. C | 1 | 14 | 580 |
| 99 | New Bedford Orphans' Home | New Bedford, Mass | 1843 | 1840 | Miss Celia Brett | Non-sect. | | 7 | *300 |
| 100 | Newton Home for Orphan and Destitute Girls | Newton, Mass | 0 | 1872 | Mrs. R. R. Pomroy | Baptist | | 3 | *40 |
| 101 | Massachusetts State Primary School | Palmer, Mass | 1855 | 1855 | Gardiner Tufts | Non-sect. | 26 | 22 | 24,368 |
| 102 | City Orphan Asylum | Salem, Mass | 1868 | 1866 | Sister M. A. Mongeau | R. C | | 10 | 750 |
| 103 | Seamen's Orphan and Children's Friend Society* | Salem, Mass | 1841 | 1839 | Miss Margaret H. Barrows | Non-sect. | 1 | 5 | *b*460 |
| 104 | Children's Home | Springfield, Mass | 1866 | 1866 | Miss M. E. Kimball, matron | Non-sect. | | 3 | 2,254 |
| 105 | Orphans' Home (Children's Friend Society) | Worcester, Mass | 1849 | 1849 | Miss Tamerson White, matron | Non-sect. | | 5 | *811 |
| 106 | State Public School | Coldwater, Mich | 1871 | 1874 | Lyman P. Alden | Non-sect. | 9 | 33 | 1,081 |
| 107 | Asylum of St. Casimir for Polish Children | Detroit, Mich | | | | | | | |
| 108 | Home for the Friendless | Detroit, Mich | 1862 | 1863 | Mrs. W. H. Stevens, cor. secretary | Protestant | | 3 | *b*4,750 |
| 109 | Ladies' Protestant Orphan Asylum* | Detroit, Mich | 1836 | 1837 | Mrs. R. H. Fyfe, secretary | Non-sect. | | | *c*1,000 |
| 110 | St. Anthony's Male Orphan Asylum | Detroit, Mich. (Gratiot st.) | 1878 | 1867 | Brother Massaeus, O. S. F | R. C | 14 | | 1,200 |
| 111 | St. Vincent's Female Orphan Asylum* | Detroit, Mich | 1871 | 1851 | Sister Mary Stella | R. C | 3 | 18 | 1,092 |
| 112 | St. Vincent's Male Orphan Asylum* | Detroit, Mich | | 1868 | | R. C | | | |
| 113 | Home for the Friendless | East Saginaw, Mich | 1870 | 1870 | Miss Eunice Doughty, president | Non-sect. | | 6 | 1,269 |
| 114 | Children's Home | Kalamazoo, Mich | 0 | 1879 | Mrs. Jane A. Dewing | Non-sect. | 0 | 2 | *60 |
| 115 | St. Joseph's Orphan Asylum | Marquette, Mich | | 1879 | Sisters of St. Joseph | R. C | | 6 | |
| 116 | St. Mary's Orphan Asylum | Monroe, Mich | 1855 | 1859 | Sister M. Justenia, superior | R. C | | 3 | *b*200 |
| 117 | St. Paul Protestant Orphan Asylum | St. Paul, Minn | 1865 | 1865 | Mrs. C. W. Griggs, secretary | Non-sect. | | 3 | 400 |
| 118 | D'Evereux Hall* | Natchez, Miss | 1858 | 1858 | Brother Gontran | R. C | 7 | 0 | 280 |
| 119 | St. Mary's Orphan Asylum* | Natchez, Miss | 1854 | 1847 | Sister Tatiana | R. C | 1 | 10 | 468 |
| 120 | Catholic Protectorate of St. Louis* | Glencoe, Mo | | 1872 | Brother Tertullian | R. C | 5 | | *b*223 |
| 121 | St. Joseph's Roman Catholic Orphan Asylum | Kansas City, Mo. (McGee P. O.). | | 1880 | Sisters of St. Joseph | R. C | | 5 | 109 |
| 122 | Home of the Friendless* | St. Joseph, Mo | 1874 | 1874 | Mrs. John A. Dolman | Protestant | | | 700 |
| 123 | Episcopal Orphans' Home* | St. Louis, Mo | 1842 | 1842 | C. V. Burchard | P. E | | 7 | 800 |
| 124 | German St. Vincent's Orphan Asylum* | St. Louis, Mo. (West 20th street, bet. O'Fallon and Cass avenues). | 1851 | 1850 | Mother Angela | R. C | | 17 | 702 |

* From Report of the Commissioner of Education for 1880.

*a* Institution practically suspended since 1874; buildings in process of reconstruction.

*b* Up to close of the year 1879.

*c* Up to close of 1878.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1881—Continued.

| | Name. | Location. | Year of incorporation. | Year of organization. | Superintendent. | Religious denomination. | Number of officers, teachers, and assistants. | | Total number of inmates since foundation. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male. | Female. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 125 | House of the Good Shepherd (Class of Preservation). | St. Louis, Mo. (17th street, bet. Chestnut and Pine). | 1869 | 1849 | Mother Mary of the Sacred Heart | R. C | ..... | 12 | 1,236 |
| 126 | St. Bridget's Half-Orphan Asylum | St. Louis, Mo. (2649 Lucas avenue). | 1860 | 1862 | Mother Seraphine | R. C | ..... | *12 | *650 |
| 127 | St. Joseph's Convent of Mercy* | St. Louis, Mo. (23d and Morgan streets). | 1857 | 1856 | Mother Mary di Pazzi | R. C | ..... | 35 | ..... |
| 128 | St. Joseph's Male Orphan Asylum | St. Louis, Mo. (15th street and Clark avenue). | 1841 | 1849 | Sister M. Francis | R. C | ..... | 4 | ..... |
| 129 | Central Wesleyan Orphan Asylum | Warrenton, Mo | 1865 | 1864 | Christian F. Schlinger | Gr. M. E | 1 | 3 | 157 |
| 130 | St. Louis Protestant Orphan Asylum | Webster Groves, Mo | 1841 | 1834 | Mrs. Geo. Pegram | Non-sect. | 1 | 8 | ..... |
| 131 | State Orphans' Home | Carson City, Nev | 1869 | 1870 | John H. Mills | Non-sect. | 1 | 5 | 297 |
| 132 | Orphans' Home | Concord, N. H. | 1874 | 1866 | Miss Sarah L. E. Carter | P. E | 1 | 4 | 80 |
| 133 | New Hampshire Orphans' Home | Franklin, N. H. | 1871 | 1871 | Mrs. A. R. Mack | Non-sect. | 1 | 3 | 240 |
| 134 | Children's Home* | Portsmouth, N. H. | 1879 | 1877 | Rev. Charles A. Holbrook | P. E | 1 | 3 | 47 |
| 135 | Camden Home for Friendless Children | Camden, N. J | 1869 | 1869 | Mrs. M. J. Eastwood, matron | Non-sect. | ..... | 4 | a150 |
| 136 | West Jersey Orphanage for Destitute Colored Children. | Camden, N. J. (n. e. corner 6th and Mechanic streets). | 1874 | 1875 | Jane Price, matron | Non-sect. | ..... | 2 | 31 |
| 137 | Children's Friend Society* | Jersey City, N. J | 1863 | 1863 | Sarah B. Winchester, matron | ..... | 0 | 4 | 273 |
| 138 | Union Association of the Children's Home of Burlington County. | Mount Holly, N. J | 1864 | 1864 | Mrs. M. H. Keeler, president | Non-sect. | 0 | 4 | 253 |
| 139 | Newark Orphan Asylum b | Newark, N. J | 1849 | 1848 | Mrs. S. M. Van Vleck | Non-sect. | ..... | 8 | 653 |
| 140 | Orange Orphan Home* | Orange, N. J | 1867 | 1854 | Miss Mary Hubbel | Non-sect. | ..... | 3 | 144 |
| 141 | Paterson Orphan Asylum Association | Paterson, N. J | 1864 | 1863 | Miss E. W. Rogers, secretary | Non-sect. | 1 | 3 | 288 |
| 142 | St. Mary's Orphan Asylum* | Vailsburgh, N. J. (near South Orange.) | ..... | 1859 | Rev. G. W. Doane | R. C | ..... | 12 | 1,900 |
| 143 | Albany Orphan Asylum | Albany, N. Y. (cor. Washington ave. and Robin street). | 1831 | 1830 | Albert D. Fuller | Non-sect. | *3 | *5 | 2,895 |
| 144 | Orphans' Home of St. Peter's Church | Albany, N. Y | 1875 | 1864 | Kate T. Hand, secretary | P. E | ..... | 1 | ..... |
| 145 | St. Vincent's Female Orphan Asylum | Albany, N. Y. (106 Elm st.) | ..... | ..... | Sister Gabriella, sister servant | R. C | ..... | 11 | ..... |
| 146 | St. Vincent's Male Orphan Asylum | Albany, N. Y | 1849 | 1849 | Brother Amphian | R. C | 7 | 2 | 1,338 |
| 147 | Cayuga Asylum for Destitute Children | Auburn, N. Y. | 1852 | 1852 | Mrs. Jane C. Rogers | Non-sect. | 1 | 13 | ..... |
| 148 | Davenport Female Orphan Institute | Bath, N. Y | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 149 | St. Mary's Catholic Orphanage | Binghamton, N. Y | ..... | ..... | Mother Stanislaus, superior | R. C | ..... | 8 | ..... |
| 150 | Susquehanna Valley Home | Binghamton, N. Y | 1870 | 1869 | A. H. La Monte | Non-sect.. | 2 | 10 | 649 |
| 151 | Brooklyn Howard Colored Orphan Asylum* | Brooklyn, N. Y. (Troy ave) | 1868 | 1866 | Vesta S. Hill, principal | Non-sect.. | ..... | *c*2 | ..... |
| 152 | Brooklyn Union for Christian Work* | Brooklyn, N. Y | 1871 | 1866 | William A. Butler | Non-sect.. | 8 | 3 | 3,000 |
| 153 | Convent of the Sisters of Mercy | Brooklyn, N. Y. (273 Willoughby avenue). | ..... | ..... | Sister M. Teresa, superior | R. C | ..... | 36 | ..... |
| 154 | Home for Destitute Children *d* | Brooklyn, N. Y. (Sterling Place, between Flatbush and Vanderbilt avenues). | 1854 | 1854 | Gertrude L. Vanderbilt, secretary | Non-sect.. | 2 | 12 | ..... |
| 155 | House of the Good Shepherd* | Brooklyn, N. Y. (Hopkinson ave. and Pacific st.). | 1868 | 1868 | Sister Mary of Loretto, superioress | R. C | ..... | 36 | 3,385 |
| 156 | Orphan Asylum Society of the City of Brooklyn* | Brooklyn, N. Y. (Atlantic avenue). | 1835 | 1832 | Mrs. J. B. Hutchinson, first directress. | Non-sect.. | 1 | 29 | 3,356 |
| 157 | Orphans' Home, Church of the Holy Trinity | Brooklyn, N. Y. (E. D., Graham street, between Montrose and Johnson). | 1861 | 1862 | Very Rev. Michael May | R. C | ..... | 8 | 144 |
| 158 | Orphans' House on the Church Charity Foundation of Long Island. | Brooklyn, N. Y. (Albany ave. and Herkimer st.). | 1851 | 1853 | Miss P. S. Van Nostrand, secretary | P. E | ..... | 2 | 424 |
| 159 | St. John's Home | Brooklyn, N. Y | 1834 | 1830 | Sister M. Baptista | R. C | ..... | 10 | ..... |
| 160 | St. Joseph's Female Orphan Asylum | Brooklyn, N. Y. (Willoughby ave., between Yates and Lewis). | 1834 | ..... | Sister Mary Lewis | R. C | 0 | 8 | 1,409 |
| 161 | St. Vincent's Home for Homeless and Destitute Boys. | Brooklyn, N. Y. (7 Poplar street). | 1869 | 1869 | Joseph V. Welsford | R. C | 2 | ..... | 2,436 |
| 162 | Asylum of Our Lady of Refuge | Buffalo, N. Y | 1856 | 1855 | Mother Mary of St. Bernard | R. C | ..... | 5 | 418 |
| 163 | Buffalo Orphan Asylum | Buffalo, N. Y | 1837 | 1836 | Mrs. M. M. Thomson, matron | Non-sect.. | *e*1 | *e*8 | *a*3,500 |
| 164 | Church Charity Foundation | Buffalo, N. Y | 1858 | 1866 | Sister Louise, deaconess in charge | P. E | 2 | 11 | 374 |
| 165 | Evangelical Lutheran St. John's Orphans' Home | Buffalo, N. Y | 1865 | 1865 | Rev. Christian Volz | Ev. Luth.. | 5 | 8 | 194 |
| 166 | German Roman Catholic Orphan Asylum | Buffalo, N. Y. (Best street) | 1874 | 1874 | Sister Mary Xavier, superior | R. C | 1 | 10 | *a*279 |
| 167 | St. Vincent's Female Orphan Asylum | Buffalo, N. Y. (41 Broadway) | 1849 | 1848 | Sister Dolores | R. C | ..... | 12 | *1,603 |
| 168 | Ontario Orphan Asylum | Canandaigua, N. Y | 1863 | 1864 | Mrs. A. S. Beigler | Non-sect.. | 1 | 4 | 490 |
| 169 | St. Mary's Orphan Asylum | Canandaigua, N. Y | 1855 | 1854 | ..... | ..... | ..... | ..... | ..... |
| 170 | St. Mary's Orphan Asylum* | Clifton, N. Y. (Staten Island). | 0 | 1864 | Sister M. Everista | R. C | ..... | 6 | ..... |
| 171 | Orphan House of the Holy Saviour | Cooperstown, N. Y | 1870 | 1871 | Susan Fenimore Cooper | P. E | ..... | 4 | *a*87 |
| 172 | St. Mary's Orphan Asylum and School | Dunkirk, N. Y | 1858 | 1858 | Sister M. Anastasia Donovan | R. C | ..... | 4 | 255 |
| 173 | St. Malachy's Home | East New York, N. Y | 0 | 1870 | Mother Mary de Chantal | R. C | ..... | 17 | 628 |
| 174 | Southern Tier Orphans' Home | Elmira, N. Y | 1868 | 1864 | Mrs. R. H. Close | Non-sect.. | ..... | 4 | 920 |
| 175 | Hudson Orphan and Relief Association | Hudson, N. Y | 1846 | 1843 | L. G. Guernsey, sec. bd. trustees | Non-sect.. | ..... | ..... | ..... |
| 176 | Home of the Friendless | Lockport, N. Y | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 177 | Wartburg Orphans' Farm School of the Evangelical Lutheran Church. | Mt. Vernon, N. Y | 1869 | 1866 | Rev. G. C. Holls | Lutheran | 2 | 3 | 123 |
| 178 | Home for the Friendless | Newburgh, N. Y | 1862 | 1862 | Mrs. Hector Craig, first directress | Non-sect.. | ..... | 6 | 525 |
| 179 | Colored Orphan Asylum | New York, N. Y. (143d street and Tenth avenue) | 1838 | 1836 | Orville K. Hutchinson | Non-sect.. | 7 | 20 | 2,545 |
| 180 | Hebrew Orphan Asylum | New York, N. Y. (77th st. and Third avenue) | 1832 | 1860 | Dr. Herman Baar | Hebrew | 6 | 6 | 1,100 |

*From Report of the Commissioner of Education for 1880.

*a* Up to close of year 1879.

*b* The Newark Orphan Asylum Association has four auxiliary societies: at Newark, New Brunswick, Bloomfield, and Morristown.

*c* Number of teachers only.

*d* This Home was erected by the Brooklyn Industrial School Association, and represents school No. 3 of that association. It is intended as a home for such very poor children as require a home as well as a school.

*e* In 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1881—Continued.

| | Name | Location. | Year of incorporation. | Year of organization. | Superintendent. | Religious denomination. | Number of officers, teachers, and assistants. | | Total number of inmates since foundation. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male. | Female. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 181 | Hebrew Sheltering Guardian Society | New York, N. Y. (57th st., corner First avenue). | ..... | ..... | S. Dublon | ..... | ..... | ..... | ..... |
| 182 | Home for the Friendless, American Female Guardian Society. | New York, N. Y. (32 East 30th street). | 1849 | 1848 | Mrs. Charles C. North, president | Non-sect.. | 1 | 16 | *26,655 |
| 183 | Hospital of New York Society for the Relief of the Ruptured and Crippled. | New York, N. Y. (135 East 42d street). | 1863 | 1862 | James Knight, M. D., surgeon in chief. | Non-sect.. | 14 | 39 | 2,737 |
| 184 | Howard Mission and Home for Little Wanderers *a* | New York, N. Y. (40 New Bowery). | 1864 | 1861 | Joseph Hague, agent | Non-sect.. | ..... | 2 | *12,000 |
| 185 | Institution of Mercy | New York, N. Y. (35 East Houston street). | 1854 | 1846 | Mother Mary Elizabeth Callanan | R. C | ..... | 14 | *b*12,873 |
| 186 | Ladies' Deborah Nursery and Child's Protectory | New York, N. Y. (95 East Broadway). | 1878 | 1878 | Max S. Davis | Hebrew... | 4 | 18 | 400 |
| 187 | Ladies' Home Missionary Society (Five Points Mission). | New York, N. Y. (63 Park street). | 1856 | 1850 | Rev. S. I. Ferguson | M. E | 4 | 9 | 25,000 |
| 188 | Leake and Watts Orphan House* | New York, N. Y. (110th st. and Ninth avenue). | 1831 | 1843 | Rev. Richard M. Hayden | Non-sect.. | 5 | 23 | ..... |
| 189 | New York Society for the Prevention of Cruelty to Children. | New York, N. Y. (100 East 23d street). | 1875 | 1875 | E. Fellows Jenkins | Non-sect.. | ..... | ..... | 5,000 |
| 190 | Orphan Asylum Society of the City of New York. | New York, N. Y. (West 73d st. and Broadway). | 1807 | 1806 | George E. Dunlap | Non-sect.. | 3 | 21 | 2,375 |
| 191 | Orphans' Home and Asylum of the Protestant Episcopal Church.* | New York, N. Y. (49th st., cor. Lexington ave.). | 1859 | 1851 | Mrs. Susan M. Dutilh, first directress. | P. E | 1 | 10 | 1,093 |
| 192 | Roman Catholic Orphan Asylum | New York, N. Y. (cor. Madison ave. and 52d st.). | 1852 | 1868 | Sister M. Clotilde | R. C | ..... | 20 | 1,350 |
| 193 | Roman Catholic Orphan Asylum | New York, N. Y. (32 Prince st.). | 1852 | 1826 | Sister M. Pauline | R. C | ..... | 14 | ..... |
| 194 | Roman Catholic Orphan Asylum | New York, N. Y. (5th ave. and 52d st.). | 1852 | 1826 | Sister A. Borromeo | R. C | ..... | 27 | 3,552 |
| 195 | St. Barnabas House | New York, N. Y. (304 Mulberry st.). | 1833 | 1865 | Sister Ellen, sister in charge | P. E | ..... | 4 | ..... |
| 196 | St. James' Home | New York, N. Y. (68 New Chambers st.). | ..... | ..... | Sister Eugenie, sister servant | R. C | ..... | ..... | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 197 | St. Joseph's Asylum in the City of New York | New York, N. Y. (Avenue A and 89th st.). | 1859 | 1859 | Sister M. Paula, ss. DE N. D., superioress. | R. C | 5 | 21 | 1,545 |
| 198 | St. Stephen's Home for Children | New York, N. Y. (145 East 28th st.). | 1875 | 1868 | Sister F. Xavier, sister in charge | R. C | | 18 | 1,435 |
| 199 | St. Vincent de Paul Orphan Asylum | New York, N. Y. (215 West 39th street). | 1868 | 1860 | Sister Anacasia, sister servant | R. C | | *c*15 | *b*821 |
| 200 | The Sheltering Arms | New York, N. Y. (10th ave., cor. 129th st.). | 1864 | 1864 | Rev. Thomas M. Peters, D. D | P. E | | 7 | 1,147 |
| 201 | The Society for the Relief of Half Orphan and Destitute Children. | New York, N. Y. (67 West 10th st.). | 1837 | 1835 | Mrs. J. M. Campbell | Non-sect | 1 | 20 | 3,940 |
| 202 | Union Home and School | New York, N. Y | | | | | | | |
| 203 | Oswego Orphan Asylum | Oswego, N. Y | 1852 | 1852 | Mrs. Julia Wilcox, matron | Non-sect | | 2 | |
| 204 | Roman Catholic Orphan Asylum | Peekskill, N. Y | | 1876 | Rev. Brother Lawrence | R. C | 10 | | 232 |
| 205 | Children's Home | Peterborough N. Y | 1872 | 1871 | Philemon Tucker | | 1 | 5 | 235 |
| 206 | Home for the Friendless of Northern New York | Plattsburgh, N. Y | 1874 | 1874 | Mrs. Moss Kent Platt, president | Non-sect | 1 | 4 | 91 |
| 207 | Westchester Temporary Home for Protestant Children. | Pleasantville, N. Y | | | James W. Peirce | | | | |
| 208 | St. Mary's Orphan Asylum | Port Jervis, N. Y | | | Sister Mary Colette, sister servant | R. C | | | |
| 209 | Poughkeepsie Orphan House and Home for the Friendless. | Poughkeepsie, N. Y | 1852 | 1847 | Mrs. J. M. Farrar, matron | Non-sect | 1 | 8 | 1,008 |
| 210 | Western New York Home for Homeless and Dependent Children. *d* | Randolph, N. Y | 1878 | 1877 | | | | | |
| 211 | Church Home of the Protestant Episcopal Church | Rochester, N. Y. (Mt. Hope ave.). | 1869 | 1868 | Mrs. C. E. Mathews, cor. sec | P. E | 1 | 9 | |
| 212 | New York State Children's Home Association *e* | Rochester, N. Y | 1881 | | Charles Strong, cor. sec | Non-sect | | | |
| 213 | Rochester Orphan Asylum | Rochester, N. Y | 1838 | 1837 | Mrs. William N. Sage, treasurer | Non-sect | 1 | 17 | 3,600 |
| 214 | St. Joseph's German Orphan Asylum | Rochester, N. Y | 1863 | | Sister Mary Gabriel, superior | R. C | | *c*11 | *b*276 |
| 215 | St. Mary's Orphan Boys' Asylum | Rochester, N. Y | 1864 | 1864 | Sister Xavier | R. C | | 13 | |
| 216 | St. Patrick's Female Orphan Asylum | Rochester, N. Y | 1845 | 1841 | Sister M. Eulalia | R. C | 1 | 13 | 1,026 |
| 217 | Onondaga County Orphan Asylum | Syracuse, N. Y | 1845 | 1841 | Florence Hills | Non-sect | 1 | 15 | 2,921 |
| 218 | St Joseph's Asylum and House of Providence | Syracuse, N. Y | | | Sister Borgia, superior | R. C | | 10 | |
| 219 | St. Vincent de Paul's Asylum and School | Syracuse, N. Y | 1860 | 1852 | Sister Anacaria Hoey | R. C | | 11 | 671 |
| 220 | St. Vincent's Female Orphan Asylum | Troy, N. Y | 1863 | 1848 | Sister M. Onésime | R. C | 1 | 8 | 1,484 |
| 221 | Troy Catholic Male Orphan Asylum | Troy, N. Y | 1864 | 1852 | Brother Candidus | R. C | 12 | 0 | *f*2,036 |
| 222 | Troy Orphan Asylum | Troy, N. Y. (294 Eighth street). | 1835 | 1833 | F. W. Steines | Non-sect | 1 | 17 | 1,534 |
| 223 | House of the Good Shepherd | Utica, N. Y | 1872 | 1872 | M. L. Brandegee, treasurer | P. E | 1 | 8 | *250 |
| 224 | Utica Orphan Asylum | Utica, N. Y | 1830 | 1830 | Mrs. Cornelia Graham, first directress | Non-sect | | 16 | 1,634 |
| 225 | Thomas Asylum for Orphan and Destitute Indian Children. | Versailles, N. Y | 1855 | 1855 | J. H. Van Valkenburg | Non-sect | 3 | 4 | *521 |
| 226 | Jefferson County Orphan Asylum | Watertown, N. Y | 1859 | 1859 | George R. Torrey | Non-sect | 1 | 6 | |
| 227 | Society for Relief of Destitute Children of Seamen | West New Brighton, N. Y. (Staten Island). | 1851 | 1846 | Mrs. A. M. Drew, matron | Non-sect | | *c*9 | *b*2,047 |
| 228 | St. Joseph's Male Orphan Asylum | West Seneca, N. Y | 1851 | 1849 | Rt. Rev. John Timon | R. C | 2 | 12 | 1,238 |
| 229 | Orphan Asylum | Oxford, N. C | | 1873 | J. H. Mills | Non-sect | 1 | 10 | 630 |
| 230 | St. James' Home | Wilmington, N. C | 0 | 1870 | Rev. Alfred A. Watson, rector | P. E | | 3 | |
| 231 | Belmont County Children's Home | Barnesville, Ohio | 1877 | 1880 | Joseph Green | Non-sect | 1 | 6 | 126 |

* From Report of the Commissioner of Education for 1880.

*a* The object of this mission is mainly to assist families in their own homes.

*b* Number up to close of the year 1879.

*c* In 1879.

*d* Buildings destroyed by fire in 1880 and school suspended; to be reopened in 1882.

*e* To be opened January, 1882.

*f* Since May, 1866.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1881—Continued.

| | Name. | Location. | Year of incorporation. | Year of organization. | Superintendent. | Religious denomination. | Number of officers, teachers, and assistants. | | Total number of inmates since foundation. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male. | Female. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 232 | The Children's Home | Cincinnati, Ohio | 1864 | 1864 | M. V. Crouse | Non-sect. | 4 | 16 | 5,351 |
| 233 | Cincinnati Orphan Asylum* | Cincinnati, Ohio | 1833 | 1832 | Mrs. A. J. C. Wilson, matron | Non-sect. | ..... | 2 | 17,300 |
| 234 | Class of Preservation, Convent of the Good Shepherd. | Cincinnati, Ohio (Bank st.) | ..... | 1857 | Mother M., of St. Joseph David | R. C | ..... | 6 | 610 |
| 235 | German General Protestant Orphan Asylum | Cincinnati, Ohio (Highland Ave., Mt. Auburn). | 1849 | 1850 | Christian Jahres | Protestant | ..... | 1 | 550 |
| 236 | New Orphan Asylum for Colored Youth* | Cincinnati, Ohio | 1845 | 1844 | Willis Felton | Non-sect. | 1 | 1 | ..... |
| 237 | St. Aloysius Orphan Asylum | Cincinnati, Ohio (Bond Hill P. O.). | 1843 | 1839 | Rev. Jerome Kilgerstein | R. C | 3 | 20 | 1,000 |
| 238 | Cleveland Protestant Orphan Asylum* | Cleveland, Ohio | 1853 | 1853 | A. H. Shunk | Non-sect. | 1 | 2 | a2,548 |
| 239 | Jewish Orphan Asylum, I. O. B. B | Cleveland, Ohio | 1868 | 1868 | Dr. Samuel Wolfenstein | Jewish | 8 | 6 | 679 |
| 240 | St. Joseph's Orphan Asylum* | Cleveland, Ohio | 1863 | 1862 | Miss M. Le. Masson, superioress | R. C | ..... | 15 | ..... |
| 241 | St. Mary's Orphan Asylum | Cleveland, Ohio | 1854 | 1851 | Miss M. Le. Masson, superioress | R. C | ..... | 31 | b1,277 |
| 242 | St. Vincent's Male Orphan Asylum | Cleveland, Ohio (Monroe st.) | 1854 | 1853 | Mother M. Joseph | R. C | 1 | 7 | 1,597 |
| 243 | Franklin County Children's Home | Columbus, Ohio | ..... | 1880 | William F. Schatz, M. D | Non-sect. | 4 | 16 | 280 |
| 244 | St. Joseph's Orphan Asylum | Columbus, Ohio | ..... | 1875 | Rev. Joseph Jessing | R. C | 5 | 0 | 150 |
| 245 | St. Vincent's Orphan Asylum | Columbus, Ohio | 1874 | 1875 | Rev. J. C. Goldschmidt | R. C | 2 | 12 | 397 |
| 246 | Montgomery County Children's Home | Dayton, Ohio | ..... | 1867 | Mary E. Mants, matron | Non-sect. | (14) | | 905 |
| 247 | St. Joseph's Orphan Home* | Dayton, Ohio | 1872 | 1849 | Frank Fahrmeier | R. C | 1 | 2 | 54 |
| 248 | Ebenezer Orphan Asylum | Flat Rock, Ohio | 1868 | 1866 | J. E. Dreisbach | Ev. Asso. | 4 | 5 | *294 |
| 249 | Children's Home of Lawrence County* | Ironton, Ohio | ..... | 1874 | Della Tipton, matron | Baptist | ..... | 1 | ..... |
| 250 | Warren County Orphan Asylum and Children's Home.* | Lebanon, Ohio | ..... | 1874 | Henry J. Dunham | Non-sect. | 1 | 9 | 200 |
| 251 | Morgan County Children's Home | McConnellsville, Ohio | ..... | 1881 | J. H. Barker | Non-sect. | (3) | | 37 |
| 252 | Washington County Children's Home* | Marietta, Ohio | 1866 | 1867 | S. D. Hart, M. D | Non-sect. | 2 | 11 | 661 |
| 253 | Fairmount Children's Home | Mt. Union, Ohio | 1876 | 1876 | John K. Niesz | Non-sect. | 4 | 17 | 544 |
| 254 | Home for Friendless Children* | Mt. Vernon, Ohio | 1876 | 1875 | G. W. McWherter | Non-sect. | 1 | 3 | 80 |
| 255 | Orphan Home | Newark, Ohio | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 256 | Scioto County Children's Home | Portsmouth, Ohio (lock box 67). | 0 | 1877 | R. Bell, secretary | Non-sect. | 2 | 8 | 301 |
| 257 | Clarke County Children's Home | Springfield, Ohio | ..... | 1878 | N. McConkey | Non-sect. | 2 | 10 | 196 |
| 258 | Citizen Hospital and Orphan Asylum | Tiffin, Ohio | 1869 | 1869 | Rev. J. L. Bihn | R. C | 4 | 30 | 225 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 259 | German Evangelical Lutheran Orphans' Asylum | Toledo, Ohio | 1860 | 1860 | Charles Beckel | Ev. Luth | 5 | 2 | b322 |
| 260 | Protestant Orphans' Home | Toledo, Ohio | 1867 | 1867 | Miss J. A. McConnell | Non-sect | | | 650 |
| 261 | Knoop Children's Home | Troy, Ohio | 1878 | 1880 | W. Barnes | Baptist | 6 | 15 | 169 |
| 262 | Ohio Soldiers' and Sailors' Orphans' Home | Xenia, Ohio | 1870 | 1870 | William L. Shaw | Non-sect | 29 | 71 | 1,734 |
| 263 | The John McIntire Children's Home | Zanesville, Ohio | 1880 | 1866 | Alexander Grant, president | | | | |
| 264 | Children's Home (Ladies' Relief Society) | Portland, Oreg | 1871 | 1872 | Mrs. George Woods, matron | Non-sect | | 2 | 320 |
| 265 | Home for Colored Children (Women's Christian Association of Pittsburgh and Allegheny). | Allegheny, Pa | 1881 | 1880 | Miss Matilda Ware | Non-sect | | 4 | 48 |
| 266 | House of the Good Shepherd | Allegheny, Pa. (Troy Hill) | 1879 | 1872 | Mother Mary of St. Casimir, superior. | R. C | | | 400 |
| 267 | Protestant Orphan Asylum of Pittsburgh and Allegheny.* | Allegheny, Pa | 1834 | 1832 | Mrs. Northrop, matron | Non-sect | | 11 | 3,000 |
| 268 | St. Joseph's Orphan Asylum* | Allegheny, Pa. (Troy Hill) | 1853 | 1853 | Sister Mary Rosamunda | R. C | 1 | 9 | 585 |
| 269 | St. Paul's Orphan Home | Butler, Pa | 1868 | 1867 | Rev. P. C. Prugh | Ref. Ch | 3 | 3 | 250 |
| 270 | White Hall Soldiers' Orphan School | Camp Hill, Pa | 1866 | 1866 | J. Addison Moore, principal | Non-sect | 9 | 7 | 1,017 |
| 271 | Chester Springs Soldiers' Orphan School* | Chester Springs, Pa | 1868 | 1868 | Mrs. E. H. Moore | Non-sect | 8 | 13 | 758 |
| 272 | Dayton Soldiers' Orphan School | Dayton, Pa | 1866 | 1866 | Mrs. E. McC. Ambrose | Non-sect | 5 | 8 | 892 |
| 273 | Home for the Friendless* | Erie, Pa | 1871 | 1871 | Miss Mary Myers, matron | Non-sect | | 5 | 805 |
| 274 | St. Joseph's Orphan Asylum | Erie, Pa | | 1866 | Sister Ambrose Power | R. C | | 10 | 700 |
| 275 | Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church. | Germantown, Pa | 1860 | 1859 | Charles F. Kuhnle | Lutheran | 4 | 9 | 529 |
| 276 | Pauline Home for Children* | Germantown, Pa. (22d ward) | | | | | | | |
| 277 | Harford Soldiers' Orphan School | Harford, Pa | 1865 | 1865 | H. S. Sweet | Non-sect | 8 | 12 | 900 |
| 278 | Home for the Friendless | Harrisburg, Pa | | 1872 | Mrs. S A. Rea, matron | Non-sect | | 3 | 120 |
| 279 | Uniontown Soldiers' Orphan School | Jumonville, Pa | 0 | 1866 | Rev. A. H. Waters | Non-sect | 9 | 9 | 765 |
| 280 | Home for Friendless Children of the City and County of Lancaster. | Lancaster, Pa | 1860 | 1859 | Mrs. Kate Hamaker, matron | Non-sect | 1 | 10 | 1,800 |
| 281 | Fressler Orphans' Home* | Loysville, Pa | 1867 | 1867 | Rev. P. Willard | Lutheran | | | |
| 282 | McAlisterville Soldiers' Orphan School | McAlisterville, Pa | 1864 | 1864 | George F. McFarland | Non-sect | 9 | 13 | 1,120 |
| 283 | Mansfield Soldiers' Orphan School | Mansfield, Pa | 1867 | 1867 | V. R. Pratt | Non-sect | 7 | 12 | 773 |
| 284 | Mercer Soldiers' Orphan School* | Mercer, Pa | 0 | 1868 | J. M. Sherwood, principal | Non-sect | 5 | 16 | 769 |
| 285 | Emaus Orphan House | Middletown, Pa | 1828 | 1830 | William A. Croll, principal | Lutheran | 1 | | *200 |
| 286 | Mount Joy Soldiers' Orphan School | Mount Joy, Pa | 1864 | 1865 | M. J. Brecht | Non-sect | 4 | 14 | 1,168 |
| 287 | Sisters of the Holy Humility of Mary | New Bedford, Pa | 1875 | 1864 | Mother Mary Anna, superioress | R. C | | 6 | 540 |
| 288 | Baptist Orphanage* | Philadelphia, Pa | 1879 | 1880 | Mrs. Margaret Halliday, matron | Baptist | | 3 | 26 |
| 289 | Bethesda Children's Christian Home* | Philadelphia, Pa. (Chestnut Hill). | 0 | 1859 | Miss Anna Clement | Non-sect | | 16 | 1,000 |
| 290 | Burd Orphan Asylum of St. Stephen's Church | Philadelphia, Pa | 1856 | 1862 | Rev. Gideon J. Burton, A. M | P. E | 2 | 6 | 135 |
| 291 | Church Home for Children* | Philadelphia, Pa. (Angora Station). | 1856 | 1856 | Mrs. Cooke, matron | P. E | 1 | 10 | |
| 292 | The Educational Home | Philadelphia, Pa. (cor. 49th street and Greenway ave.). | 1871 | 1872 | Robert Gow and John Holt | P. E | c9 | c28 | 386 |
| 293 | Foster Home Association | Philadelphia, Pa | | 1839 | Sarah R. Davidson | Non-sect | | 5 | |
| 294 | Girard College for Orphans | Philadelphia, Pa | | 1848 | William H. Allen, LL. D., president | Non-sect | 19 | 40 | 2,776 |
| 295 | Home for Destitute Colored Children* | Philadelphia, Pa. (Woodland avenue). | 1856 | 1855 | Samuel A. Evans | Non-sect | 1 | 6 | 600 |
| 296 | Jewish Foster Home and Orphan Asylum | Philadelphia, Pa | 1855 | 1855 | Rev. Nathan Ruzanowsky | Hebrew | 1 | 1 | |
| 297 | Lincoln Institution | Philadelphia, Pa. (308 South 11th street). | 1866 | 1866 | William M. Hugg | P. E | c6 | c16 | b345 |

* From Report of the Commissioner of Education for 1880. a Up to close of year 1878. b Up to close of year 1879. c In 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1881—Continued.

| | Name. | Location. | Year of incorporation. | Year of organization. | Superintendent. | Religious denomination. | Number of officers, teachers, and assistants. | | Total number of inmates since foundation. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male. | Female. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 298 | Newsboys' Aid Society* | Philadelphia, Pa | 1879 | 1879 | Lewis A. Hafley | Non-sect. | 1 | 2 | 106 |
| 299 | Northern Home for Friendless Children* | Philadelphia, Pa. (n. e. cor. 23d and Brown streets). | 1854 | 1854 | Amos G. Huber | Non-sect. | 5 | 15 | a4,776 |
| 300 | Philadelphia Orphan Asylum | Philadelphia, Pa. (64th st. and Landsdowne ave.). | 1815 | 1814 | Mrs. Maria Lodor, matron | Non-sect. | 1 | 14 | 1,200 |
| 301 | Presbyterian Orphanage in the State of Pennsylvania. | Philadelphia, Pa. (Darby) | 1877 | 1878 | Miss Sarah F. Cuyler, cor. sec | Presb | | 6 | 70 |
| 302 | St. Mary Magdalen de Pazzi's Asylum for Italian Orphan Girls. | Philadelphia, Pa. (913 S. 7th street). | 0 | 1876 | Mother Maria Giuseppa | R. C | | 5 | 18 |
| 303 | Soldiers' Orphan Institute* | Philadelphia, Pa | | 1865 | William Boglo | Non-sect. | 8 | 22 | a918 |
| 304 | Southern Home for Destitute Children | Philadelphia, Pa. (s. e. cor. 12th and Fitzwater sts.). | 1850 | 1850 | Mrs. William Singerly, president | Non-sect. | | 11 | |
| 305 | "The Shelter" for Colored Orphans | Philadelphia, Pa. (44th and Haverford sts.). | 1822 | 1819 | Elizabeth C. Loury, secretary | Friends | 1 | 4 | |
| 306 | Union Temporary Home* | Philadelphia, Pa. (n. e. cor. 16th and Poplar streets). | 1857 | 1857 | | Non-sect. | | | |
| 307 | Western Home for Poor Children* | Philadelphia, Pa. (41st and Baring streets). | 1857 | 1857 | | Non-sect. | | | |
| 308 | St. Michael's Orphan Asylum | Pittsburgh, Pa. (south side) | 1873 | 1873 | Andrew Stock | Ger. R. C | | 3 | 37 |
| 309 | Benevolent Association Home for Children | Pottsville, Pa | 1873 | 1873 | Chas. H. Wöltjen, treasurer | Non-sect. | | 1 | |
| 310 | St. Catherine's Female Orphan Asylum | Reading, Pa. (1026 Franklin street). | | 1872 | Sisters of Charity | R. C | | 5 | 112 |
| 311 | Home for Friendless Women and Children | Scranton, Pa | 1873 | 1871 | Mrs. James Blair, president | Non-sect. | | 8 | 361 |
| 312 | St. Vincent's Orphan Asylum | Tacony, Pa | 1856 | 1857 | Sister Mary Regina, superior | R. C | | 11 | 926 |
| 313 | Home for Friendless Children | Williamsport, Pa | | 1872 | | | | | |
| 314 | Allegheny County Home | Woodville, Pa | 1852 | 1854 | D. C. Hultz | Non-sect. | 1 | 3 | |
| 315 | Bethany Orphan Home*b* | Womelsdorf, Pa | 1865 | 1862 | Rev. D. B Albright | Rf. Ch. U.S | | | |
| 316 | Children's Home for Borough and County of York. | York, Pa | 1865 | 1865 | Samuel Small, president | Non-sect. | 1 | 5 | 275 |
| 317 | Bristol Home for Destitute Children | Bristol, R. I | 1867 | 1866 | Miss Hannah Gartside | Non-sect. | | 1 | 56 |
| 318 | St. Mary's Orphanage* | East Providence, R. I | 1879 | 1878 | Daniel I. Odell | P. E | 1 | 3 | |
| 319 | Children's Friend Society | Providence, R. I. (47 Tobey street). | 1836 | 1835 | Mrs. Sarah F. Tobey, president | | | 5 | 1,277 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 320 | Providence Association for the Benefit of Colored Children. | Providence R. I. (20 Olive street). | 1846 | 1838 | Caroline B. Weeden, recsec | Non-sect.. | | 3 | *a*500 |
| 321 | St. Aloysius Orphan Asylum | South Providence, R. I | 1862 | 1862 | Sister Mary Cecilia | R. C | 1 | 12 | *1,180 |
| 322 | Holy Communion Church Institute* | Charleston, S. C. (Broad st., cor. Court House Square). | 1871 | 1867 | John Gadsden | P. E | 9 | 2 | 2,100 |
| 323 | Thornwell Orphanage | Clinton, S. C | 1873 | 1875 | Rev. William P. Jacobs | Presb | 2 | 2 | 44 |
| 324 | Carolina Orphan Home *c* | Spartanburg, S. C | 1872 | 1873 | R. C. Oliver | M. E. So | 1 | | 25 |
| 325 | Canfield Orphan Asylum* | Memphis, Tenn | 1866 | 1864 | R. H. McCain, president | | | | *d*1,000 |
| 326 | Church Orphans' Home* | Memphis, Tenn | | 1867 | Sisters of St. Mary | P. E | 0 | 5 | |
| 327 | Nashville Protestant Orphan Asylum | Nashville, Tenn | 1847 | 1845 | Mrs. H. G. Scovel, secretary | Non-sect.. | 1 | 2 | |
| 328 | St. Mary's Orphan Asylum* | Nashville, Tenn | 0 | 1864 | Sisters of St. Dominic | R. C | | 4 | *a*800 |
| 329 | St. Joseph's Orphan Asylum* | San Antonio, Tex | | | Mother St. Pierre, superior | R. C | | 18 | |
| 330 | Home for Destitute Children | Burlington, Vt | 1865 | 1865 | Mrs. L. A. Hickok, president | Non-sect.. | 1 | 9 | 480 |
| 331 | Providence Orphan Asylum | Burlington, Vt | 1866 | 1854 | Sister Catharine | R. C | | 10 | 1,500 |
| 332 | Jackson Orphan Asylum | Norfolk, Va | 1856 | 1856 | Mrs. Mary Smith, matron | P. E | | 2 | |
| 333 | Norfolk City Female Orphan Asylum | Norfolk, Va | 1805 | 1811 | Mrs. M. F. Mallory, first directress | Non-sect.. | | 2 | 335 |
| 334 | Portsmouth Orphan Asylum* | Portsmouth, Va | 1856 | 1856 | R. W. Cridlin | Baptist | | 3 | |
| 335 | Richmond Male Orphan Asylum* | Richmond, Va | 1846 | 1846 | Joseph R. Gill | Non-sect.. | 2 | 1 | *a*342 |
| 336 | St. Joseph's Orphan Asylum | Richmond, Va | 1868 | 1834 | Sister Mary Rose | R. C | | 7 | 435 |
| 337 | St. Paul's Church Home | Richmond, Va | 1861 | 1860 | Mrs. Mary C. Staite | P. E | 0 | 3 | |
| 338 | Home for the Friendless* | Fond du Lac, Wis | 1874 | | Miss Jones | Non-sect.. | | 2 | 122 |
| 339 | St. Joseph's Orphan Asylum* | Fond du Lac, Wis | | 1877 | Sister Mary Agnes, superior | R. C | | | |
| 340 | Cadle Home and Hospital* | Green Bay, Wis | 1872 | 1874 | Bishop J. H. Brown | P. E | 1 | 4 | 500 |
| 341 | St. Joseph's Orphan Asylum* | Green Bay, Wis | | 1879 | Sister M. Melanie, superior | R. C | | | |
| 342 | St. Michael's Male Orphan Asylum | La Crosse, Wis | | 1875 | Rt. Rev. C. K. Flasch | R. C | | 6 | 101 |
| 343 | Milwaukee Orphans' Asylum | Milwaukee, Wis | 1851 | 1850 | Miss Maria P. Mason, matron | Non-sect.. | | 2 | 1,066 |
| 344 | St. Joseph's Asylum | Milwaukee, Wis | 1860 | 1864 | Sister Ursena Eline | R. C | 1 | 4 | |
| 345 | St. Rose's Orphan Asylum | Milwaukee, Wis | 1856 | 1848 | Sister Camilla Keefe | R. C | | 6 | 1,078 |
| 346 | Taylor Orphan Asylum* | Racine, Wis | 1868 | 1872 | Miss Amelia Piper, matron | Non-sect.. | 1 | 9 | 90 |
| 347 | St. Francis Female Orphan Asylum * | Sparta, Wis | | | Rev. Mother Maria Antonia, superior | R. C | | | |
| 348 | German Orphan Asylum | Washington, D. C | 1879 | 1879 | A. Killian, matron | Non-sect.. | | 1 | 60 |
| 349 | National Home for Destitute Colored Women and Children. | Washington, D. C | 1863 | 1863 | Eliza Heacock, matron | Non-sect.. | 1 | 11 | 855 |
| 350 | St. Joseph's Orphan Asylum | Washington, D. C | 1855 | 1856 | Sisters of the Holy Cross | R. C | | 10 | 800 |
| 351 | St. Vincent's Female Orphan Asylum* | Washington, D. C | 1828 | 1826 | Sister Mary Blanche | R. C | 0 | 14 | 3,000 |
| 352 | Cherokee Orphan Asylum* | Cherokee Nation, Ind. Ter | 1871 | 1872 | Rev. W. A. Duncan | Non-sect.. | 3 | 7 | *a*438 |
| 353 | St. Vincent's Asylum and Industrial Home | Santa Fé, N. Mex | | 1865 | Sister Cephas, sister servant | R. C | | 18 | |

* From Report of the Commissioner of Education for 1880.
*a* Number up to close of year 1879.
*b* Buildings destroyed by fire in November, 1881; to be rebuilt in 1882 children temporarily cared for elsewhere.
*c* Suspended.
*d* Up to close of year 1878.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1881—Continued.

| | Name. | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 1 | Catholic Male Orphan Asylum | 4–14 | 17 | Contributions | Gardening and tailoring | Placed with well-to-do parties in the city. |
| 2 | Church Home for Orphan Boys | Under 10 | 12 and 15 | Contributions and proceeds of annual bazaar. | Baking, dairy work, gardening, tailoring, &c. | Given an outfit of clothing and placed in suitable situations. |
| 3 | Church Home for Orphan Girls | Under 10 | 18 | Contributions and proceeds of annual bazaar. | Domestic work, dairy work, housekeeping, and sewing. | Good situations, with wages, are found, and outfit of clothing provided. |
| 4 | Protestant Orphan Asylum | Under 14 | No limit | Contributions, together with small legacy. | Gardening, housework, and sewing. | Provided with good homes in families or situations in stores. |
| 5 | Orphans' Home of the Synod of Alabama | 3–13 | 16 | Voluntary contributions | Housework and farming | Homes in good families are found. |
| 6 | Los Angeles Orphan Asylum | 1–17 | No limit | State appropriation, contributions, and board of inmates. | Sewing and fancy work | Given three full suits of clothing. |
| 7 | Los Angeles Orphans' Home | 2–14 | 14 | State appropriation and charity. | None | Indentured, adopted, or returned to friends. |
| 8 | Sacramento Protestant Orphan Asylum* | Under 14 | ..... | State appropriation, donations, rents, &c. | ..... | Adopted, indentured, put to service, or taken by friends. |
| 9 | Methodist Chinese Mission | No limit | No limit | By appropriation | ..... | |
| 10 | San Francisco Protestant Orphan Asylum | ..... | ..... | ..... | ..... | |
| 11 | San Francisco Roman Catholic Female Orphan Asylum. | 6–14 | 14 | State appropriation | Domestic work and sewing. | Given two full suits of clothing. |
| 12 | Woman's Union Mission to Chinese Women and Children. | No limit | No limit | Voluntary contributions | Sewing | If possible, homes are secured for them. |
| 13 | Female Orphan Asylum | 3–14 | 14 | State appropriation and donations. | Domestic work and sewing. | Procure them good situations. |
| 14 | Holy Cross School | No limit | ..... | Appropriation, board of inmates, and contributions. | Dressmaking, house and fancy work. | |
| 15 | Good Templars' Home for Orphans | 1–14 | 14 | State appropriation, contributions, and members' dues. | ..... | Placed in good homes. |
| 16 | Pájaro Vale Orphan Asylum | 6–12 | 14 | Appropriation and donations | Domestic work | Good situations are procured for them. |
| 17 | Bridgeport Protestant Orphan Asylum* | 3–12 | 12 | Voluntary contributions | Household duties | Given an outfit of clothing and $50. |

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|---|---|---|---|---|---|---|
| 18 | Hartford Orphan Asylum | Under 11 | 12 | By endowment | Domestic work and farming. | Adopted or indentured. |
| 19 | Middlesex County Orphans' Home | No limit | No limit | Voluntary contributions | Domestic work | Placed in good homes. |
| 20 | Home for the Friendless | | | Contributions | None | |
| 21 | New Haven Orphan Asylum | 2–10 | 12 | Contributions and a small fund | | Homes are secured, or returned to friends. |
| 22 | St. Francis Orphan Asylum* | 2–12 | Over 14 | Contributions, and $1,300 from the school board, and $1,000 from the city of New Haven. | Housework and sewing | Adopted or placed in homes. |
| 23 | Home for Friendless and Destitute Children.* | 2–14 | 14 | By endowment and subscription | None | Apprenticed or placed at service. |
| 24 | Augusta Orphan Asylum | 3 | No limit | By endowment | General housework and farm work. | Homes are found. |
| 25 | St. Mary's Orphan Asylum* | 5–12 | 14–15 | By contribution | Domestic work and sewing. | Employment in families provided. |
| 26 | Columbus Female Orphan Asylum* | 1–7 | 18 | By endowment | Cookery, general housework, and sewing. | Good homes are found. |
| 27 | Orphans' Home, North Georgia Conference. | 3–12 | No limit | Contributions and proceeds of farm. | Domestic work and farming. | None. |
| 28 | Appleton Church Home | 3–12 | 18 | Endowment and subscriptions | General housework | Provided with good homes and given an outfit of clothing. |
| 29 | Orphans' Home, South Georgia Conference. | 2–15 | No limit | Voluntary contributions | Domestic work and farming. | Good homes provided, where they are received as members of families. |
| 30 | Episcopal Orphans' Home | 3–12 | 18 | Subscriptions | Domestic work and sewing. | A good wardrobe and situations provided. |
| 31 | Union Society, Bethesda Orphan Home | 4–15 | No limit | Subscriptions of members, income from rents, &c. | Farming and trades | |
| 32 | German Evangelical Lutheran Orphan Asylum.* | 1–14 | | Voluntary contributions | Farming and gardening and domestic work. | Boys are apprenticed and girls are placed as servants in good families. |
| 33 | St. Agnes Orphan Asylum | 2–13 | 13 | Contributions | | Placed in good Catholic families. |
| 34 | Chicago Protestant Orphan Asylum | Under 12 | No limit | Voluntary contributions | | Provided with homes. |
| 35 | St. Joseph's Orphan Asylum | 3–12 | 12 | Voluntary contributions | All domestic work | Good homes are provided. |
| 36 | Uhlich Orphan Asylum* | 2 | About 14 | Contributions, endowment, and board of half orphans. | None | Employment is found for them, and they are given the privilege of returning to the institution when in need of a home. |
| 37 | German Catholic Orphan Asylum* | 2–12 | | Church contributions and pay for half orphans. | Farming | Adopted or apprenticed. |
| 38 | Illinois Soldiers' Orphans' Home | Under 14 | 14 | State appropriation | Domestic work, sewing, farming, gardening, and care of horses. | Returned to friends or placed in homes. |
| 39 | Home for the Friendless | No limit | No limit | City appropriation and contributions. | | Adopted or furnished with employment. |
| 40 | St. Aloysius Orphan Asylum | 14 | 14–15 | Contributions from St. Aloysius Orphan Society. | | |
| 41 | Woodland Home for Orphans and Friendless.* | Under 10 | | Voluntary contributions | | Placed in families. |
| 42 | Evansville Orphan Asylum | 1–13 | 13 | County appropriation, contributions, and interest on endowment fund. | Domestic duties | Provided with a good home, two suits of clothing, and a Bible. |

*From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1881—Continued.

| | Name. | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 43 | Asylum for Friendless Colored Children.. | Under 12.... | ..... | Appropriation, contributions, and endowment. | General house duties ..... | Educated and placed in good homes. |
| 44 | Indianapolis Orphans' Asylum ..... | Under 12.... | Under 12... | County appropriation, contributions, and endowment. | Domestic work, sewing, and knitting. | Adopted, indentured, given a trade, and given $100 when 21 years of age. |
| 45 | Jeffersonville Orphan Asylum..... | Under 12.... | 15 | County appropriation and public charity. | ..... | |
| 46 | Indiana Soldiers' Orphans' Home*..... | 6–15 | 15 | State appropriation..... | None ..... | Placed in good homes. |
| 47 | St. Joseph's Orphan Asylum ..... | 2–12 | No limit .... | Contributions..... | General usefulness..... | Placed in good homes. |
| 48 | St. Joseph's Orphan Asylum and Manual Labor School. | During minority. | No limit .... | Contributions and proceeds of farm. | General housework, knitting, sewing, cookery, and laundry work. | Placed in good homes. |
| 49 | Home of the Friendless..... | ..... | ..... | City appropriation and contributions. | General housework and sewing. | Adopted, placed at service, sent to other institutions, or returned to friends. |
| 50 | Wernle Orphans' Home..... | 2–14 | 18 | Voluntary contributions..... | Domestic duties, sewing, knitting, and farming. | Have the privilege of returning to the institution when in need of a home until they are 21. |
| 51 | Rush County Children's Home..... | 1–16 | No limit .... | Appropriation ..... | Domestic work and farming. | They are to be educated and cared for until 21 years of age. |
| 52 | Henry County Children's Home ..... | ..... | ..... | House provided by county; furniture, beds, &c., by matron; 25 cents paid a day for each child. | ..... | |
| 53 | St. Ann's Female Orphan Asylum ..... | 3–10 | No limit .... | By charity..... | Domestic duties ..... | None. |
| 54 | Hamilton County Children's Home ..... | ..... | ..... | Amount paid a day for each child, 25 cents; matron furnishes her own house, furniture, &c. | ..... | |
| 55 | German and English Asylum for Orphans and Destitute Children. | 2–12 | ..... | Voluntary contributions..... | Domestic work and farming. | Given an outfit of clothing and the privilege of returning to the home in sickness or when out of work. |

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|---|---|---|---|---|---|---|
| 56 | Soldiers' Orphans' Home and Home for Indigent Children. | 2–14 | Boys, 15; girls, 16. | State appropriation | General domestic work, sewing, carpentry, farming, gardening, cookery, and laundry work. | Returned to parents or friends. |
| 57 | Home for the Friendless* | No limit | | Appropriation and contributions. | Housework, sewing, and nursing. | Adopted or returned to guardians. |
| 58 | St. Thomas Orphan Asylum | 3–10 | 13 | Contributions and proceeds of farm. | Farming | They are to receive one year's schooling and $200 when of age. |
| 59 | Covington Protestant Children's Home *a* | | | | | |
| 60 | Baptist Orphans' Home | Under 12 | No limit | Voluntary contributions | Sewing and dressmaking | Good homes are found. |
| 61 | German Baptist Orphan Home | | Girls, 18 | Donations | Housework and farming | Indentured until 21. |
| 62 | German Protestant Orphan Asylum | Under 12 | 14 | By contributions | Gardening, housework, sewing, and knitting. | Apprenticed to trades, placed on farms, or provided with good homes. |
| 63 | Masonic Widows' and Orphans' Home* | 3–13 | No limit | By the Masons of Kentucky | Chair bottoming and printing. | Returned to the lodges sending them, or placed by direction of said lodges in some congenial home. |
| 64 | Orphanage of the Good Shepherd* | 6–10 | 18 | Voluntary contributions | Engineering, farming, and printing. | Good homes or situations are provided. |
| 65 | St. Joseph's German Orphan Asylum | Under 12 | 13 | Church collections | None | Placed at service. |
| 66 | Kentucky Female Orphan School* | 14 | No limit | Endowment and tuition fees | This institution is a graded normal school for orphan girls. | Positions as teachers secured. |
| 67 | Cleveland Orphans' Institution* | 4–12 | 18 | By endowment | | |
| 68 | Orphans' Home Society *b* | | | | | |
| 69 | Asylum for Destitute Orphan Boys* | 4–14 | 15–17 | Donations, legacies, &c | None | Placed in good homes. |
| 70 | Jewish Widows' and Orphans' Home | No limit | No limit | Members' dues, voluntary contributions, and city appropriations. | Needlework | Good homes secured. |
| 71 | Louisiana Asylum | 1–12 | 18 | Public charity | Household duties and sewing. | |
| 72 | Louisiana Freedman's Baptist Orphans' Home. | Under 12 | | By charity | Sewing and fancy work | |
| 73 | Mt. Carmel Female Orphan Asylum* | 5–14 | 18 | Contributions | Laundry work and sewing. | |
| 74 | Orphanage | No limit | No limit | Contributions | Domestic work and sewing. | In situations to earn a good living. |
| 75 | The Protestant Orphans' Home | Boys, under 10; girls, under 12. | Boys, 13 | City appropriation and contributions. | | |
| 76 | Children's Home | Boys, 2–8; girls, 2–12 | No limit | State appropriation, contributions, and endowment. | Domestic work and sewing. | Furnished with suitable clothing and necessary expenses paid. |
| 77 | Asylum of Our Lady of Lourdes | 3–18 | No limit | Voluntary contributions | None | None. |
| 78 | Female Orphan Asylum of Portland | 1–10 | | Annual subscriptions, donations, and invested funds. | Housework, knitting, and sewing. | Adopted or bound out to service. |
| 79 | Boys' Home | 9–18 | 21 | Contributions and labor of inmates. | None at the Home; boys work at different trades or in professions for various persons in the city. | None. |
| 80 | General German Orphan Asylum* | 3–16 | Boys, 14; girls, 16. | Donations and members' dues | | Board of trustees has control until of age. |

*From Report of the Commissioner of Education for 1880. *a* Not yet opened. *b* Institution practically suspended since 1874; buildings in process of reconstruction.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1881—Continued.

| | Name. | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 81 | Hebrew Orphan Asylum of Baltimore* | 4–11 | 14–15 | By contributions | Various useful handicrafts | |
| 82 | Home of the Friendless | No limit | | Appropriation, endowment, and subscriptions. | Cookery and needlework. | |
| 83 | Orphan Asylum for Colored Girls | | | | | |
| 84 | St. James' Home for Boys | 12–18 | 21 | Board of inmates and donations. | Boys learn a trade in the city. | Savings are put in savings bank. |
| 85 | St. Mary's Female Orphaline School | 7–14 | 14 | Voluntary contributions and proceeds of fair. | Domestic work and sewing | Sent to industrial school for girls. |
| 86 | St. Paul's Orphan Asylum | 3–11 | 18 | Church contributions | Domestic work and sewing | Given good clothing and placed in homes. |
| 87 | Baltimore Manual Labor School for Indigent Boys. | 8–16 | 21 | Contributions and endowment | Farming | Returned to parents or placed in homes. |
| 88 | Home for Friendless Children of the Diocese of Easton. | 3–8 | 18 | Appropriations and contributions. | Housework, cookery, laundry work, and sewing. | |
| 89 | Baldwin Place Home for Little Wanderers. | No limit | No limit | Contributions and interest on endowment. | General domestic duties. | |
| 90 | Boston Female Asylum | 3–10 | 12–14 | By endowment | Housework and sewing | Indentured; receive board and clothing and $50 when 18 years old. |
| 91 | Children's Friend Society | 1½–12 | 21 | By donations | Sewing and embroidery | Placed in homes and given an outfit of clothing. |
| 92 | Children's Mission to the Children of the Destitute in the City of Boston.* | 5–15 | | Contributions, donations, and endowment. | Sewing and housework | Permanent homes are found and continued oversight is given them. |
| 93 | Church Home for Orphan and Destitute Children. | Boys, 4–6; girls, 4–8. | No limit | Subscriptions and endowment | Housework | Placed in homes or returned to friends. |
| 94 | House of the Angel Guardian* | 5–15 | 15 | Contributions and board of inmates. | Baking, shoemaking, and tailoring. | Placed in good families. |
| 95 | Dr. Martin Luther Orphans' Home* | 4–14 | No limit | Contributions and proceeds of farm. | | Places are found where they are under Christian influence. |
| 96 | St. Vincent's Orphan Asylum | 3 | No limit | | General domestic work | Placed in good homes or returned to friends. |

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|---|---|---|---|---|---|---|
| 97 | Haverhill Children's Aid Society* | Under 12 | ..... | Collections, subscriptions, and endowment. | ..... | Placed in homes. |
| 98 | Protectory of Mary Immaculate | 2 | Boys, 12; girls, no limit. | Contributions, proceeds from fairs, and industry of inmates. | General domestic duties and needlework. | Good homes found. |
| 99 | New Bedford Orphans' Home | 1½-9 | 10-12 | Annual contributions, endowment, &c. | Housework and sewing | Good homes in the country are found. |
| 100 | Newton Home for Orphan and Destitute Girls. | 5-12 | 17 | Private charity and donations | Housework, knitting and sewing. | Clothing for one year. |
| 101 | Massachusetts State Primary School | Under 16 | 16 | State appropriation | Baking, dressmaking, farming, tailoring, and shoemaking. | Provided with good clothing and home or returned to friends. |
| 102 | City Orphan Asylum | 2-10 | Boys, 13; girls, no limit. | Contributions and industry of inmates. | Housework and needlework | Placed at trades or in good homes. |
| 103 | Seamen's Orphan and Children's Friend Society.* | 1½-14 | Boys, 17; girls, no limit. | Voluntary contributions | Housework and needlework | None. |
| 104 | Children's Home | Boys under 8; girls, no limit. | Boys, 8 | Contributions and income from fund. | None | Homes found or returned to friends. |
| 105 | Orphans' Home(Children's Friend Society) | 2-10 | No limit | Voluntary contributions | Domestic work | Adopted or placed in homes. |
| 106 | State Public School | 3-12 | 16 | State appropriations | General housework, farming, knitting, sewing, and shoemaking. | Placed in homes. |
| 107 | Asylum of St. Casimir for Polish Children | ..... | ..... | ..... | ..... | ..... |
| 108 | Home for the Friendless | 2-12 | Boys, 10; girls, 13. | Voluntary contributions | None | Homes are found for them. |
| 109 | Ladies' Protestant Orphan Asylum* | 2-12 | ..... | Donations, subscriptions, and interest on fund. | General housework and sewing. | Adopted or indentured. |
| 110 | St. Anthony's Male Orphan Asylum | 5-12 | 14 | By contributions | Domestic work and tailoring. | Returned to friends, adopted, or retained at the home. |
| 111 | St. Vincent's Female Orphan Asylum* | 3-14 | 16 | Contributions and proceeds of annual fair. | Domestic work, embroidery, knitting, and sewing. | Situations found. |
| 112 | St. Vincent's Male Orphan Asylum* | 5-12 | ..... | ..... | ..... | Homes are found. |
| 113 | Home for the Friendless | Under 14 | No limit | Private charity and board | None | Provided with homes. |
| 114 | Children's Home | 2-12 | No limit | Private donations | None | None. |
| 115 | St. Joseph's Orphan Asylum | 2-16 | 18 | Contributions | Sewing and fancy work | Placed at service. |
| 116 | St. Mary's Orphan Asylum | ..... | ..... | By charity | ..... | Placed in good homes. |
| 117 | St. Paul Protestant Orphan Asylum | 2-14 | No limit | Subscriptions | Gardening, housework, and sewing. | Adopted or taken by friends. |
| 118 | D'Evereux Hall* | 5-11 | 12-15 | Contributions and labor of inmates. | Farming and market gardening. | Placed with good families. |
| 119 | St. Mary's Orphan Asylum* | 3-8 | 15 | Bequests and donations | General domestic work | Good homes are found. |
| 120 | Catholic Protectorate of St. Louis* | 12-15 | No limit | Voluntary contributions | Farming | |
| 121 | St. Joseph's Roman Catholic Orphan Asylum. | 1-13 | No limit | Contribution and charities | General domestic work and needlework. | Good homes or employment provided for them. |
| 122 | Home of the Friendless* | Boys, under 10; girls, no limit. | No limit | By contributions | Household duties and sewing. | Placed in good homes and given two suits of clothes. |

* From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1881—Continued.

| | Name. | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 123 | Episcopal Orphans' Home* | Under 12 | Boys, 12; girls, 18. | Appropriation and contributions | Domestic work and sewing. | Placed in homes or situations. |
| 124 | German St. Vincent's Orphan Asylum* | Under 10 | 14–16 | Church collections, members' fees, &c. | Housework, knitting, sewing, and drawing. | Given to families for further education. |
| 125 | House of the Good Shepherd (Class of Preservation). | 3 | No limit | Contributions and labor of inmates. | Chair caning, sewing and laundry work. | Returned to friends or placed in situations. |
| 126 | St. Bridget's Half-Orphan Asylum | 6–12 | 16–17 | Contributions | Sewing, &c | Given two suits of clothing when possible. |
| 127 | St. Joseph's Convent of Mercy* | 10 | No limit | Contributions, industry of inmates, and pay of hospital patients. | General housework and sewing. | Good situations found. |
| 128 | St. Joseph's Male Orphan Asylum | 5–12 | 12–14 | Contributions | Shoemaking and printing | Placed in homes. |
| 129 | Central Wesleyan Orphan Asylum | 3–18 | Boys, 16; girls, 18. | Contributions | Farming and housework | Girls placed at service in families, boys with farmers or mechanics. |
| 130 | St. Louis Protestant Orphan Asylum | Under 12 | Boys, 12; girls, no limit. | By endowment | Farming and housework | Adopted or indentured. |
| 131 | State Orphans' Home | Under 14 | 18 | State appropriation | Farming, housework, and sewing. | Adopted or indentured. |
| 132 | Orphans' Home | 1–10 | Boys, 12; girls, 18. | Contributions and endowment | Gardening, housework, and sewing. | Good situations found. |
| 133 | New Hampshire Orphans' Home | 3–14 | 18 | Voluntary contributions | Farming and housework | Adopted into families. |
| 134 | Children's Home* | 4–14 | 16 | Contributions and board of inmates. | None | Placed in families. |
| 135 | Camden Home for Friendless Children | 3–10 | No limit | Voluntary contributions | None | Indentured until of age. |
| 136 | West Jersey Orphanage for Destitute Colored Children | 3–12 | No limit | By contributions | Farming and general housework. | Indentured and given two suits of clothing; $25 to be given at the age of 18 to 21. |
| 137 | Children's Friend Society* | 4–10 | 12 | Voluntary subscriptions | Sewing | None. |
| 138 | Union Association of the Children's Home of Burlington County. | 3–12 | 12 | Voluntary contributions | None | Good outfit; $30 to boys, $25 to girls. |

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|---|---|---|---|---|---|---|
| 139 | Newark Orphan Asylum *a* | 2–10 | 12 | Appropriation, contributions, and endowment. | Housework and sewing | Adopted, placed in homes, or returned to friends. |
| 140 | Orange Orphan Home* | 2–10 | 12 | Contributions, donations, and board of children. | None | Homes found in good families. |
| 141 | Paterson Orphan Asylum Association | 3–10 | No limit | Contributions | Housework and gardening | Given homes in families or placed at trades. |
| 142 | St. Mary's Orphan Asylum* | 2–12 | No limit | Contributions and pension | Farming and sewing | |
| 143 | Albany Orphan Asylum | 3–12 | 14 | Contributions and endowment | Housework and gardening | Adopted, returned to friends, or indentured to farmers. |
| 144 | Orphans' Home of St. Peter's Church | Under 14 | 16 | By contributions | Housework and sewing | Adopted or placed at service, and provided with suitable clothing. |
| 145 | St. Vincent's Female Orphan Asylum | | | | | |
| 146 | St. Vincent's Male Orphan Asylum | 2–13 | 14 | County appropriation | Farming and gardening. | |
| 147 | Cayuga Asylum for Destitute Children | 2–12 | No limit | Appropriations and contributions. | Domestic work, sewing, and gardening. | |
| 148 | Davenport Female Orphan Institute | | | | | |
| 149 | St. Mary's Catholic Orphanage | | | | | |
| 150 | Susquehanna Valley Home | 2–14 | 16 | County appropriation | Domestic work, sewing, farming, and shoe mending. | Homes provided or children indentured. |
| 151 | Brooklyn Howard Colored Orphan Asylum.* | 2–10 | | Public charity | House duties | Indentured. |
| 152 | Brooklyn Union for Christian Work* | 7–20 | No limit | Voluntary contributions | Sewing to girls | Suitable employment found. |
| 153 | Convent of the Sisters of Mercy | | | | | |
| 154 | Home for Destitute Children *b* | 2–12 | | Proceeds of fair, donations, interest on investments, subscriptions, &c. | Sewing | Adopted or placed at service. |
| 155 | House of the Good Shepherd* | | | By industry of inmates | Sewing and embroidery | Placed at service or returned to friends. |
| 156 | Orphan Asylum Society of the City of Brooklyn.* | 3–11 | 12 | Appropriation, contributions, and excise license fees. | Domestic work, sewing, &c. | Homes found. |
| 157 | Orphans' Home, Church of the Holy Trinity. | 2–12 | 14 | By charity | | Placed in homes or returned to friends. |
| 158 | Orphans' House on the Church Charity Foundation of Long Island. | 5–10 | 14 | City appropriation and contributions. | Domestic work, basket making, sewing and printing. | Indentured to trades or service until 18, or returned to friends. |
| 159 | St. John's Home | 2–14 | 14 | Appropriation and contributions. | Baking, carpentry, and engineer. | Provided with situations. |
| 160 | St. Joseph's Female Orphan Asylum | 3–11 | 16 | Voluntary contributions, bequests, &c. | Domestic duties and sewing. | Transferred to industrial school; some provided with situations. |
| 161 | St. Vincent's Home for Homeless and Destitute Boys. | 9–16 | | Contributions | | |
| 162 | Asylum of Our Lady of Refuge | 5–16 | No limit | Contributions, donations, and labor of inmates. | General domestic work, knitting, and sewing. | Returned to friends or situations procured. |
| 163 | Buffalo Orphan Asylum | Under 12 | 14 | Board of children, contributions, and endowment. | General housework, knitting, and sewing. | Placed in homes. |
| 164 | Church Charity Foundation | Under 10 | 12–14 | Appropriation, contribution, and endowment. | None | Adopted and indentured. |

*From Report of the Commissioner of Education for 1880.

*a* The Newark Orphan Asylum Association has four auxiliary societies: At Newark, New Brunswick, Bloomfield, and Morristown.

*b* This "Home" was erected by the Brooklyn Industrial School Association, and represents school No. 3 of that association; it is intended as a home for such very poor children as require a home as well as a school.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1881—Continued.

| | Name. | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 165 | Evangelical Lutheran St. John's Orphans' Home. | 2–12 | 16–18 | Appropriation, contributions, and proceeds of farm. | Farming, housework, knitting, and sewing. | Privilege of returning to the home when sick or out of employment. |
| 166 | German Roman Catholic Orphan Asylum. | 2–14 | No limit ... | County appropriations, contributions, proceeds of fair, &c. | Chair caning, sewing, knitting, and needlework. | Placed in good families; bonds of $500 required as guarantee. |
| 167 | St. Vincent's Female Orphan Asylum .... | 5–16 | No limit .... | Appropriation, collections, &c.. | Sewing ..... | Placed in good homes. |
| 168 | Ontario Orphan Asylum ..... | Under 12.... | 12 | Contributions and interest on fund. | Gardening, housework, and sewing. | Homes found or returned to county house. |
| 169 | St. Mary's Orphan Asylum..... | ..... | ..... | ..... | ..... | ..... |
| 170 | St. Mary's Orphan Asylum*..... | 3–15 | ..... | By labor of inmates..... | ..... | ..... |
| 171 | Orphan House of the Holy Saviour..... | Boys, 2–7; girls, 2–12. | Boys, 12; girls, 14. | Contributions and board of children. | Dressmaking, housework, and gardening. | Good homes carefully sought for them. |
| 172 | St. Mary's Orphan Asylum and School... | 2–16 | 16 | Contributions and county tax... | General housework, knitting, sewing, &c. | Provided with homes or returned to parents. |
| 173 | St. Malachy's Home..... | 2–10 | 14 | County appropriation, contributions, and board of children. | Housework and sewing... | Placed in homes. |
| 174 | Southern Tier Orphans' Home..... | No limit .... | 16 | Voluntary contributions..... | Housework and gardening. | Given suitable clothing and provided with situations. |
| 175 | Hudson Orphan and Relief Association... | 2–12 | 14–16 | Donations, endowment, &c ..... | None ..... | Indentured. |
| 176 | Home of the Friendless..... | ..... | ..... | ..... | ..... | ..... |
| 177 | Wartburg Orphans' Farm School of the Evangelical Lutheran Church. | 6–10 | 17 | Voluntary contributions ..... | General domestic work, sewing, farming, gardening, and printing. | If deserving, they are allowed to return to the home when sick or out of employment. |
| 178 | Home for the Friendless ..... | Boys, 2–10; girls, 2–14. | Boys, 10; girls, 14. | Voluntary contributions ..... | None ..... | Placed in homes. |
| 179 | Colored Orphan Asylum ..... | 2–10 | 12 | Board of inmates, contributions, and endowment. | Housework, sewing, and gardening. | Sent to friends, indentured, or placed at service. |
| 180 | Hebrew Orphan Asylum..... | 5–12 | 15 | State appropriation and subscriptions. | Printing and shoemaking. | Suitable situations are found. |
| 181 | Hebrew Sheltering Guardian Society..... | ..... | ..... | ..... | ..... | ..... |
| 182 | Home for the Friendless, American Female Guardian Society. | Boys, 2–10; girls, no limit. | No limit ... | Appropriation and contributions. | Domestic work and sewing. | Apprenticed or adopted into good families and regularly visited by officers of the home. |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 249 | Children's Home of Lawrence County* | | | | 24 | 14 | 38 | 0 | | | 0 | 21 | 7 | 28 | 28 | 10 | | | | | |
| 250 | Warren County Orphan Asylum and Children's Home* | 34,000 | | 4,109 | 46 | 10 | 56 | 0 | | | | | 1 | | | | | | 260 | 21 | |
| 251 | Morgan County Children's Home | | | | | | | | | | | | | | | | | | | | |
| 252 | Washington County Children's Home* | 0 | | 7,227 | 45 | 20 | 57 | 8 | | | 4 | 31 | 0 | 42 | 22 | 15 | 10 | 65 | | | |
| 253 | Fairmount Children's Home | | 10,565 | 10,565 | 86 | 32 | 106 | 12 | | | 31 | 80 | 7 | 70 | 26 | 30 | | | 300 | 200 | |
| 254 | Home for Friendless Children* | 3,000 | 1,000 | 1,000 | 6 | 2 | 8 | | 7 | | 2 | 6 | | 6 | 2 | 2 | | 8 | 12 | | |
| 255 | Orphan Home | | | | | | | | | | | | | | | | | | | | |
| 256 | Scioto County Children's Home | | 8,473 | 6,411 | 32 | 18 | 50 | 0 | 36 | 14 | 9 | 23 | 1 | 34 | 28 | 28 | | 40 | 0 | 0 | |
| 257 | Clarke County Children's Home | 0 | 5,163 | 5,163 | 56 | 11 | 55 | 12 | 60 | 7 | 8 | 57 | 2 | 56 | 56 | 56 | 1 | 0 | 75 | | |
| 258 | Citizen Hospital and Orphan Asylum | | 2,000 | 2,000 | 63 | 35 | 98 | | 49 | 49 | 28 | 60 | 10 | 78 | 78 | 78 | | 1 | | | |
| 259 | German Evangelical Lutheran Orphans' Asylum | 0 | 2,280 | 2,280 | 29 | 13 | 42 | 0 | 12 | 30 | 28 | 13 | 1 | 36 | 36 | 29 | | 1 | 40 | | |
| 260 | Protestant Orphans' Home | | *3,159 | *2,928 | 23 | 20 | 39 | 4 | | | 5 | 34 | | 29 | 29 | | | | | | |
| 261 | Knoop Children's Home | | 11,530 | 11,336 | 42 | 36 | 61 | 17 | 78 | 0 | 6 | 53 | 0 | 66 | 66 | 51 | 0 | 0 | | 0 | |
| 262 | Ohio Soldiers' and Sailors' Orphans' Home | 0 | 122,000 | 101,000 | 389 | 214 | 602 | 1 | | | 114 | 410 | | 575 | 575 | 531 | 0 | 575 | 1,226 | 356 | |
| 263 | The John McIntire Children's Home | | | | | | | | | | | | | | | | | | | | |
| 264 | Children's Home (Ladies' Relief Society) | 0 | 4,075 | 2,035 | 14 | 9 | 23 | 0 | | | 0 | 2 | 0 | 13 | 13 | 6 | 13 | 0 | 92 | 0 | |
| 265 | Home for Colored Children (Women's Christian Association of Pittsburgh and Allegheny). | | 1,595 | 1,877 | 30 | 18 | 0 | 48 | | | 15 | 29 | 4 | 20 | 12 | 12 | | | | | |
| 266 | House of the Good Shepherd | 0 | 12,000 | 12,000 | 0 | 95 | 95 | 0 | 85 | 10 | 1 | 8 | | 17 | 16 | 10 | | | | | |
| 267 | Protestant Orphan Asylum of Pittsburgh and Allegheny* | 200,000 | 12,391 | 11,683 | 98 | 60 | 158 | 0 | | | | | | 134 | 70 | 70 | 40 | 158 | 500 | 100 | |
| 268 | St. Joseph's Orphan Asylum* | | 8,431 | 7,327 | 90 | 86 | 176 | 0 | 160 | 16 | 76 | 100 | 0 | 130 | 130 | 130 | | 2 | | | |
| 269 | St. Paul's Orphan Home | 0 | 3,000 | 3,500 | 25 | 15 | 40 | | | | 17 | 23 | | 40 | 35 | 35 | | | 100 | | |
| 270 | White Hall Soldiers' Orphan School | 0 | | | 142 | 118 | 260 | | | | 60 | 200 | | 220 | 220 | 220 | 260 | 260 | 350 | 20 | |
| 271 | Chester Springs Soldiers' Orphan School* | | | | 123 | 75 | 198 | | | | 23 | 100 | | 198 | 198 | 198 | 198 | 140 | 1,200 | | |
| 272 | Dayton Soldiers' Orphan School | 15,000 | 28,500 | 28,500 | 90 | 92 | 182 | 0 | 182 | 0 | 75 | 107 | | 182 | 182 | 182 | 182 | 182 | 350 | 0 | |
| 273 | Home for the Friendless* | 500 | 3,431 | 2,970 | 31 | 30 | 61 | | 51 | 10 | 6 | 48 | 1 | 50 | 46 | 40 | 20 | 60 | 320 | 20 | |
| 274 | St. Joseph's Orphan Asylum | | | 5,000 | 38 | 80 | 117 | 1 | 118 | | 40 | 70 | 8 | 88 | 50 | 40 | | 6 | | | |
| 275 | Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church. | 26,000 | | | 52 | 21 | 73 | 0 | | | 26 | 47 | 0 | 70 | 50 | 50 | 13 | 73 | 1,050 | 0 | |
| 276 | Pauline Home for Children* | | | | 5 | 3 | | | | | | | | | | | | | | | |
| 277 | Harford Soldiers' Orphan School | | 32,599 | 32,599 | 122 | 125 | 247 | 0 | 247 | 0 | 20 | 40 | 0 | 247 | 247 | 247 | 247 | 247 | 300 | 50 | |
| 278 | Home for the Friendless | 5,100 | 2,000 | 2,000 | | 15 | 15 | 0 | 15 | | 1 | 14 | | 15 | 15 | 15 | 15 | 15 | 150 | | |
| 279 | Uniontown Soldiers' Orphan School | | 25,000 | 25,000 | 102 | 89 | 187 | 4 | 191 | | | | | 191 | 191 | 191 | 191 | | | | |
| 280 | Home for Friendless Children of the City and County of Lancaster. | 3,000 | 11,469 | 8,492 | 78 | 30 | 100 | 8 | | | | | | 108 | 108 | 108 | | | | | |
| 281 | Fressler Orphans' Home* | | | | (120) | | | | | | | | | | | | | | | | |
| 282 | McAlisterville Soldiers' Orphan School | 0 | 30,000 | | 129 | 92 | 221 | 0 | | | 60 | 120 | 0 | 211 | 211 | 211 | 65 | 221 | 860 | 160 | |
| 283 | Mansfield Soldiers' Orphan School | | | | 125 | 94 | 219 | | | | | | | 219 | 219 | 219 | 219 | 219 | | | |
| 284 | Mercer Soldiers' Orphan School* | | 40,000 | 40,000 | 164 | 124 | 288 | 0 | | | 24 | 213 | 0 | 288 | 288 | 288 | 288 | | 110 | 30 | |
| 285 | Emaus Orphan House | | 7,000 | 7,000 | 9 | 10 | 19 | | 19 | | 2 | 17 | | 19 | 17 | 17 | | | 300 | | |
| 286 | Mount Joy Soldiers' Orphan School | | 45,000 | | 168 | 124 | 288 | 4 | 292 | | | | | 292 | 292 | 292 | 292 | 292 | 500 | 200 | |
| 287 | Sisters of the Holy Humility of Mary | 0 | | | 4 | 26 | 30 | 0 | 16 | 14 | 1 | 27 | 2 | 26 | 20 | 26 | | 6 | 3,000 | 100 | |
| 288 | Baptist Orphanage* | | 3,391 | 3,663 | 10 | 8 | 18 | 0 | 13 | 5 | 1 | 17 | | 10 | 9 | 9 | 0 | 14 | | | |
| 289 | Bethesda Children's Christian Home* | 1,800 | 7,000 | 6,500 | 63 | 57 | 120 | | | | | | | | | | | | | | |
| 290 | Burd Orphan Asylum of St. Stephen's Church | 400,000 | 17,938 | 16,458 | | 60 | 60 | | 43 | 17 | 25 | 35 | 0 | 60 | 56 | 56 | 25 | 60 | 4,000 | | |
| 291 | Church Home for Children* | | 12,738 | 11,412 | 3 | 90 | 93 | 0 | 93 | | 8 | 85 | 0 | 87 | 87 | 87 | 0 | 0 | | | |
| 292 | The Educational Home | | c35,699 | c32,339 | c181 | 0 | | | | | | | | | | | | | c600 | | |
| 293 | Foster Home Association | | | | 50 | 50 | 100 | 0 | | | | 100 | | 100 | 100 | 100 | 0 | 0 | 0 | | |
| 294 | Girard College for Orphans | 9,383,437 | 867,879 | 433,383 | 878 | | 878 | | | | | (878) | | | | | | | 7,902 | 375 | |

* From Report of the Commissioner of Education for 1880.

*a* Children attend public school.

*b* In 1878.

*c* For the year 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1881—Continued.

| | Name. | Amount of permanent fund. | Income. | Expenditure. | Present inmates. | | | | | | | | | | | | | | | Library. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Sex. | | Race. | | Parentage. | | Orphanage. | | | Instruction; number taught— | | | | | | Number of volumes. | Increase in the last school year. |
| | | | | | Male. | Female. | White. | Colored. | Native. | Foreign. | Orphans. | Half orphans. | Foundlings. | Reading. | Writing. | Arithmetic. | Drawing. | Music. | | | |
| | 1 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | 32 | 33 |
| 295 | Home for Destitute Colored Children* | $29,642 | $3,222 | $3,534 | (30) | | .... | 30 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | .... | ..... |
| 296 | Jewish Foster Home and Orphan Asylum | ..... | ..... | 15,000 | 28 | 13 | 41 | ... | .... | .... | 5 | 27 | .... | 41 | 41 | 41 | 41 | ... | | 300 | 10 |
| 297 | Lincoln Institution | *a*10,000 | *b*42,311 | *b*41,424 | *b*95 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | *a*2,000 | *a*100 |
| 298 | Newsboys' Aid Society* | ..... | 3,646 | 3,645 | 22 | ... | 22 | .... | .... | .... | .... | .... | 0 | .... | .... | .... | .... | .... | | 0 | 0 |
| 299 | Northern Home for Friendless Children* | ..... | ..... | ..... | 98 | 13 | 111 | .... | .... | .... | .... | .... | .... | 98 | 98 | 89 | 111 | 111 | | 1,200 | 250 |
| 300 | Philadelphia Orphan Asylum | 200,000 | 14,311 | 13,213 | 45 | 55 | 100 | 0 | .... | .... | (100) | | 0 | .... | .... | .... | .... | .... | | .... | ..... |
| 301 | Presbyterian Orphanage in the State of Pennsylvania | 0 | *c*6,150 | *c*5,450 | 31 | 28 | 59 | 0 | .... | .... | .... | .... | 0 | 59 | 59 | .... | .... | 0 | | ..... | ..... |
| 302 | St. Mary Magdalen de Pazzi's Asylum for Italian Orphan Girls | 0 | ..... | ..... | .... | 12 | 12 | .... | .... | 12 | 12 | .... | .... | 12 | 12 | 12 | .... | .... | | ..... | ..... |
| 303 | Soldiers' Orphan Institute* | 0 | 40,000 | ..... | 185 | 132 | 317 | 0 | .... | .... | .... | .... | 0 | .... | .... | .... | .... | .... | | 1,900 | 500 |
| 304 | Southern Home for Destitute Children | *25,000 | *9,000 | *9,144 | *78 | *30 | *108 | *0 | .... | .... | .... | .... | .... | *75 | *75 | *75 | *0 | *0 | | *0 | ..... |
| 305 | "The Shelter" for Colored Orphans | ..... | 19,674 | 19,384 | (72) | | 0 | 72 | 72 | 0 | .... | .... | .... | .... | .... | .... | 0 | 0 | | 100 | ..... |
| 306 | Union Temporary Home* | ..... | ..... | ..... | 47 | 10 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |
| 307 | Western Home for Poor Children* | ..... | ..... | ..... | (80) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |
| 308 | St. Michael's Orphan Asylum | ..... | 4,275 | 4,751 | 14 | 6 | 20 | .... | .... | 20 | 13 | 7 | .... | 17 | 17 | 17 | 0 | 3 | | ..... | ..... |
| 309 | Benevolent Association Home for Children | 0 | 749 | 753 | 9 | 3 | 12 | 0 | 4 | 8 | 1 | 8 | .... | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | | 250 | ..... |
| 310 | St. Catherine's Female Orphan Asylum | ..... | ..... | ..... | .... | 34 | 34 | ... | 32 | 2 | 16 | 18 | .... | 30 | 30 | 30 | .... | 6 | | ..... | ..... |
| 311 | Home for Friendless Women and Children* | ..... | ..... | ..... | 18 | 20 | 38 | .... | 7 | 31 | 27 | 10 | 1 | 22 | 9 | 9 | .... | .... | | ..... | ..... |
| 312 | St. Vincent's Orphan Asylum | ..... | 8,189 | 6,869 | 69 | 60 | 129 | .. | .... | .... | 40 | 89 | .... | 119 | 119 | 119 | .... | 2 | | ..... | ..... |
| 313 | Home for Friendless Children | ..... | ..... | ..... | *e*12 | .... | .... | .... | .... | .... | .... | .... | .... | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | | ..... | ..... |
| 314 | Allegheny County Home | ..... | *f*72,338 | *f*72,057 | 17 | 5 | 22 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |
| 315 | Bethany Orphan Home*g* | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |
| 316 | Children's Home for Borough and County of York | 8,500 | 4,125 | 3,999 | 31 | 18 | 49 | 0 | 45 | 4 | 8 | 41 | 0 | 47 | 35 | 35 | .... | 49 | | ..... | ..... |
| 317 | Bristol Home for Destitute Children | 8,750 | ..... | ..... | 5 | 5 | 10 | .... | 5 | 5 | .... | 9 | 1 | .... | .... | .... | .... | .... | | 260 | 10 |
| 318 | St. Mary's Orphanage* | ..... | 1,297 | 1,136 | 8 | 12 | 20 | .... | .... | .... | 4 | 7 | .... | 10 | 10 | 10 | .... | .... | | ..... | ..... |
| 319 | Children's Friend Society | ..... | 9,000 | 11,900 | 40 | 36 | 76 | 0 | 16 | 60 | 10 | 60 | ... | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | | ..... | ..... |
| 320 | Providence Association for the Benefit of Colored Children | 20,075 | 3,466 | 3,442 | 8 | 17 | 0 | 25 | 25 | .... | .... | 20 | 5 | 21 | 18 | 14 | .... | 21 | | ..... | ..... |
| 321 | St. Aloysius Orphan Asylum | 25,000 | 13,000 | 12,780 | 120 | 100 | 220 | 0 | 97 | 123 | 40 | 160 | 20 | 190 | 190 | 150 | 60 | 220 | | 580 | 60 |
| 322 | Holy Communion Church Institute* | 0 | 24,699 | 28,936 | *h*125 | 0 | 125 | .... | 125 | . | 15 | 42 | 0 | 206 | 206 | 206 | 28 | .... | | ..... | ..... |
| 323 | Thornwell Orphanage | 5,000 | 3,101 | 3,101 | 14 | 22 | 36 | 0 | 36 | 0 | 19 | 17 | 0 | 36 | 36 | 36 | .... | 36 | | 826 | 116 |
| 324 | Carolina Orphan Home*i* | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |
| 325 | Canfield Orphan Asylum* | ..... | ..... | ..... | 15 | 17 | ... | 32 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 326 | Church Orphans' Home* | ..... | 2,500 | 2,500 | 10 | 30 | 40 | 0 | 30 | 10 | 34 | 6 | .... | 30 | 30 | 30 | .... | 30 | ..... | ..... |
| 327 | Nashville Protestant Orphan Asylum | 0 | 3,583 | 2,757 | 11 | 26 | 37 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 328 | St. Mary's Orphan Asylum* | ..... | 5,000 | 5,000 | 40 | 58 | 98 | 0 | .... | .... | .... | .... | .... | 75 | 50 | 60 | 15 | 50 | 200 | 40 |
| 329 | St. Joseph's Orphan Asylum* | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 330 | Home for Destitute Children | 51,000 | 7,500 | 7,500 | 60 | 20 | 78 | 2 | 65 | 15 | 30 | 50 | 0 | 80 | 70 | 70 | 0 | 65 | ..... | ..... |
| 331 | Providence Orphan Asylum | 0 | 4,500 | 4,500 | 42 | 50 | 92 | 0 | .... | .... | 52 | 34 | 6 | 56 | 34 | 30 | .... | .... | 400 | ..... |
| 332 | Jackson Orphan Asylum | ..... | ..... | ..... | .... | 9 | 9 | .... | .. | .... | .... | .... | .... | 9 | 9 | 9 | .... | .... | ..... | ..... |
| 333 | Norfolk City Female Orphan Asylum | *a*120,000 | *j*2,500 | *k*500 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 334 | Portsmouth Orphan Asylum* | 25,000 | 1,500 | 1,500 | 10 | 5 | 15 | .... | 15 | .... | 4 | 11 | .... | 13 | 13 | 12 | .... | .. | ..... | ..... |
| 335 | Richmond Male Orphan Asylum* | 50,000 | 5,500 | 4,682 | 50 | .. | 50 | .... | .... | .... | 10 | 40 | .... | 45 | 40 | 37 | .... | .... | ..... | ..... |
| 336 | St. Joseph's Orphan Asylum | ..... | ..... | ..... | .... | 67 | .... | .... | .... | .... | 67 | .. | .... | 62 | 58 | 56 | .... | 40 | ..... | ..... |
| 337 | St. Paul's Church Home | ..... | ..... | ..... | 0 | 33 | 33 | 0 | 32 | 1 | 6 | 26 | 0 | 25 | 25 | 25 | 0 | 0 | 0 | 0 |
| 338 | Home for the Friendless* | ..... | 682 | 661 | 1 | 1 | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 339 | St. Joseph's Orphan Asylum* | ..... | ..... | ..... | .... | 21 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 340 | Cadle Home and Hospital* | ..... | ..... | ..... | 1 | 3 | 4 | 0 | 4 | .... | .... | 4 | .... | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | ..... | ..... |
| 341 | St. Joseph's Orphan Asylum* | ..... | ..... | 1,281 | 47 | 31 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 342 | St. Michael's Male Orphan Asylum | ..... | 1,445 | 1,189 | 32 | .... | 32 | .... | 26 | 6 | 5 | 27 | .... | 29 | 29 | 29 | .... | .... | 0 | 0 |
| 343 | Milwaukee Orphans' Asylum | 0 | 5,234 | 4,655 | (45) | | 45 | .... | .... | .... | .... | .... | 0 | .... | .... | .... | .... | .... | 350 | 15 |
| 344 | St. Joseph's Asylum | 0 | 4,000 | 4,000 | 0 | 73 | 73 | 0 | 54 | 19 | 48 | 25 | 0 | 68 | 68 | 68 | 0 | 0 | ..... | ..... |
| 345 | St. Rose's Orphan Asylum | 0 | 8,000 | 8,000 | 0 | 125 | 125 | 0 | 65 | 60 | 70 | 55 | 0 | 125 | 125 | 100 | 6 | 6 | 50 | 12 |
| 346 | Taylor Orphan Asylum* | 145,446 | 9,807 | 7,033 | 13 | 20 | 33 | 0 | 4 | 29 | 2 | 29 | 2 | 27 | 27 | 27 | .... | 27 | 120 | 20 |
| 347 | St. Francis Female Orphan Asylum* | ..... | ..... | ..... | .... | 41 | .... | .... | .... | .... | 41 | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 348 | German Orphan Asylum | 0 | ..... | ..... | 29 | 16 | 45 | .... | .... | 45 | 12 | 23 | 0 | 30 | 30 | 25 | 25 | 45 | 149 | 60 |
| 349 | National Home for Destitute Colored Women and Children | ..... | 6,833 | 6,833 | 59 | *l*41 | 0 | 105 | 105 | 0 | 42 | 58 | 0 | 70 | 70 | 70 | 50 | 50 | 240 | 0 |
| 350 | St. Joseph's Orphan Asylum | 6,000 | 5,500 | 6,500 | 110 | .... | 110 | 0 | 12 | 98 | 50 | 60 | .... | 90 | 60 | 90 | .... | .... | ..... | ..... |
| 351 | St. Vincent's Female Orphan Asylum* | ..... | 10,000 | 10,000 | 0 | 130 | 130 | 0 | 128 | 2 | 98 | 32 | 0 | 100 | 100 | 100 | 0 | 2 | 500 | 35 |
| 352 | Cherokee Orphan Asylum* | ..... | 22,000 | 14,386 | 63 | 67 | .... | .... | .... | .... | 130 | .... | .... | 130 | 130 | 130 | 130 | 130 | 60 | 0 |
| 353 | St. Vincent's Asylum and Industrial Home | ..... | ..... | ..... | *e*55 | .... | .. | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |

*From Report of the Commissioner of Education for 1880.
*a* In 1879.
*b* For the year 1880.
*c* Includes report of Seaside Home.
*d* Children attend public school.
*e* Sex not reported.
*f* These figures are for all departments of the home.
*g* Buildings destroyed by fire in November, 1881; to be rebuilt in 1882; children temporarily cared for elsewhere.
*h* Also 81 day pupils.
*i* Suspended.
*j* From Howard Association.
*k* For salary of matron and teacher.
*l* Also 5 aged women.

TABLE XXII.—PART 2.—*Statistics of infant asylums for* 1881.

| | Name. | Location. | Year of incorporation. | Year of organization. | Superintendent. | Religious denomination. | Number of nurses and other employés. | | Total number of infants received since foundation. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male. | Female. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | Little Sisters' Infant Shelter | San Francisco, Cal. (512 Minna street). | 1874 | 1874 | Mrs. Jane Temple, matron | Non-sect | ..... | 6 | ..... |
| 2 | Day Nursery, Union for Home Work* | Hartford, Conn | 1872 | 1872 | Sarah C. Kellogg, manager | Non-sect | ..... | ..... | ..... |
| 3 | Foundlings' Home | Chicago, Ill. (114 South Wood street). | 1872 | 1871 | Dr. George E. Shipman | Non-sect | ..... | 30 | 3,000 |
| 4 | St. Vincent's Infant and Foundling Asylum | Louisville, Ky | 1868 | ..... | Sister Charlesetta | R. C | ..... | 13 | 780 |
| 5 | St. Vincent's Infant Asylum* | New Orleans, La. (Magazine street). | ..... | ..... | Sister Mary Agnes, sister servant | R. C | ..... | 14 | ..... |
| 6 | St. Vincent's Infant Asylum | Baltimore, Md. (corner Townsend and Division streets). | 1857 | 1856 | Sister Maria | R. C | ..... | 24 | 3,000 |
| 7 | Boston North End Mission (nursery department) | Boston, Mass. (201 North street). | 1867 | 1873 | Rev. Samuel T. Frost | Baptist | 0 | 2 | *a*300 |
| 8 | Day Nursery* | Boston, Mass. (39 North Bennet street). | ..... | ..... | Miss P. G. Adam, directress | ..... | ..... | *b*7 | 100 |
| 9 | Massachusetts Infant Asylum *c* | Boston, Mass. (Boylston Station). | 1867 | 1867 | Miss Elizabeth Clapp, matron | Non-sect | ..... | *d*10 | *a*916 |
| 10 | St. Mary's Infant Asylum* | Boston, Mass. (Bowdoin street, Dorchester district). | ..... | ..... | Sisters of Charity | R. C | ..... | 6 | *e*328 |
| 11 | House of Providence* | Detroit, Mich | 1872 | 1869 | Sister M. Ellen | R. C | 1 | 11 | 1,118 |
| 12 | Woman's Hospital and Foundlings' Home* | Detroit, Mich | 1869 | 1869 | Emily F. Wells, M. D | Non-sect | ..... | ..... | 1,133 |
| 13 | Babies' Nursery | Albany, N. Y. (562 Clinton avenue). | ..... | ..... | Mrs. E. A. Vine, matron | ..... | ..... | ..... | ..... |
| 14 | The Brooklyn Nursery | Brooklyn, N. Y. (188 Prospect Place). | (*f*) | 1871 | Mrs. Eugenie Warner, matron | Non-sect | 0 | 14 | 996 |
| 15 | Day Nursery of the Brooklyn Children's Aid Society. | Brooklyn, N. Y. (139 Van Brunt street). | ..... | 1881 | Richard D. Douglass | Non sect | ..... | 1 | 152 |
| 16 | Home Nursery of the Industrial School Association | Brooklyn, N. Y | 1855 | 1855 | Mrs. Gertrude L. Vanderbilt, secretary | Non-sect | ..... | ..... | ..... |
| 17 | Sheltering Arms Nursery (Protestant Episcopal Church). | Brooklyn, N. Y. (157 Dean street). | ..... | ..... | Mrs. E. C. Hardy, lady in charge | ..... | ..... | ..... | ..... |
| 18 | Buffalo Widows' and Infants' Asylum | Buffalo, N. Y. (126 Edward street). | 1852 | 1848 | Sister M. Clarence Walker | R. C | 0 | 10 | 3,775 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 19 | Babies' Shelter* | New York, N. Y. (243 West Twenty-second street). | ..... | 1873 | Sister Catharine | P. E | ..... | 4 | ..... |
| 20 | Foundling Asylum of the Sisters of Charity* | New York, N. Y. (175 Sixty-eighth st., between Third and Lexington avenues). | 1869 | 1869 | Sister M. Irene, directress | R. C | ..... | 142 | 10, 862 |
| 21 | New York Infant Asylum*g* | New York, N. Y. (Sixty-first street and Tenth avenue). | 1865 | 1871 | Mrs. Margaret Ennever, matron | Non-sect.. | 0 | 149 | 1, 865 |
| 22 | Nursery and Child's Hospital of the City of New York. *h* | New York, N. Y. (Lexington ave. and Fifty-first st.) | 1854 | (1854) (1870) | Mrs. Mary A. Du Bois, first directress | Non-sect.. | *i*10 | *i*54 | *j*18, 912 |
| 23 | Shelter and Baby Nurseries (American Female Guardian Society). | New York, N. Y | ..... | ..... | ..... | Non-sect.. | ..... | ..... | ..... |
| 24 | Virginia Day Nursery | New York, N. Y. (251 East Houston street). | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 25 | Day Home | Troy, N. Y | 1862 | 1858 | Mrs. Anna B. Albertson | Non-sect.. | 0 | 4 | 6, 500 |
| 26 | Day Nursery for Children* | Philadelphia, Pa | 1873 | 1863 | Mrs. Margaret Lafferty, matron | Non-sect.. | ..... | 4 | ..... |
| 27 | Lombard Street Day Nursery* | Philadelphia, Pa. (430 Lombard street). | 0 | 1878 | Mrs. M. J. Woods, matron | Non-sect.. | ..... | 3 | 230 |
| 28 | Philadelphia Home for Infants | Philadelphia, Pa. (4618 Westminster avenue). | 1873 | 1873 | Mary Spencer, matron | Non-sect.. | 0 | 8 | 716 |
| 29 | St. Mary Street Home and Day Nursery | Philadelphia, Pa. (723 St. Mary street). | ..... | ..... | Mrs. Susan Lesley | ..... | ..... | ..... | ..... |
| 30 | St. Vincent's Infant Asylum* | Milwaukee, Wis | ..... | 1877 | Sister Simeon, sister servant | R. C | ..... | 9 | ..... |
| 31 | St. Ann's Infant Asylum | Washington, D. C | 1863 | 1860 | Sister Agnes Relihan | R. C | 2 | 9 | 1, 697 |

* From Report of the Commissioner of Education for 1880.
*a* Up to the close of the year 1879.
*b* Includes 3 Kindergarten teachers.
*c* There is a branch asylum at West Medford.
*d* In 1879.
*e* Number received during the year.
*f* Incorporated in 1871 as the "Flatbush Avenue Industrial School and Nursery;" in 1872 name changed to "The Brooklyn Nursery."
*g* Includes report of country home at Mt. Vernon.
*h* Includes country branch at West New Brighton, Staten Island.
*i* In 1878.
*j* Number up to close of year 1878.

TABLE XXII.—PART 2.—*Statistics of infant asylums for* 1881—Continued.

| | Name. | Conditions of admission. | | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | | Age. | Other conditions. | | | |
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 1 | Little Sisters' Infant Shelter | | | Contributions | Kindergarten industries. | Adopted or returned to friends. |
| 2 | Day Nursery, Union for Home Work* | Under 8 | | Contributions, donations, and membership fees. | | |
| 3 | Foundlings' Home | 1 month | Desertion | By voluntary contributions | | Adopted in families. |
| 4 | St. Vincent's Infant and Foundling Asylum | | | Charity | | |
| 5 | St. Vincent's Infant Asylum* | | | | | |
| 6 | St. Vincent's Infant Asylum | | | Private charity; also some assistance from State and city per contracts. | | |
| 7 | Boston North End Mission (nursery department). | 2–5 | Foundlings, or children needing care while mothers are at work or sick. | Voluntary contributions | | Returned to friends. |
| 8 | Day Nursery* | 1½–5 | Need of care while parents are sick or at work. | Private charity | Those of the Kindergarten. | |
| 9 | Massachusetts Infant Asylum *a* | Under 9 months. | Destitution or desertion. | Endowment, State appropriation and contributions. | | Adopted or returned to parents. |
| 10 | St. Mary's Infant Asylum* | | | | | |
| 11 | House of Providence* | Under 5 | Abandoned | Contributions | | Adopted or transferred to St. Vincent's Orphan Asylum. |
| 12 | Woman's Hospital and Foundlings' Home* | | | Contributions and board of children. | | Adopted or returned to mothers. |
| 13 | Babies' Nursery | | | | | |
| 14 | The Brooklyn Nursery | Under 3 | Poverty, destitution, or friendlessness. | Contributions and city appropriations. | | Bound out to some trade, profession, or employment and supervision maintained over them. |
| 15 | Day Nursery of the Brooklyn Children's Aid Society. | Under 5 | | Contributions and small payments from the children's parents. | | |
| 16 | Home Nursery of the Industrial School Association. | 2–5 | | Voluntary contributions | | |
| 17 | Sheltering Arms Nursery (Protestant Episcopal Church). | | | | | |
| 18 | Buffalo Widows' and Infants' Asylum | | | Contributions, collections, and appropriations from counties and towns. | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 19 | Babies' Shelter* | | | Contributions and board of children. | | |
| 20 | Foundling Asylum of the Sisters of Charity* | | | Contributions and per capita allowance from city. | | |
| 21 | New York Infant Asylum *b* | 2 yrs. & under. | Foundlings and other infants needing care. | Contributions and per capita allowance from city. | | Adopted or bound out or indentured when of suitable age to some profession, trade, or employment. |
| 22 | Nursery and Child's Hospital of the City of New York. *c* | 4 yrs. & under. | Freedom from contagious disease and payment of board. | By appropriations and contributions. | Sewing and house work. | Returned to friends, adopted, sent to other institutions or to the West. |
| 23 | Shelter and Baby Nurseries (American Female Guardian Society). | | | | | |
| 24 | Virginia Day Nursery | Under 5 | Children of poor industrious women whose work calls them from their homes. | | | |
| 25 | Day Home | 3–15 | Children of the poor and vicious in need of care. | Contributions | Sewing and domestic work; the kitchen garden as given by Miss Huntington is carried on. | |
| 26 | Day Nursery for Children* | Under 8 | Children of poor industrious women whose work calls them from their homes. | Donations and subscriptions | | |
| 27 | Lombard Street Day Nursery* | | | Contributions, subscriptions, rent, and pay for care of children. | Those of the Kindergarten. | |
| 28 | Philadelphia Home for Infants | 3 yrs. & under. | Need of protection | Voluntary contributions | | Transferred to other homes, adopted, or returned to friends. |
| 29 | St. Mary Street Home and Day Nursery | | | | | |
| 30 | St. Vincent's Infant Asylum* | | Homelessness | Donations and board of inmates. | | |
| 31 | St. Ann's Infant Asylum | | | Appropr ation and charity | | |

*From Report of the Commissioner of Education for 1880.

*a* There is a branch asylum at West Medford.
*b* Includes report of country home at Mt. Vernon.
*c* Includes country branch at West New Brighton, Staten Island.

TABLE XXII.—PART 2.—*Statistics of infant asylums for* 1881—Continued.

| | Name. | Amount of permanent fund. | Income. | Expenditure. | Present inmates. | | | | | | | | | | | | | | Library. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Sex. | | Race. | | Parentage. | | Orphanage. | | | Instruction; number taught— | | | | | Number of volumes. | Increase in the last school year. |
| | | | | | Male. | Female. | White. | Colored. | Native. | Foreign. | Orphans. | Half orphans. | Foundlings. | Reading. | Writing. | Arithmetic. | Drawing. | Music. | | |
| | 1 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| 1 | Little Sisters' Infant Shelter | *a*$2,000 | $7,352 | $5,118 | 15 | 12 | .... | .... | .... | .... | .... | .... | .... | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | ..... | ..... |
| 2 | Day Nursery, Union for Home Work* | ..... | ..... | 760 | (*c*11) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 3 | Foundlings' Home | 0 | 9,500 | 9,500 | 29 | 27 | .... | .... | .... | .... | .... | 24 | 32 | .... | .... | .... | .... | .... | ..... | ..... |
| 4 | St. Vincent's Infant and Foundling Asylum | ..... | ..... | 5,000 | .... | 200 | 200 | 0 | .... | .... | 100 | 40 | 60 | .... | .... | .... | .... | .... | ..... | ..... |
| 5 | St. Vincent's Infant Asylum* | ..... | ..... | ..... | (200) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 6 | St. Vincent's Infant Asylum | ..... | 10,000 | 10,000 | 40 | 55 | 94 | 1 | 95 | .... | 25 | 35 | 35 | .... | .... | .... | .... | .... | ..... | ..... |
| 7 | Boston North End Mission (nursery department) | 2,500 | 8,000 | ..... | 15 | 17 | 30 | 2 | 9 | 23 | 2 | 12 | 3 | .... | .... | .... | .... | .... | ..... | ..... |
| 8 | Day Nursery* | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | ..... | ..... |
| 9 | Massachusetts Infant Asylum *d* | *a*39,858 | *a*19,662 | 23,000 | (69) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 10 | St. Mary's Infant Asylum* | ..... | ..... | ..... | (47) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 11 | House of Providence* | 0 | 3,800 | 3,791 | 21 | 12 | 32 | 1 | 33 | 0 | 7 | 5 | 21 | .... | .... | .... | .... | .... | ..... | ..... |
| 12 | Woman's Hospital and Foundlings' Home* | 0 | ..... | ..... | 5 | 3 | 8 | 0 | 8 | 0 | .... | 4 | 1 | .... | .... | .... | .... | .... | ..... | ..... |
| 13 | Babies' Nursery | ..... | 2,126 | 2,061 | 8 | 11 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 14 | The Brooklyn Nursery | 0 | 8,217 | 7,683 | 16 | 14 | 30 | 0 | 30 | 0 | 1 | 17 | 0 | .... | .... | .... | .... | .... | ..... | ..... |
| 15 | Day Nursery of the Brooklyn Children's Aid Society | 0 | 578 | 578 | 7 | 7 | 14 | 0 | 0 | 14 | .... | 3 | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 16 | Home Nursery of the Industrial School Association | ..... | ..... | ..... | 13 | 20 | 33 | 0 | 13 | 20 | 0 | 13 | 0 | .... | .... | .... | .... | .... | ..... | ..... |
| 17 | Sheltering Arms Nursery (Protestant Episcopal Church) | ..... | 4,902 | 4,527 | 20 | 10 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 18 | Buffalo Widows' and Infants' Asylum | 0 | 11,340 | 11,340 | 52 | 30 | 82 | 0 | .... | .... | 27 | 55 | 0 | .... | .... | .... | .... | .... | ..... | ..... |
| 19 | Babies' Shelter* | 0 | 4,784 | 4,553 | 10 | 14 | 24 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 20 | Foundling Asylum of the Sisters of Charity* | 0 | 244,535 | 236,015 | 821 | 668 | .... | .... | .... | .... | .... | .... | .... | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | ..... | ..... |
| 21 | New York Infant Asylum *e* | ..... | 56,512 | 61,183 | 122 | 116 | 232 | 6 | 136 | 102 | 0 | 10 | 4 | .... | .... | .... | .... | .... | ..... | ..... |
| 22 | Nursery and Child's Hospital of the City of New York *f* | *g*50,000 | 157,805 | 149,187 | (656) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 23 | Shelter and Baby Nurseries (American Female Guardian Society) | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 24 | Virginia Day Nursery | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 25 | Day Home | 35,500 | 4,306 | 3,956 | 165 | 80 | 135 | 10 | 21 | 124 | 0 | 58 | 0 | (*h*) | (*h*) | (*h*) | (*h*) | (*h*) | ..... | ..... |
| 26 | Day Nursery for Children* | 0 | 2,328 | 1,334 | (*c*19) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 27 | Lombard Street Day Nursery* | | 0 | 1,949 | 1,793 | (c45) | | 45 | 0 | | | | | 1 | (b) | (b) | (b) | (b) | (b) | | | | | | | | | | |
| 28 | Philadelphia Home for Infants | | | | | 28 | 6 | | 1 | | | | | | | | | | | | | | | | | | | | |
| 29 | St. Mary Street Home and Day Nursery | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | St. Vincent's Infant Asylum* | | | 2,966 | 2,966 | (39) | | | | | | | | | | | | | | | | | | | | | | | |
| 31 | St. Ann's Infant Asylum | | | *5,000 | | 50 | 60 | | | | | 15 | 10 | 85 | | | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1880.
*a* In 1879.
*b* Kindergarten instruction given.
*c* Average daily attendance.
*d* There is a branch asylum at West Medford.
*e* Includes report of the country home at Mt. Vernon.
*f* Includes country branch at West New Brighton, Staten Island.
*g* In 1878.
*h* School studies are pursued, and much attention paid to moral training.
*i* From appropriation.

TABLE XXII.—PART 3.—*Statistics of industrial schools for* 1881.

| | Name. | Location. | Year of incorporation. | Year of organization. | Superintendent. | Religious denomination. | Number of teachers. | | Total number of inmates since foundation. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male. | Female. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | Sewing School, Union for Home Work* | Hartford, Conn | ..... | ..... | Mrs. W. Bacon and Miss M. L. Collins. | Non-sect | ..... | 40 | ..... |
| 2 | Burr Mission Industrial School | Chicago, Ill | 1864 | 1867 | Rev. W. C. Willing, chaplain | Non-sect | ..... | 1 | 1,800 |
| 3 | Girls' Industrial School (Women's Christian Home Mission). | Peoria, Ill | 1876 | 1875 | Mrs. E. D. Hardin, president | Non-sect | ..... | 27 | *a*1,800 |
| 4 | Sugar Grove Normal and Industrial School | Sugar Grove, Ill | ..... | | Frank H. Hall | ..... | ..... | ..... | ..... |
| 5 | Busy Bee | Richmond, Ind | ..... | 1867 | Mrs. Martha Valentine | Friends | ..... | 25 | *b*560 |
| 6 | House of the Good Shepherd | Near Newport, Ky. (Highland avenue). | 1876 | 1866 | Mother M. of St. Scholastica | R. C | ..... | 16 | 2,220 |
| 7 | Industrial School* | New Orleans, La | ..... | ..... | Rev. Father Mariné, c. s. c., provincial. | R. C | 2 | ..... | ..... |
| 8 | Maine Industrial School for Girls | Hallowell, Me | 1872 | 1875 | E. Rowell, manager | Non-sect | 1 | 3 | 130 |
| 9 | St. Luke's Sewing School | Portland, Me | 0 | 1864 | Mrs. Charles W. Barrett | P. E | ..... | 14 | *1,500 |
| 10 | Industrial School for Colored Girls | Annapolis, Md | ..... | 1878 | William Harwood | Non-sect | ..... | 2 | ..... |
| 11 | St. Joseph's House of Industry* | Baltimore, Md | 1866 | 1866 | Sister Josepha | R. C | ..... | 9 | 500 |
| 12 | St. Mary's Industrial School for Boys | Carroll, Md | 1866 | 1866 | Brother Alexius | R. C | 10 | ..... | 1,592 |
| 13 | Industrial School for Girls | Boston, Mass. (Dorchester district). | 1854 | 1854 | Mary L. Hall, secretary | Non-sect | ..... | 2 | 225 |
| 14 | Industrial Schools (Boston North End Mission) | Boston, Mass. (201 North st.) | 1865 | 1867 | Rev. Samuel T. Frost | Baptist | 0 | 14 | ..... |
| 15 | North End Industrial Home | Boston, Mass. (39 N. Bennet street). | 0 | 1879 | Mrs. L. E. Caswell | Non-sect | 5 | 9 | *c*600 |
| 16 | Vacation Industrial School | Brookline, Mass | ..... | 1880 | Mr. Hildreth | ..... | 1 | ..... | 60 |
| 17 | Detroit Industrial School | Detroit, Mich | 1859 | 1857 | Mrs. C. Van Husan, president | Non-sect | ..... | *d*3 | ..... |
| 18 | St. Paul's Industrial School for Boys | Clontarf, Minn | 0 | 1880 | Brother Benedict | R. C | 3 | 0 | 3 |
| 19 | The Southern Christian Institute of Mississippi | ———, Miss | 1875 | (*e*) | William Irelon | Disc. of Ch | 1 | ..... | ..... |
| 20 | Girls' Industrial Home and School | St. Louis, Mo | 1858 | 1854 | Mrs. E. W. Clarke, cor. sec | Non-sect | 0 | 2 | ..... |
| 21 | Industrial School (St. Joseph's Convent of Mercy).* | St. Louis, Mo | *f*1857 | *f*1856 | Mother Mary de Pazzi | R. C | ..... | *f*35 | *f*b32,511 |
| 22 | Industrial Schools (Children's Friend Society) | Albany, N. Y | 1863 | 1856 | Agnes Pruyn, treasurer | Non-sect | ..... | 3 | ..... |
| 23 | Brooklyn Industrial School Association and Home for Destitute Children. | Brooklyn, N. Y | 1854 | 1854 | Gertrude L. Vanderbilt, cor. sec | Non-sect | 0 | 8 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 24 | Eastern District Industrial School | Brooklyn, N. Y. (141 South 3d street). | 1854 | 1854 | Emma T. Whittelsey | Non-sect.. | 0 | 1 | 4,200 |
| 25 | Industrial School of the Sisters of Mercy* | Brooklyn, N. Y. (Willoughby st., cor. Classon ave.). | ..... | ..... | Mother M. Bonaventure, principal | ..... | ..... | 6 | ..... |
| 26 | Industrial Schools (Children's Aid Society) | Brooklyn, N. Y. (61 Poplar st.). | 1866 | 1866 | R. D. Douglass | Non-sect.. | 0 | 5 | 9,580 |
| 27 | St. Paul's Industrial School* | Brooklyn, N. Y | ..... | ..... | Sister Constantia, superior | R. C | ..... | 13 | ..... |
| 28 | St. Joseph's Academy and Industrial School | Lockport, N. Y | 1866 | 1866 | Sister Emelie | R. C | ..... | 4 | 2,500 |
| 29 | Children's Aid Society Industrial Schools* | New York, N. Y. (19 East 4th street). | 1855 | 1854 | John W. Skinner | Non-sect.. | *g*5 | *g*79 | ..... |
| 30 | Five Points House of Industry | New York, N. Y. (155 Worth st) | 1854 | 1851 | William F. Barnard | Non-sect.. | 1 | 7 | 33,975 |
| 31 | Industrial Home of the Hebrew Orphan Asylum. | New York, N. Y | 1860 | 1869 | Mr. Burrows, manager | Hebrew | *h*4 | ..... | *h*100 |
| 32 | Industrial School of St. Augustine's Chapel | New York, N. Y. (105, 107, 109 East Houston street). | ..... | 1870 | Miss E. D. Bininger | P. E | ..... | 40 | ..... |
| 33 | Industrial School of the United Relief Works of the Society for Ethical Culture. | New York, N. Y | ..... | ..... | Dr. G. Bamberger, principal | ..... | ..... | ..... | ..... |
| 34 | Industrial Schools of the American Female Guardian Society. *h* | New York, N. Y. (29 East 29th street). | 1849 | 1854 | Mrs. C. C. North | Non-sect.. | 0 | 42 | *b*69,758 |
| 35 | St. Joseph's Industrial Home* | New York, N. Y. (East 81st st.). | 1858 | 1869 | M. M. Gertrude | R. C | ..... | 12 | *b*1,906 |
| 36 | St. Vincent's Industrial School | New York, N. Y. (343 W. 42d street). | 1856 | 1856 | Sister Mary Helena | R. C | ..... | 9 | ..... |
| 37 | Wilson Industrial School for Girls and Mission* | New York, N. Y. (125 St. Mark's place). | 1854 | 1853 | Miss Emily Huntington, matron | Non-sect.. | ..... | 4 | 3,000 |
| 38 | Industrial School of Rochester *h* | Rochester, N. Y | 1857 | 1856 | Miss C. A. Hamilton, matron | Non-sect.. | 0 | 3 | ..... |
| 39 | Rochester Home of Industry | Rochester, N. Y. | ..... | ..... | Mother Hieronyme, superior | R. C | ..... | ..... | ..... |
| 40 | House of the Good Shepherd | Tomkins Cove, N. Y | 1870 | 1866 | Rev. E. Gay, jr., president | P. E | ..... | ..... | *b*296 |
| 41 | Our Lady of the Woods, Select School | Near Carthage, Ohio | ..... | 1878 | Mother M. of St. Joseph David, provincial superior. | R. C | 0 | 3 | 50 |
| 42 | Industrial School and Home (Children's Aid Society). | Cleveland, Ohio | 1865 | 1865 | William Sampson | Non-sect.. | ..... | 4 | *b*800 |
| 43 | St. Luke's Sewing School* | Marietta, Ohio | 1871 | 1870 | Miss S. B. McFarland, president | P. E | ..... | 6 | 500 |
| 44 | Toledo Industrial School | Toledo, Ohio | 1875 | 1874 | Miss Mary C. Dickinson, president board of managers. | Non-sect.. | ..... | 1 | ..... |
| 45 | Training School for Indian Youth | Forest Grove, Oreg | ..... | 1880 | Lieut. M. C. Wilkinson, U. S. A | Non-sect.. | ..... | ..... | ..... |
| 46 | Training School for Indian Youth | Carlisle, Pa | ..... | 1879 | Lieut. R. H. Pratt, U. S. A | Non-sect.. | ..... | ..... | ..... |
| 47 | Industrial School of the East Liberty Branch of the Young Women's Christian Association of Pittsburgh and Allegheny. | East Liberty, Pa | ..... | ..... | Miss Mary E. Davidson, manager | ..... | ..... | ..... | ..... |
| 48 | House of Industry Colored School | Philadelphia, Pa | 1848 | 1848 | Jane S. Street | ..... | ..... | 2 | ..... |
| 49 | Industrial Home for Girls | Philadelphia, Pa. (762 South) 10th street). | 1859 | 1858 | Samuel C. Perkins, president | Non-sect.. | ..... | *g*1 | *b*496 |
| 50 | Knoxville Industrial School* | Knoxville, Tenn | ..... | ..... | Emily L. Austin | Non-sect.. | ..... | ..... | ..... |
| 51 | Miller Manual Labor School | Batesville, Va | ..... | 1878 | C. E. Vawter, M. A | ..... | 5 | ..... | 124 |
| 52 | School of the Good Shepherd *h* | Lawrenceville, Va | 1879 | 1879 | Mrs. F. E. Buford | P. E | 1 | 1 | ..... |
| 53 | Good Shepherd Industrial School | Milwaukee, Wis | 1878 | 1878 | Mother Mary St. Bernard | R. C | ..... | 4 | 242 |
| 54 | Industrial Home School* | Georgetown, D. C | 1872 | 1864 | Leverett Barnes | Non-sect.. | 3 | 2 | 936 |

* From Report of the Commissioner of Education for 1880.
*a* Estimated.
*b* Up to the close of the year 1879.
*c* Number of children; there have also been 200 men and women.
*d* In 1880.
*e* Opened at Hemingway in January, 1881, but closed in April of the same year.
*f* In St. Joseph's Convent of Mercy.
*g* In 1879.
*h* From a return for the year 1880.

TABLE XXII.—PART 3.—*Statistics of industrial schools for* 1881—Continued.

| | Name. | Conditions of admission. | | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | | Age. | Other conditions. | | | |
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 1 | Sewing School, Union for Home Work* | | | | Sewing; the older girls receive instruction in housework and cookery. | |
| 2 | Burr Mission Industrial School | | Not eligible for public schools. | Endowment | Sewing, knitting, crocheting, and housework. | |
| 3 | Girls' Industrial School (Women's Christian Home Mission). | 6–15 | | Voluntary contributions | Sewing and kindred branches | Adopted or placed in homes. |
| 4 | Sugar Grove Normal and Industrial School. | | | | Farming and work of putting and keeping tools in order, such as planes, bits, saws, &c. | |
| 5 | Busy Bee | No limit | | Donations | Knitting, various kinds of needlework, and Kindergarten industries. | |
| 6 | House of the Good Shepherd | 3–15 | | Contributions and labor of inmates. | House duties, fine sewing, embroidery, lace making, knitting, &c. | |
| 7 | Industrial School* | | | | | |
| 8 | Maine Industrial School for Girls | 7–15 | Friendlessness or waywardness. | State appropriation and donations. | Housekeeping and sewing | Homes in families found or returned to friends. |
| 9 | St. Luke's Sewing School | 6–18 | | Voluntary contributions | Plain sewing | |
| 10 | Industrial School for Colored Girls | 6 and over | | Contributions, subscriptions, and proceeds of entertainments and public school fund of the State. | Sewing, housework, waitress's work, cookery, and washing. | Placed at service. |
| 11 | St. Joseph's House of Industry* | 14 | Must be of blameless character. | By industry of inmates | Dressmaking, tailoring, shirt making, embroidery, plain sewing, and millinery. | Situations are provided. |
| 12 | St. Mary's Industrial School for Boys | 8–16 | | Appropriations, contributions, and labor of inmates, and endowment. | Farming, gardening, printing, shoemaking, blacksmithing, carpentry, tailoring, basket making, baking, and bottle covering. | Indentured, furnished homes, or returned to friends. |
| 13 | Industrial School for Girls | 6–10 | | Donations, subscriptions, and legacies. | All domestic duties, sewing, knitting, &c. | Girls are under guardianship of the managers until 21 years of age. |
| 14 | Industrial Schools (Boston North End Mission). | No limit | Good behavior | Donations, proceeds of fair, &c. | Sewing | Placed in homes. |

| | | | | | | |
|---|---|---|---|---|---|---|
| 15 | North End Industrial Home | 18 months–70 years. | Need of employment and care. | Subscriptions, collections, private charity, &c. | There are sixteen departments of work in the home, including laundry, sewing rooms, the boys' workshop, printing office, cookery school, kitchen garden, &c. | Placed at service. |
| 16 | Vacation Industrial School | 12 | | By contributions | Carpentry. | |
| 17 | Detroit Industrial School | | Poverty | Contributions and donations. | House duties and sewing and knitting. | Provided with situations. |
| 18 | St. Paul's Industrial School for Boys | 12 | | Self-supporting | Farming and shoemaking. | |
| 19 | The Southern Christian Institute of Mississippi. | 6 | Must be colored | Donations from the North | Useful duties. | |
| 20 | Girls' Industrial Home and School | | Must be white | Contributions from managers, gifts, interest on loans, proceeds from concert and a booth at the annual State fair. | Dressmaking, plain sewing, and domestic work. | Indentured or put at service. |
| 21 | Industrial School (St. Joseph's Convent of Mercy).* | 10 | | Contributions, industry of inmates, &c. | General housework, sewing, knitting, &c. | Provided with situations. |
| 22 | Industrial Schools (Children's Friend Society). | 4–14 | | Contributions and interest on invested funds. | Domestic duties and sewing | Girls are put out to service. |
| 23 | Brooklyn Industrial School Association and Home for Destitute Children. | Under 12 | Poverty | Subscriptions, board of inmates, excise fees, interest on investments, and proceeds of fair. | Sewing and kitchen garden work. | |
| 24 | Eastern District Industrial School | 2–10 | | Contributions, public school fund, &c. | Sewing and housework | Suitable homes found for them and constant supervision had over them. |
| 25 | Industrial School of the Sisters of Mercy* | | | | | |
| 26 | Industrial Schools (Children's Aid Society). | Under 15 | Unable to attend public school. | Voluntary contributions | Sewing, knitting, and kitchen garden work. | Placed in good families. |
| 27 | St. Paul's Industrial School* | | | | | |
| 28 | St. Joseph's Academy and Industrial School. | | | By charity | Fancy needlework and plain sewing. | |
| 29 | Children's Aid Society Industrial Schools.* | | Destitution | State appropriations and contributions. | Sewing; there is a kitchen garden class in the Thirty-fifth street school. | Teachers look after them. |
| 30 | Five Points House of Industry | 3–13 | | Appropriation, contributions, and board of children. | Sewing, type-setting, kitchen work, &c. | Placed in homes or returned to friends. |
| 31 | Industrial Home of the Hebrew Orphan Asylum. | | Desire to learn trades. | Appropriation from Hebrew Orphan Asylum. | Printing and shoemaking | Situations found. |
| 32 | Industrial School of St. Augustine's Chapel. | | Must attend Sunday school and church. | Church appropriation | Hand and machine sewing, embroidery, cutting, &c. | |
| 33 | Industrial School of the United Relief Works of the Society for Ethical Culture. | | | | Rudimentary principles of mechanical operations. | |
| 34 | Industrial Schools of the American Female Guardian Society. *a* | Under 14 | Destitute, homeless, or neglected. | Appropriations from school fund and contributions. | Sewing and general house duties. | Good homes are secured. |

* From Report of the Commissioner of Education for 1880.

*a* These statistics are from a return for the year 1880.

TABLE XXII.—PART 3.—*Statistics of industrial schools for* 1881—Continued.

| | Name. | Conditions of admission. | | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | | Age. | Other conditions. | | | |
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 35 | St. Joseph's Industrial Home* | 3 | Destitution and good character. | Appropriations, contributions, tuition fees, and board | House duties, knitting, sewing, and use of sewing machine. | |
| 36 | St. Vincent's Industrial School | 12 | | Industry of inmates and tuition fees. | Domestic work, hand and machine sewing, dress and cloak making. | |
| 37 | Wilson Industrial School for Girls and Mission.* | 5 | | Voluntary contributions | Sewing and kitchen garden work. | Provided with situations. |
| 38 | Industrial School of Rochester[a] | Under 15 | Poverty | Board of children, contributions, and income from invested funds; the teachers are paid by the city. | Housework | Adopted, put in homes, or returned to friends. |
| 39 | Rochester Home of Industry | | | | | |
| 40 | House of the Good Shepherd | | Need of care and protection. | By donations | Housework, farmwork, and gardening. | |
| 41 | Our Lady of the Woods, Select School | 5–15 | Good moral character. | By tuition fees | Domestic work, dressmaking, plain sewing, embroidery, and fancy work. | |
| 42 | Industrial School and Home (Children's Aid Society). | 4–16 | | Voluntary contributions | Agriculture, housework, knitting, and sewing. | Placed in homes until of age. |
| 43 | St. Luke's Sewing School* | 7–15 | | Church contributions and donations. | Sewing. | |
| 44 | Toledo Industrial School | | Indigence | Voluntary contributions | Domestic work and sewing. | |
| 45 | Training School for Indian Youth | | | | Blacksmithing, shoemaking, carpentry, wagon making, laundry work, cooking, housekeeping, sewing, mending, and cutting and fitting garments. | |
| 46 | Training School for Indian Youth | | | | Sewing, cooking, tailoring, shoemending, carpentry, blacksmithing, wagon making, tinning, and harness making. | |
| 47 | Industrial School of the East Liberty Branch of the Young Women's Christian Association of Pittsburgh and Allegheny. | | | | Sewing. | |
| 48 | House of Industry Colored School | 6 | | Private contributions | Sewing | Placed in situations. |
| 49 | Industrial Home for Girls | 12 and over | Good health and virtuous record. | Voluntary contributions | Sewing, laundry, and housework. | Given two suits of clothing. |

| | | | | | | |
|---|---|---|---|---|---|---|
| 50 | Knoxville Industrial School* | ..... | ..... | Contributions | Sewing and kitchen garden work. | |
| 51 | Miller Manual Labor School | 10–14 | Poverty, and must be residents of the county. | Endowment | Domestic work, farming, printing, telegraphy, and work in wood and iron in a well-regulated machine shop. | |
| 52 | School of the Good Shepherd *a* | No limit | ..... | Sustained by the P.E. Church | Sewing for girls. | |
| 53 | Good Shepherd Industrial School | No limit | In need of protection or reformation. | Appropriation, donations, board, and labor of inmates. | Sewing. | |
| 54 | Industrial Home School* | 6–14 | ..... | Appropriation and labor of inmates. | General domestic work, gardening, carpentry, sewing, shoemaking and tree-box making. | Placed in families. |

* From Report of the Commissioner of Education for 1880.

*a* These statistics are from a return for the year 1880

TABLE XXII.—PART 3.—*Statistics of industrial schools*—Continued.

| | Name. | Amount of permanent fund. | Income. | Expenditure. | Present inmates. | | | | | | | | | | | | | | | Library. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Sex. | | Race. | | Parentage. | | Orphanage. | | | Instruction; number taught— | | | | | | | |
| | | | | | Male. | Female. | White. | Colored. | Native. | Foreign. | Orphans. | Half orphans. | Foundlings. | Reading. | Writing. | Arithmetic. | Drawing. | Music. | | Number of volumes. | Increase in the last school year. |
| | 1 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | 32 | 33 |
| 1 | Sewing School, Union for Home Work* | ..... | a$18,004 | a$14,347 | ..... | 103 | 103 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | 300 | ..... |
| 2 | Burr Mission Industrial School | ..... | ..... | 3,070 | 67 | 59 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 3 | Girls' Industrial School (Women's Christian Home Mission). | $0 | a1,115 | a940 | ..... | 325 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 4 | Sugar Grove Normal and Industrial School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 5 | Busy Bee | ..... | ..... | ..... | 25 | 140 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 6 | House of the Good Shepherd | 0 | 0 | ..... | 0 | 79 | ..... | ..... | ..... | ..... | 28 | 36 | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 7 | Industrial School* | ..... | ..... | ..... | 25 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 8 | Maine Industrial School for Girls | ..... | 7,255 | 4,835 | ..... | 39 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | b700 | b125 |
| 9 | St. Luke's Sewing School | 0 | 0 | ..... | ..... | 196 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | 300 | 50 |
| 10 | Industrial School for Colored Girls | ..... | c362 | ..... | ..... | 107 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | 132 | 132 |
| 11 | St. Joseph's House of Industry* | ..... | ..... | ..... | ..... | 45 | ..... | ..... | ..... | ..... | 40 | 5 | ..... | ..... | ..... | ..... | ..... | ..... | | 400 | 50 |
| 12 | St. Mary's Industrial School for Boys | ..... | 35,133 | 35,371 | 411 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | 1,100 | 30 |
| 13 | Industrial School for Girls | 39,545 | 4,844 | 4,078 | ..... | 17 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 14 | Industrial Schools (Boston North End Mission) | 0 | a10,631 | a8,986 | ..... | 100 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 15 | North End Industrial Home | 0 | 8,000 | 8,000 | 350 | 250 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 16 | Vacation Industrial School | ..... | 200 | 200 | 60 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 17 | Detroit Industrial School | ..... | 6,000 | 6,000 | (d75) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 18 | St. Paul's Industrial School for Boys | 0 | ..... | ..... | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | 500 | ..... |
| 19 | The Southern Christian Institute of Mississippi | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 20 | Girls' Industrial Home and School | ..... | 6,779 | 4,674 | 0 | d60 | ..... | ..... | ..... | ..... | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 21 | Industrial School (St. Joseph's Convent of Mercy).* | 0 | ..... | ..... | ..... | 30 | 29 | 1 | 22 | 8 | 13 | 17 | 0 | 15 | 15 | 15 | ..... | ..... | | ..... | ..... |
| 22 | Industrial Schools (Children's Friend Society) | 16,000 | 2,356 | 2,615 | (252) | | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | 0 | ..... |
| 23 | Brooklyn Industrial School Association and Home for Destitute Children. | 0 | e27,931 | e26,000 | (f1,100) | | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | 0 | 0 |
| 24 | Eastern District Industrial School | ..... | 12,255 | 10,011 | (127) | | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 25 | Industrial School of the Sisters of Mercy* | ..... | ..... | ..... | ..... | 355 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 257 | 257 | 257 | ..... | ..... | | ..... | ..... |
| 26 | Industrial Schools (Children's Aid Society) | 0 | 3,000 | 3,000 | 375 | 328 | ..... | ..... | ..... | ..... | ..... | 40 | ..... | ..... | ..... | ..... | ..... | ..... | | 200 | 20 |
| 27 | St. Paul's Industrial School* | ..... | ..... | ..... | ..... | 249 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 28 | St. Joseph's Academy and Industrial School | 0 | 800 | | | 200 | | | | | | | | | | | | | 625 | 10 |
| 29 | Children's Aid Society Industrial Schools* | | *ag*205,583 | *ag*204,340 | (*gh*9,098) | | | | | | | | | | | | | | 2,614 | |
| 30 | Five Points House of Industry | 0 | 45,489 | 43,796 | 386 | 237 | | | | 13 | 141 | | | | | | | | 1,000 | |
| 31 | Industrial Home of the Hebrew Orphan Asylum | | *32,916 | *31,269 | *16 | | | | | *4 | *12 | | | | | | | | | |
| 32 | Industrial School of St. Augustine's Chapel | | 600 | 600 | | 664 | | | | | | | | | | | | | | |
| 33 | Industrial School of the United Relief Works of the Society for Ethical Culture. | | | | | | | | | | | | | | | | | | | |
| 34 | Industrial Schools of the American Female Guardian Society.*i* | 0 | 16,377 | 32,302 | 2,665 | 2,430 | | | | | | | | | | | | | 1,450 | 200 |
| 35 | St. Joseph's Industrial Home* | | 60,758 | 60,629 | 195 | 378 | | | | 30 | 150 | | | | | | | | *b*250 | |
| 36 | St Vincent's Industrial School | | | | | 95 | | | | | | | | | | | | | 450 | |
| 37 | Wilson Industrial School for Girls and Mission* | 9,000 | 9,000 | 8,277 | | 300 | | | | 60 | 150 | | | | | | | | | |
| 38 | Industrial School of Rochester*i* | 16,000 | 6,000 | 6,000 | 86 | 116 | | | | | | | | | | | | | 300 | 0 |
| 39 | Rochester Home of Industry | | 8,879 | 8,879 | | 75 | | | | | | | | | | | | | | |
| 40 | House of the Good Shepherd | | 12,422 | 12,422 | 19 | 17 | | | | | | | | | | | | | *b*600 | |
| 41 | Our Lady of the Woods, Select School | 0 | 2,500 | 2,500 | 0 | 24 | | | | 2 | | | | | | | | | 100 | 25 |
| 42 | Industrial School and Home (Children's Aid Society). | 0 | 9,703 | 7,020 | 36 | 17 | | | | | | | | | | | | | | |
| 43 | St. Luke's Sewing School* | | | | 0 | 60 | | | | | | | | | | | | | | |
| 44 | Toledo Industrial School | 600 | 800 | 800 | 33 | 51 | | | | 1 | 15 | | | | | | | | | |
| 45 | Training School for Indian Youth | | | | 48 | 28 | | | | | | | | | | | | | | |
| 46 | Training School for Indian Youth | | | | 180 | 87 | | | | | | | | | | | | | | |
| 47 | Industrial School of the East Liberty Branch of the Young Women's Christian Association of Pittsburgh and Allegheny. | | | | | 80 | | | | | | | | | | | | | | |
| 48 | House of Industry Colored School | | | | 50 | 79 | | | | 20 | 30 | | | | | | | | | |
| 49 | Industrial Home for Girls | | *b*2,352 | *b*2,598 | | 25 | | | | | | | | | | | | | | |
| 50 | Knoxville Industrial School* | | | | | | | | | | | | | | | | | | | |
| 51 | Miller Manual Labor School | 1,100,000 | 70,000 | 70,610 | 100 | 0 | 100 | | | 8 | 82 | | | | | | | | | |
| 52 | School of the Good Shepherd*i* | 0 | 800 | 800 | 90 | 135 | | | | | | | | | | | | | 0 | |
| 53 | Good Shepherd Industrial School | 0 | 6,986 | 6,936 | | 85 | | | | 35 | 45 | | | | | | | | | |
| 54 | Industrial Home School* | 0 | 5,682 | 4,402 | 51 | 30 | | | | 3 | 49 | | | | | | | | 300 | 150 |

* From Report of the Commissioner of Education for 1880.
*a* For all departments of work.
*b* In 1879.
*c* From contributions only.
*d* Average attendance.
*e* These amounts include the support of six industrial schools and Home for Destitute Children.
*f* Whole number for the year.
*g* From report for the year ending November, 1879.
*h* In 21 day schools and 11 night schools.
*i* These statistics are from a return for the year 1880.

TABLE XXII.—*List of homes and asylums for orphan or dependent children, infant asylums, and industrial schools from which no information has been received.*

| Name. | Location. |
|---|---|
| PART 1.—HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN. | |
| Ladies' Protection and Relief Society. | San Francisco, Cal. |
| Pacific Hebrew Orphan Asylum and Home Society. | San Francisco, Cal. |
| St. Boniface's Orphan Asylum | San Francisco, Cal. |
| St. Vincent's Male Orphan Asylum. | San Rafael, Cal. |
| St. Catharine's Orphan Asylum. | Hartford, Conn. |
| St. James' Asylum | Hartford, Conn. |
| Atlanta Benevolent Home | Atlanta, Ga. |
| Methodist Orphans' Home | Atlanta, Ga. |
| St. Joseph's Orphanage | Washington, Ga. |
| White Bluff Female Orphanage. | White Bluff, Ga. |
| Swedish Orphan Asylum | Andover, Ill. |
| Chicago Home for the Friendless. | Chicago, Ill. |
| Newsboys' and Bootblacks' Home. | Chicago, Ill. |
| Nursery and Half-Orphan Asylum. | Chicago, Ill. |
| Jacksonville Orphan Home | Jacksonville, Ill. |
| Protestant Deaconess's Orphan Home. | Jacksonville, Ill. |
| Home for the Friendless | Springfield, Ill. |
| Colored Orphan Asylum | Evansville, Ind. |
| Ladies' Auxiliary Orphan Asylum Society. | Evansville, Ind. |
| German Protestant Orphan Asylum. | Indianapolis, Ind. |
| St. Vincent's Male Orphan Asylum. | Vincennes, Ind. |
| German Orphan Asylum | Dubuque, Iowa. |
| Kansas Orphan Asylum | Leavenworth, Kans. |
| Protestant Orphan Asylum | Leavenworth, Kans. |
| St. John's Orphan Asylum | Covington, Ky. |
| Presbyterian Orphans' Home Society of Louisville. | Louisville, Ky. |
| St. Vincent's Orphan Asylum | Louisville, Ky. |
| Convent of the Good Shepherd. | New Orleans, La. |
| Half-Orphan Asylum | New Orleans, La. (Seventh district, Josephine and Laurel streets). |
| Newsboys' Lodging House | New Orleans, La. |
| Poydras Female Orphan Asylum. | New Orleans, La. |
| St. Joseph's German Orphan Asylum. | New Orleans, La. |
| St. Louis Female Orphan Asylum. | New Orleans, La. |
| St. Mary's Catholic Orphan Boys' Asylum. | New Orleans, La. |
| Bath Military and Naval Orphan Asylum. | Bath, Me. |
| Orphans' Home | Bath, Me. |
| Baltimore Orphan Asylum | Baltimore, Md. |
| Christ Church Asylum | Baltimore, Md. |
| Henry Watson Children's Aid Society. | Baltimore, Md. |
| Johns Hopkins Colored Orphan Asylum. | Baltimore, Md. |
| Kelso Orphan Home | Baltimore, Md. |
| St. Anthony's Asylum | Baltimore, Md. |
| St. James' Home for Homeless Children. | Baltimore, Md. |
| St. Peter's Asylum for Female Children. | Baltimore, Md. |
| St. Vincent's Male Orphan Asylum. | Baltimore, Md. (N. Front street). |
| Protestant Episcopal Orphan Asylum. | Frederick, Md. |
| Boston Asylum and Farm School for Indigent Boys. | Boston, Mass. |

| Name. | Location. |
|---|---|
| PART 1.—HOMES AND ASYLUMS, &C.—Continued. | |
| House of Providence | Holyoke, Mass. |
| Shaw's Asylum for Mariners' Children. | Jamaica Plain, Mass. |
| Home for Young Women and Children. | Lowell, Mass. |
| Children's Aid Society | Nantucket, Mass. |
| N. E. County Home for Orphan and Homeless Children. | Winchendon, Mass. |
| St. Vincent's Orphan Home. | East Saginaw, Mich. |
| Jackson Home for the Friendless and Industrial School. | Jackson, Mich. |
| German Orphan Asylum | St. Paul, Minn. |
| St. Joseph's Orphan Asylum | St. Paul, Minn. |
| Female Orphan School | Camden Point, Mo. |
| Evangelical Lutheran Orphans' Home and Asylum. | Des Pères, Mo. |
| Home for the Friendless | Hannibal, Mo. |
| Mission Free School | St. Louis, Mo. |
| St. Mary's Female Orphan Asylum. | St. Louis, Mo. |
| Southern Methodist Orphan Home. | St. Louis, Mo. (Tenth and Biddle streets). |
| Nevada Orphan Asylum | Virginia City, Nev. |
| Orphan Asylum | Manchester, N. H. |
| St. Mary's Female Orphan Asylum. | Jersey City, N. J. |
| St. Michael's Orphan Asylum | Jersey City, N. J. |
| Home for the Friendless | Newark, N. J. |
| St. Peter's Asylum | Newark, N. J. |
| St. Joseph's Orphan Asylum | Paterson, N. J. |
| Children's Home | Trenton, N. J. |
| Orphans' Home | Brooklyn, N. Y. |
| Catholic Home | Buffalo, N. Y. |
| St. John's Orphan Asylum | Greenbush, N. Y. |
| St. Johnland | Long Island, N. Y. |
| Children's Home | Newburgh, N. Y. |
| Montefiero Widow and Orphan Benefit Society. | New York, N. Y. |
| St. Vincent's Home for Homeless Boys of all Occupations. | New York, N. Y. |
| St. John's Orphanage | Ogdensburg, N. Y. |
| St. Margaret's Home | Red Hook, N. Y. |
| German Methodist Orphan Asylum. | Berea, Ohio. |
| Home for the Friendless and Female Guardian Society. | Cincinnati, Ohio. |
| Bethel Union | Cleveland, Ohio. |
| Home for the Friendless | Columbus, Ohio. |
| Orphans' Home | Dayton, Ohio. |
| Children's Home of Butler County. | Hamilton, Ohio. |
| St. Vincent's Orphan Asylum. | Toledo, Ohio. |
| Pittsburgh and Allegheny Home for the Friendless. | Allegheny, Pa. (Ridge avenue). |
| Bridgewater Soldiers' Orphan Home. | Bridgewater, Pa. |
| Church Home | Lancaster, Pa. |
| Home for the Friendless | Lancaster, Pa. |
| Aimwell School Association. | Philadelphia, Pa. |
| St. Paul's Roman Catholic Orphan Asylum. | Pittsburgh, Pa. (Tannehill street). |
| Orphans' Home of the Evangelical Lutheran Church. | Rochester, Pa. |
| Emlen Institution | Warminster, Pa. |
| Home for Friendless Children. | Wilkes-Barre, Pa. |
| Orphans' Farm School | Zelienople, Pa. |
| Home for Friendless and Destitute Children. | Newport, R. I. |
| Charleston Orphan House | Charleston, S. C. |
| Hebrew Orphan Society | Charleston, S. C. |

TABLE XXII.—*List of homes and asylums for orphans, &c.*—Continued.

| Name. | Location. | Name. | Location. |
|---|---|---|---|
| PART 1.—HOMES AND ASYLUMS, &C.—Continued. | | PART 3.—INDUSTRIAL SCHOOLS. | |
| Palmetto Orphan Home | Columbia, S. C. | Industrial Home, or Home for the Friendless. | Savannah, Ga. |
| Leath Orphan Asylum | Memphis, Tenn. | Home Industrial School | Chicago, Ill. |
| St. Peter's Orphan Asylum | Memphis, Tenn. | Railroad Mission Industrial School. | Chicago, Ill. |
| Fredericksburg Female Orphan Asylum, | Fredericksburg, Va. | Industrial School (House of the Good Shepherd). | New Orleans, La. |
| Lynchburg Female Orphan Asylum. | Lynchburg, Va. | St. Elizabeth's House of Industry. | New Orleans, La. |
| Friends' Asylum for Colored Orphans. | Richmond, Va. | Boys' Industrial School | St. Paul, Minn. |
| St. Vincent's Roman Catholic Orphan Asylum. | Wheeling, W. Va. | Girls' Industrial School | St. Paul, Minn. |
| St. Mary's Orphan Asylum | Elm Grove, Wis. | Blind Girls' Industrial Home. | St. Louis, Mo. |
| St. Æmilian's Orphan Asylum | St. Francis Station, Wis. | St. Joseph's Industrial School. | Albany, N. Y. |
| Church Orphanage | Washington, D. C. | Pennsylvania Industrial Home for Blind Women. | Philadelphia, Pa. (3929 Locust st.). |
| Washington City Orphan Asylum. | Washington, D. C. | West Philadelphia Industrial School of the Immaculate Conception. | Philadelphia, Pa. (Thirty-ninth and Pine streets). |
| Chickasaw Orphan School | Chickasaw Nation, Ind. Ter. | Pennsylvania Working Home for Blind Men. | West Philadelphia, Pa. (3518 Lancaster avenue). |
| PART 2.—INFANT ASYLUMS. | | Girls' Industrial Home | Knoxville, Tenn. |
| Infant Foundling Asylum | Covington, Ky. | St. Rose's Industrial School. | Washington, D. C. |
| St. Elizabeth's Home for Colored Infants. | Baltimore, Md. (St. Paul street). | | |
| New York Foundling Asylum Society. | New York, N. Y. | | |
| St. Vincent's Home | Philadelphia, Pa. | | |

TABLE XXII.—*Memoranda.*

| Names. | Location. | Remarks. |
|---|---|---|
| ORPHAN HOMES AND ASYLUMS. | | |
| Asylum of St. Casimir for Polish Children | La Salle, Ill. | Removed to Detroit, Mich. |
| House of the Good Shepherd | Baltimore, Md. | See Reform Schools (Table XXI). |
| Boffin's Bower | Boston, Mass | Not distinctly educational. |
| Street Boys' Home | St. Louis, Mo. (1112 Olive street). | Not found. |
| New York Juvenile Asylum | New York, N. Y. | See Reform Schools (Table XXI). |
| Women's Christian Association of Pittsburgh and Allegheny. | Pittsburgh, Pa | See report of Home for Colored Children, Allegheny, this Home being one of the ten branches of the association. |
| Memphis Bethel | Memphis, Tenn. | Not found. |
| St. Paul's Church Home | Petersburg, Va. | Closed. |
| German Protestant Orphan Asylum | Uniontown, D. C. | See German Orphan Asylum, Washington; identical. |
| St. John's Orphanage | Washington, D. C. | See the Church Orphanage; identical. |
| INFANT ASYLUM. | | |
| Rhode Island Children's Hospital and Nursery. | Providence, R. I. | Closed; work given to St. Mary's Orphanage. |
| INDUSTRIAL SCHOOLS. | | |
| Good Shepherd Industrial School | St. Paul, Minn. | Closed. |
| Industrial School of the House of the Good Shepherd. | St. Louis, Mo. | Not a regularly organized industrial school; simply a class of the younger children of respectable parentage under the care of the Sisters of the Good Shepherd. |
| New York House and School of Industry | New York, N. Y. | Gives out sewing to poor women and has a sewing school twice in each week; the Infant Industrial School is discontinued. |
| Warren Street Mission Sewing School No. 3. | Marietta, Ohio | Closed. |

TABLE XXIII.—*Statistics of educational benefactions for* 1881; *from*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES AND COLLEGES. | | | |
| University of California | Berkley, Cal | D. O. Mills | San Francisco, Cal. |
| Pierce Christian College | College City, Cal. | Various persons | |
| University of Southern California. | Los Angeles, Cal. | Rev. A. Higbie and various others. | |
| University of the Pacific | Santa Clara, Cal | | |
| Pacific Methodist College | Santa Rosa, Cal. | | |
| Colorado College | Colorado Springs, Colo. | | |
| University of Denver | Denver, Colo. | John Evans, J. W. Bailey, Various others | Denver, Colo. |
| Trinity College | Hartford, Conn | Charles H. Northam | Hartford, Conn |
| Wesleyan University | Middletown, Conn. | George I. Seney | New York, N. Y |
| | | Various persons | |
| Yale College | New Haven, Conn. | Hon. James Knox (deceased). | Knoxville, Ill |
| | | John Haynes | |
| | | | |
| | | Various persons | Hartford, Conn |
| | | Dr. Timothy Dwight Porter (deceased). | |
| | | Lucius Hotchkiss (deceased). | New Haven, Conn. |
| | | Rev. Joel Hawes, D. D | |
| | | | |
| Clark University | Atlanta, Ga. | N. G. Ladd, M. D., and others. | Malden, Mass. |
| Atlanta University | Atlanta, Ga. | Various persons | |
| Emory College | Oxford, Ga. | George I. Seney | New York, N. Y |
| | | | |

*replies to inquiries by the United States Bureau of Education.*

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $75,000 | ..... | ..... | $75,000 | ..... | ..... | ..... | For a professorship of intellectual and moral philosophy and civil polity, on condition that the income be devoted exclusively to the support of this professorship, and that any surplus shall be added to the original fund. |
| 1,700 | $1,700 | ..... | ..... | ..... | ..... | ..... | To be invested for endowment and interest used. |
| 1,098 | ..... | $1,098 | ..... | ..... | ..... | ..... | 400 volumes and a fine collection of magazines to the library from Rev. A. Higbie; $1,098 donations to furnishing fund, and various donations to the museum from others. |
| 6,000 | 6,000 | ..... | ..... | ..... | ..... | ..... | To pay debt. |
| 6,000 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 12,420 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified; $6,700 from western contributions and $5,720 from eastern donations. |
| | | 10,000 | ..... | ..... | ..... | ..... | |
| 20,000 | ..... | 3,000 | ..... | ..... | ..... | ..... | For buildings and apparatus. |
| | | 7,000 | ..... | ..... | ..... | ..... | |
| 40,000 | ..... | 40,000 | ..... | ..... | ..... | ..... | For the erection of a new building. |
| 144,400 | 139,000 | ..... | ..... | ..... | ..... | ..... | $136,000 for endowment and $3,000 for current expenses. |
| | 5,400 | ..... | ..... | ..... | ..... | ..... | For current expenses. |
| 217,970 | 30,000 | ..... | ..... | ..... | ..... | ..... | A contingent bequest made in 1876, but not decided for Yale until 1881, when an Illinois court declared it to be justly claimed by the college. |
| | 10,000 | ..... | ..... | ..... | ..... | ..... | $10,000 of the John Haynes fund paid into the college treasury. |
| | ..... | 10,500 | ..... | ..... | ..... | ..... | Value of a new building to be devoted to the reference library of the theological department. |
| | ..... | 650 | ..... | ..... | ..... | ..... | For purchase of physiological apparatus. |
| | ..... | ..... | 150,000 | ..... | ..... | ..... | Income to be applied to "the increase of teaching force in the academical department." This amount, $150,000, arises from the sale of part of the property conveyed to the college three years ago by Dr. Porter, but which did not come into the actual possession of the college until his death, in December, 1880. |
| | ..... | ..... | ..... | $10,000 | ..... | ..... | The income to be given to students of the academical department who need pecuniary aid. |
| | ..... | ..... | ..... | 2,820 | ..... | ..... | For the general scholarship fund. |
| | ..... | 4,000 | ..... | ..... | ..... | ..... | For the Winchester observatory towards the purchase of instruments. |
| 13,000 | 13,000 | ..... | ..... | ..... | ..... | ..... | For the medical department. |
| 3,779 | 3,779 | ..... | ..... | ..... | ..... | ..... | Donations for the college year 1880-'81, for general purposes and aid of indigent students. |
| 160,000 | 5,000 | 20,000 | 25,000 | ..... | ..... | ..... | $25,000 to complete the endowment of the "Lovick Pierce professorship;" $20,000 for the erection of Seney Hall, and $5,000 to help pay the college debt. |
| | (110,000) | | ..... | ..... | ..... | ..... | Part for building and part for endowment. |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &c.—Cont'd. | | | |
| Illinois Wesleyan University | Bloomington, Ill | Various persons | |
| Northwestern University | Evanston, Ill | Philander Smith | Oak Grove, Ill |
| Knox College | Galesburg, Ill | Alumni | |
| Lombard University | Galesburg, Ill | Mr. Higgenbollom | Chicago, Ill |
| | | Mr. Kew | Chicago, Ill |
| | | Mrs. Hall | Chicago, Ill |
| | | Many others | |
| Illinois College | Jacksonville, Ill | Mrs. Valeria G. Stone | Malden, Mass |
| Lake Forest University | Lake Forest, Ill | | |
| Monmouth College | Monmouth, Ill | | |
| Chaddock College | Quincy, Ill | Prudence Chaddock | Astoria, Ill |
| Augustana College | Rock Island, Ill | Churches of Augustana Swedish Lutheran Synod. | |
| Shurtleff College | Upper Alton, Ill | Estate of Heman Goodrich | Carrollton, Ill |
| Westfield College | Westfield, Ill | Various persons | |
| Wheaton College | Wheaton, Ill | | |
| Franklin College | Franklin, Ind | John Robertson | Shelbyville, Ind |
| Indiana Asbury University | Greencastle, Ind | | |
| Hartsville College | Hartsville, Ind | | |
| Union Christian College | Merom, Ind | Various churches and private gifts. | |
| Earlham College | Richmond, Ind | Various persons | |
| Griswold College | Davenport, Iowa | Theo. M. Davis | New York, N. Y. |
| | | Miss Wolfe | New York, N. Y. |
| | | Mrs. D. J. Ely | New York, N. Y. |
| | | Various persons | |
| Drake University | Des Moines, Iowa | Gen. George M. Drake | Des Moines, Iowa |
| Iowa College | Grinnell, Iowa | | |
| Simpson Centenary College | Indianola, Iowa | Various persons | Iowa |
| State University of Iowa | Iowa City, Iowa | J. F. Tallant | Burlington, Iowa |
| German College | Mt. Pleasant, Iowa | | |
| Penn College | Oskaloosa, Iowa | Various persons | |
| Central University of Iowa | Pella, Iowa | H. G. Curtis | |
| | | E. G. Barker | |
| | | S. B. Thing | |
| | | Various others | |
| Ottawa University | Ottawa, Kans | | |
| Washburn College | Topeka, Kans | Various persons | New England States |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $15,000 | ($15,000) | | | | | | For endowment fund and for building purposes; contributed by several hundred persons in money, town lots, and lands, on condition that each gift or bequest is used for the purpose named. |
| 2,715 | $2,715 | | | | | | For endowment fund. |
| 4,000 | | | $4,000 | | | | Toward the endowment of a Latin professorship, to be called "the alumni professorship." |
| 6,500 | 2,000 | $3,000 | | | | | $2,000 for endowment fund, $3,000 for boarding hall, and $1,500 for theological department. |
| 20,000 | 20,000 | | | | | | For endowment, on condition that an additional $30,000 be raised; the effort to raise this amount is now being made. |
| 10,000 | | | | $10,000 | | | For scholarships and general funds. |
| 4,000 | 4,000 | | | | | | For endowment fund. |
| 10,000 | | | | | | | Purpose not specified. |
| 6,000 | 6,000 | | | | | | For maintenance. |
| 1,000 | | | | | | | For the theological department. |
| 15,000 | 15,000 | | | | | | For general purposes; to be valid when a $25,000 relief fund is made up, of which amount this sum is the completion. |
| 559 | 559 | | | | | | For current expenses. |
| 3,000 | 3,000 | | | | | | For general endowment. |
| 10,000 | | | | | | | Purpose not specified. |
| 1,000 | 1,000 | | | | | | For incidental expenses. |
| 500 | | | | | ($500) | | For library, and to aid young ministers. |
| 21,000 | | 21,000 | | | | | For improvements. |
| | | | | 500 | | | For a scholarship for a student for the ministry. |
| 11,000 | 2,500 | | | | | | For current expenses. |
| | | 5,000 | | | | | For a residence for a theological professor. |
| | 3,000 | | | | | | For endowment fund. |
| 20,000 | 20,000 | | | | | | To found the university; also various other liberal donations from citizens of Des Moines for building and endowment. |
| 5,750 | 3,000 | | 1,250 | 1,500 | | | $3,000 for general fund, $1,250 for chair of didactics, and $1,500 for scholarship to assist young men studying for the ministry. |
| 2,300 | 2,300 | | | | | | For general purposes, removal of debt, &c. |
| 100 | | | | | | $100 | For library; to be given annually in memory of a deceased son. |
| 300 | | | | | | | For the theological department. |
| 3,000 | | | 3,000 | | | | To pay professors' salaries. |
| 60,000 | | | 6,000 | | | | For professorships; Messrs. Curtis and Barker $30,000 cash, and $25,000 additional in mining stock. |
| 7,000 | 7,000 | | | | | | For endowment. |
| 4,000 | 4,000 | | | | | | To increase the endowment fund and for the beginning of a library fund. |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &c.—Cont'd. | | | |
| Berea College | Berea, Ky | Mrs. Valeria G. Stone | Malden, Mass |
| | | S. V. White | New York, N. Y. |
| | | H. B. Claflin | New York, N. Y. |
| | | Z. M. Crane | Dalton, Mass |
| | | Joseph Perkins | Cleveland, Ohio |
| | | William Thaw | Pittsburgh, Pa. |
| | | Samuel Plumb | Streator, Ill. |
| | | E. A. Graves | Morristown, N. J. |
| | | Miss E. M. Graves | Morristown, N. J. |
| | | Mrs. L. G. Owen | Morristown, N. J. |
| | | A. L. Williston | Florence, Mass |
| | | Many others | |
| Central University | Richmond, Ky | S. P. Walters | Richmond, Ky. |
| | | Various persons | |
| Bowdoin College | Brunswick, Me | Cyrus Woodman | Cambridge, Mass. |
| | | Miss Hale | Boston, Mass |
| | | W. W. Thomas | Portland, Mass |
| | | Various persons | |
| Bates College | Lewiston, Me | Rev. A. L. Houghton, A. M. (deceased). | Weld, Me |
| Colby University | Waterville, Me | | |
| St. Charles's College | Ellicott City, Md | | |
| Western Maryland College | Westminster, Md. | Educational Endowment, Society of the Methodist Protestant Church. | Baltimore, Md. |
| Amherst College | Amherst, Mass | Samuel Williston (deceased). | Easthampton, Mass. |
| | | Edward Russell | |
| | | Anonymous | |
| | | Mrs. Samuel Hooper | |
| | | Executor and trustee of Henry Bartlett. | |
| | | Family of Oliver Ames | |
| | | Executors of John C. Gray. | |
| | | Executors of Rev. Daniel Austin. | |
| | | Committee on the Rev. Dr. James Walker memorial. | |
| | | Executor of John B. Barringer. | |
| | | Executor of Edward M. Barringer. | |

*benefactions for* 1881, *&c.* — Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $54,048 | $54,048 | ..... | ..... | ..... | ..... | ..... | For endowment and current expenses. |
| 50,000 | 8,000 | ..... | ..... | ..... | ..... | ..... | For the endowment of the university. |
| | 42,000 | ..... | ..... | ..... | ..... | ..... | |
| 10,500 | 6,100 | ..... | ..... | $1,000 | ..... | $3,400 | $3,000 for library, $400 for art collections, $1,000 for scholarship fund, $5,000 for fund for retired presidents, and $1,100 for general fund. |
| 1,000 | 1,000 | ..... | ..... | ..... | ..... | ..... | For general purposes of the college. |
| 22,112 | 22,112 | ..... | ..... | ..... | ..... | ..... | $21,065 for general purposes and $1,047 to increase a fund held by the university for the benefit of the preparatory schools under its control. |
| 90 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 24,300 | 24,300 | ..... | ..... | ..... | ..... | ..... | For payment of debt. |
| 100,000 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified; by the terms of the will of the late Samuel Williston Amherst College was to receive $100,000 on the sale of property known as Williston Mills; the property was sold about the year 1881, and the amount specified was realized by the college. |
| | ..... | ..... | ..... | 125 | ..... | ..... | To increase the scholarship founded by him. |
| | 20,000 | ..... | ..... | ..... | ..... | ..... | For retiring allowances to officers of the university. |
| | ..... | ..... | $30,000 | ..... | ..... | ..... | To increase the principal of the Sturgis Hooper professorship fund. |
| | ..... | ..... | ..... | 5,000 | ..... | ..... | To found a scholarship, the income only to be used in aid of meritorious undergraduates who may require such assistance. |
| | 17,000 | ..... | ..... | ..... | ..... | ..... | For the further endowment of the divinity school. |
| | ..... | ..... | ..... | ..... | ..... | ..... | $25,000 as an unrestricted legacy. |
| | ..... | ..... | ..... | ..... | ..... | ..... | $2,100 on account of bequest of $7,000, to be used for some good college purpose, at the discretion of the college government; also $300 on account of bequest of $1,000 to the divinity school. |
| | ..... | ..... | ..... | 9,977 | ..... | ..... | For the foundation of the James Walker fellowship; also, from the same committee, a mural tablet, erected in Memorial Hall at a cost of $1,516. |
| | ..... | $5,000 | ..... | ..... | ..... | ..... | On account of bequest for the benefit of the chemical department of the Lawrence Scientific School. |
| | 750 | ..... | ..... | ..... | ..... | ..... | On account of bequest for the benefit of the medical school. |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &c.—Cont'd. | | | |
| | | James J. Higginson | |
| | | Various persons | |
| | | Arthur T. Lyman | |
| | | Various persons | |
| | | Frederick L. Ames | |
| | | John L. Gardner | |
| | | John C. Phillips | |
| | | Stephen Salisbury | |
| | | Quincy A. Shaw | |
| | | Various persons | |
| | | John Amory Lowell | |
| | | H. H. Hunnewell | |
| | | Dr. S. S. Silva | |
| | | Various persons | |
| | | Various persons | |
| Harvard University | Cambridge, Mass | George W. Wales | |
| | | Anonymous | |
| | | William B. Weeden | |
| | | Henry Lee | |
| | | Dante Society | |
| | | Assistant Professor Jacquinot. | |
| | | Executors of Thomas Carlyle. | |
| | | Dr. W. S. Bigelow | |
| | | T. O. H. P. Burnham | |
| | | F. Gordon Dexter | |
| | | F. L. Higginson | |
| | | George Higginson | |
| | | H. P. Kidder | |
| | | Henry Lee | |
| | | G. A. Nickerson | |
| | | Miss Josephine Nickerson | |
| | | Nathaniel Thayer, jr | |
| | | Various persons | |
| | | George Higginson, treasurer of medical school building fund. | |
| | | William Gray | |
| | | Prof. Josiah P. Cooke | |
| | | Wm. P. West | Halifax, N. S. |
| Tufts College | College Hill, Mass | Mrs. Mary T. Goddard | |
| | | Mrs. Goddard and others | |
| Williams College | Williamstown, Mass. | Judge James L. Rice (deceased). | |
| | | Various persons | |
| University of Michigan | Ann Arbor, Mich | Dr. J. U. Eckel | San Francisco, Cal. |
| | | Dr. A. J. Sawyer | Monroe, Mich |
| | | Rev. Chas. N. Waldron, D. D. | Hillsdale, Mich |
| | | Mrs. C. M. Waldron | Hillsdale, Mich |
| Hillsdale College | Hillsdale, Mich | Mrs. M. E. Waterman | Albany, N. Y. |
| | | J. Mauck | Cheshire, Ohio |
| | | Various persons | |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | ..... | $2,000 | ..... | ..... | ..... | ..... | For the endowment of a physical laboratory. |
| | ..... | 5,350 | ..... | ..... | ..... | ..... | For the endowment of a physical laboratory. |
| | $5,000 | ..... | ..... | ..... | ..... | ..... | For endowment of divinity school. |
| | 5,475 | ..... | ..... | ..... | ..... | ..... | For endowment of divinity school. |
| | ..... | 5,000 | ..... | ..... | ..... | ..... | $30,165 for the increase of the botanic garden fund (Mr. Lowell's gift for immediate use) and $497 for a new boiler for greenhouses of the botanic garden. |
| | ..... | 5,000 | ..... | ..... | ..... | ..... | |
| | ..... | 2,500 | ..... | ..... | ..... | ..... | |
| | ..... | 4,000 | ..... | ..... | ..... | ..... | |
| | ..... | 5,000 | ..... | ..... | ..... | ..... | |
| | ..... | 8,665 | ..... | ..... | ..... | ..... | |
| | ..... | 1,000 | ..... | ..... | ..... | ..... | |
| | ..... | 497 | ..... | ..... | ..... | ..... | |
| | 5 | ..... | ..... | ..... | ..... | ..... | For the endowment fund of the dental school. |
| | 2,000 | ..... | ..... | ..... | ..... | ..... | Subscriptions for Chinese instruction. |
| | 3,680 | ..... | ..... | ..... | ..... | ..... | Subscriptions for the observatory. |
| $347,477 | ..... | ..... | ..... | ..... | ..... | $200 | For books for the library. |
| | ..... | ..... | $500 | ..... | ..... | ..... | To increase the salary of the professor of entomology. |
| | ..... | ..... | ..... | ..... | ..... | 100 | To aid in publishing library bulletins. |
| | ..... | ..... | ..... | ..... | ..... | 50 | To aid in publishing library bulletins. |
| | ..... | ..... | ..... | ..... | ..... | 50 | For the purchase of books on Dante. |
| | ..... | ..... | ..... | ..... | ..... | 13 | For books for the library. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Books used by Carlyle in writing on Cromwell and Frederick II. |
| | ..... | 4,000 | ..... | ..... | ..... | ..... | For the new building for the medical school. |
| | ..... | 3,000 | ..... | ..... | ..... | ..... | |
| | ..... | 5,000 | ..... | ..... | ..... | ..... | |
| | ..... | 25,000 | ..... | ..... | ..... | ..... | |
| | ..... | 5,000 | ..... | ..... | ..... | ..... | |
| | ..... | 2,000 | ..... | ..... | ..... | ..... | |
| | ..... | 10,000 | ..... | ..... | ..... | ..... | |
| | ..... | 5,000 | ..... | ..... | ..... | ..... | |
| | ..... | 5,000 | ..... | ..... | ..... | ..... | |
| | ..... | 5,000 | ..... | ..... | ..... | ..... | |
| | ..... | 18,520 | ..... | ..... | ..... | ..... | |
| | ..... | 86,954 | ..... | ..... | ..... | ..... | Balance on hand of old subscriptions to the medical school building fund. |
| | 150 | ..... | ..... | ..... | ..... | ..... | For lecturer on political economy. |
| | ..... | ..... | ..... | ..... | ..... | ..... | A collection of most of the original papers published by the officers of the laboratory during the past ten years. |
| | ..... | ..... | ..... | ..... | ..... | ..... | A bequest of $20,000; purpose not specified. |
| 150,000 | ..... | 25,000 | ..... | ..... | ..... | ..... | This amount of the money furnished by Mrs. Goddard has been applied to the building of a chapel. |
| | 105,000 | ..... | ..... | ..... | ..... | ..... | Subscriptions and bequests to the amount of $105,000 for endowment. |
| 17,000 | ..... | ..... | ..... | $5,000 | ..... | ..... | For Greek and Latin prize. |
| | 12,000 | ..... | ..... | ..... | ..... | ..... | For various purposes. |
| 50 | 50 | ..... | ..... | ..... | ..... | ..... | For the homœopathic medical college; purpose not specified. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Collection of 100 pathological specimens for the same department. |
| | ..... | ..... | 5,000 | ..... | ..... | ..... | To found a "Waldron professorship," the trustees to elect the specific direction; the chair of Latin has been designated by them. |
| | ..... | ..... | 5,000 | ..... | ..... | ..... | |
| 30,000 | ..... | ..... | 5,000 | ..... | ..... | ..... | |
| | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of gift of $2,500 not specified. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Contributions to the amount of $12,500; purpose not specified. |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &c.—Cont'd. | | | |
| Hope College | Holland, Mich | Various churches and individuals. | |
| Kalamazoo College | Kalamazoo, Mich | Various persons | |
| Olivet College | Olivet, Mich | | |
| Hamline University | Hamline, Minn | Various churches | |
| Carleton College | Northfield, Minn | Various persons | |
| Central College | Fayette, Mo | R. A. Barnes | St. Louis, Mo |
| | | Various persons | |
| Westminister College | Fulton, Mo | | |
| Pritchett School Institute | Glasgow, Mo | Miss Morrison | |
| | | Miss Thompson | |
| Lincoln College | Greenwood, Mo | United Presbyterian Congregation. | |
| | | N. M. Jamison | |
| | | J. A. Kirkton | |
| | | M. M. Brown | |
| | | John Glendemi | |
| William Jewell College | Liberty, Mo | | |
| Washington University | St. Louis, Mo | Geo. Partridge and wife | |
| | | Various persons | |
| | | Wayman Crow and family. | |
| | | Several persons | |
| Drury College | Springfield, Mo | Mrs. Valeria G. Stone | Malden, Mass |
| | | Frederick Marquand | Southport, Conn |
| | | S. M. Edgell | St. Louis, Mo |
| | | Rev. C. L. Goodell, D. D. | St. Louis, Mo |
| | | Carlos S. Greeley | St. Louis, Mo |
| | | Chas. Fairbanks | London, Eng |
| | | Albert W. Nickerson | Boston, Mass |
| | | Various persons | |
| Central Wesleyan College | Warrenton, Mo | | St. Louis, Mo |

*a* These benefactions are for the school year 1880–'81 and embrace those for portions of two calendar

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $4,372 | $4,372 | ..... | ..... | ..... | ..... | ..... | Donations to the contingent fund. |
| 1,600 | 1,600 | ..... | ..... | ..... | ..... | ..... | For current expenses. |
| 50,000 | 20,000 | ..... | $20,000 | ..... | ..... | $10,000 | $20,000 for a professorship, $10,000 for a library fund, and the balance for general purposes. |
| 5,000 | 5,000 | ..... | ..... | ..... | ..... | ..... | To liquidate debt. |
| 44,669 | (40,669) | ..... | ..... | $4,000 | ..... | ..... | $8,000 from Mrs. A. Wilkinson, Cambridge, Mass.; $10,401 from the estate of F. T. Coit, Norwich, Conn.; $4,000 from estate of Mrs. L. M. Jewett, Newton, Mass., for scholarship fund; $1,000 from estate of W. H. Norton, Northfield, Minn.; $1,500 from John B. Eldridge, Hartford, Conn.; $3,000 from L. J. Knowles, Worcester, Mass.; $1,000 from Roland Mather, Hartford; $1,000 from E. Farnsworth, Boston, Mass.; $2,500 from Mrs. Blatchford, Chicago, Ill.; $1,250 from Rev. E. M. Williams, Minneapolis, Minn., and $11,018 from various other persons. Of these amounts $4,000 are for scholarship fund, $22,961 for general endowment, $8,100 for annuity fund, and $9,608 for building and general expenses. |
| 30,000 | ..... | ..... | 25,000 | ..... | ..... | ..... | To endow a professorship. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of gifts amounting to $5,000 is not specified. |
| 5,000 | 5,000 | ..... | ..... | ..... | ..... | ..... | For payment of debt. |
| 1,000 | ..... | ..... | ..... | 500 | ..... | ..... | For a scholarship. |
| | ..... | ..... | ..... | 500 | ..... | ..... | For a scholarship. |
| | 1,200 | ..... | ..... | ..... | ..... | ..... | For liquidation of debt, on condition of free use of hall. |
| 2,600 | 700 | ..... | ..... | ..... | ..... | ..... | For liquidation of debt. |
| | 400 | ..... | ..... | ..... | ..... | ..... | For liquidation of debt. |
| | 200 | ..... | ..... | ..... | ..... | ..... | For liquidation of debt. |
| | 100 | ..... | ..... | ..... | ..... | ..... | For liquidation of debt. |
| 10,000 | 10,000 | ..... | ..... | ..... | ..... | ..... | For permanent endowment. |
| | ..... | $40,000 | ..... | ..... | ..... | ..... | Gift of 200 acres of land, valued at $40,000. |
| | 49,600 | ..... | ..... | ..... | ..... | ..... | For several uses of the university, one gift of $10,000 having been made for the permanent endowment of St. Louis Law School. |
| 248,600 | ..... | 132,000 | ..... | ..... | ..... | ..... | Gift of the Art Museum building, including lot. |
| | 27,000 | ..... | ..... | ..... | ..... | ..... | For partial endowment of Art Museum. |
| | ..... | 30,000 | 25,000 | ..... | ..... | ..... | $30,000 for chapel, $25,000 for endowment of "Stone professorship of mental and moral philosophy," and $16,500 given unconditionally. |
| | 5,000 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| | 5,250 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| a91,048 | 260 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| | 50 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| | ..... | 500 | ..... | ..... | ..... | ..... | For further furnishing of Fairbanks Hall. |
| | 5,000 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| | ..... | ..... | ..... | 435 | ..... | ..... | National council scholarship fund. |
| | 3,053 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| 1,000 | 1,000 | ..... | ..... | ..... | ..... | ..... | For the theological department; a legacy not yet available. |

years; they are therefore nearly identical with benefactions for 1880 in the Report of the Commissioner for that year.

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &c.—Cont'd. | | | |
| Doane College | Crete, Nebr. | Mrs. Valeria G. Stone<br>Thomas Doane<br>Miss Mary Perry<br>Edward P. Smith<br>Estate H. P. Haven<br>Various persons | Malden, Mass.<br>Charlestown, Mass.<br>Worcester, Mass.<br>Enfield, Mass<br>New London, Conn. |
| Alfred University | Alfred, N. Y. | Geo. H. Babcock | Plainfield, N. J. |
| St. Stephen's College | Annandale, N. Y. | | |
| St. Lawrence University | Canton, N. Y. | Mrs. E. S. Hoyt | Auburn, N. Y |
| Hamilton College | Clinton, N. Y. | | |
| Hobart College | Geneva, N. Y. | J. H. Swift | New York, N. Y. |
| Cornell University | Ithaca, N. Y. | Henry W. Sage | Ithaca, N. Y |
| Columbia College | New York, N. Y. | Estate of Stephen Whitney Phœnix. | New York, N. Y |
| Vassar College | Poughkeepsie, N. Y. | Matthew Vassar, jr<br>Edward M. Barringer | |
| University of Rochester | Rochester, N. Y. | Mrs. Stillman Witt<br>Mrs. Millard Fillmore<br>Rev. E. L. Magoon, D. D | Cleveland, Ohio<br>Buffalo, N. Y<br>Philadelphia, Pa |
| College and Seminary of Our Lady of Angels | Suspension Bridge, N. Y | | |
| Syracuse University | Syracuse, N. Y. | Various persons | |
| University of North Carolina | Chapel Hill, N. C. | Wm. H. Vanderbilt | New York, N. Y |
| Biddle University | Charlotte, N. C. | | |
| Weaverville College | Weaverville, N. C. | J. A. Reagan<br>W. E. Weaver<br>E. M. Goolsby | Weaverville, N. C. |
| Buchtel College | Akron, Ohio | Hon. John R. Buchtel | Akron, Ohio |
| German Wallace College | Berea, Ohio | | |
| Ohio Wesleyan University | Delaware, Ohio | Peter Amrine<br>Hon. Columbus Delano | Marysville, Ohio |
| Kenyon College | Gambier, Ohio | Hon. H. B. Curtis<br>Hon. J. W. Andrews | Mt. Vernon, Ohio |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $13,632 | $5,000<br>6,000<br>1,000<br>500<br>200<br>932 | | | | | | Mostly for endowment. |
| 30,000 | | | $30,000 | | | | $20,000 for the professorship of physics and $10,000 for the Greek professorship. |
| 7,000 | 7,000 | | | | | | For the annual expenses of the college. |
| 1,250 | | | | | | | To be used at discretion of trustees. |
| 19,200 | 9,000 | | | $7,500 | | $2,700 | $9,000 for general fund, $2,700 for library, and $7,500 for scholarship. |
| 13,000 | 10,000 | | | | | 3,000 | $10,000 for the chaplaincy fund and $3,000 for the library fund; a legacy still unpaid. |
| 15,000 | | $15,000 | | | | | For botanical laboratory and plant houses. |
| 650,000 | 650,000 | | | | | | To promote scientific research; bequest consists of personal and real estate, subject to life interest of relatives of testator. |
| | | | 80,000 | | $50,000 | | $80,000 endows two professorships, one of ancient languages and one of physics and chemistry; the $50,000 is a fund for the aid of students: the whole is a bequest. |
| 133,000 | | | | 3,000 | | | A legacy; income to be paid "to the best scholar in the graduating class of each year who shall be a daughter of a physician, or of one who was a physician in his life-time, and who shall offer herself as a competitor for the prize." |
| | 5,000 | | | | | | To increase the endowment fund. |
| | 20,000 | | | | | | A bequest, to be divided equally between four memorial funds, the interest of which shall be available for general purposes. |
| 25,000 | | | | | | | A set of eighty architectural engravings, colored by the most eminent English water-colorists, and a valuable series of large Turner proofs. |
| 160 | | | | | | | Purpose not specified. |
| 49,212 | 49,212 | | | | | | To meet current expenses and pay floating debt. |
| 10,000 | | | | | 10,000 | | To increase the Deems fund, established for the aid of indigent students of this university. |
| 2,000 | 2,000 | | | | | | Toward endowment of president's chair. |
| | | 15 | | | | | |
| 50 | | 15 | | | | | For desks and apparatus. |
| | | 20 | | | | | |
| 28,000 | 28,000 | | | | | | To liquidate debt; pledged on condition that the whole debt, $61,518, be pledged, which has been done. |
| 1,200 | | 1,200 | | | | | To reduce debt on new chapel. |
| 10,000 | | | 10,000 | | | | In part endowment of professorship. |
| | | 11,500 | | | | | For building a new hall for preparatory school and to form a fund, the income of which shall be used in the purchase of apparatus for the chair occupied by the Peabody professor. |
| 26,500 | | | | | | | |
| | | | | 15,000 | | | The Curtis scholarship fund. |
| | | | | | | | Conveyed to the board certain lots in Columbus, Ohio, for scholarships. |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &c.—Cont'd. | | | |
| | | Mrs. Henry Chisholm and children. | Cleveland, Ohio |
| | | Mr. Henry Chisholm, deceased. | Cleveland, Ohio |
| | | J. D. Rockefeller | Cleveland, Ohio |
| | | R. A. Holden | Cincinnati, Ohio |
| | | W. H. Doane, MUS. DOC. | Cincinnati, Ohio |
| | | Mrs. E. E. Barney and children. | Dayton, Ohio |
| Denison University | Granville, Ohio | Rev. H. F. Colby | Dayton, Ohio |
| | | Albert Thresher | Dayton, Ohio |
| | | John K. McIntire | Dayton, Ohio |
| | | J. B. Thresher | Dayton, Ohio |
| | | W. P. Huffman | Dayton, Ohio |
| | | E. M. Thresher | Dayton, Ohio |
| | | Martin E. Gray | Willoughby, Ohio |
| | | J. H. Tangeman | Lockland, Ohio |
| | | J. W. King | Xenia, Ohio |
| | | Various persons | |
| | | Hon. William R. Putman (deceased). | Marietta, Ohio |
| | | Alpha Di Gamma Society | |
| | | Truman Hillyer | |
| | | Joseph Perkins | Cleveland, Ohio |
| | | Hon. Elizur Smith | Lee, Me |
| | | Ezra Farnsworth | Boston, Mass |
| | | W. O. Grover | Boston, Mass |
| | | J. H. Hubbell | Boston, Mass |
| | | Hon. S. D. Warren | Boston, Mass |
| | | Mrs. V. G. Stone | Malden, Mass |
| | | Hon. William Hyde | Ware, Mass |
| Marietta College | Marietta, Ohio | Hon. William E. Dodge | New York, N. Y |
| | | Hon. J. Q. Howard | New York, N. Y |
| | | George L. Laflin | Westfield, Me |
| | | Children of Rev. Dr. J. Eldridge. | Norfolk, Conn |
| | | Hon. R. Battell and sister. | Norfolk, Conn |
| | | Marietta College Club | Cincinnati, Ohio |
| | | Miss Louise Brigham | Marietta, Ohio |
| | | Various persons | |
| | | Hon. Lewis Miller | Akron, Ohio |
| Mt. Union College | Mt. Union, Ohio | C. Aultman | Canton, Ohio |
| | | Jacob Miller | Canton, Ohio |
| | | Miss Libbie Aultman | |
| Oberlin College | Oberlin, Ohio | | |
| Rio Grande College | Rio Grande, Ohio | Mrs. Permelia Wood | Rio Grande, Ohio |
| Wittenberg College | Springfield, Ohio | Various persons | |
| Otterbein University | Westerville, Ohio | | |
| University of Oregon | Eugene City, Oreg | Citizens of Lane County | |
| | | Henry Villard | |
| McMinnville College | McMinnville, Oreg | Dea. Saml. County | |
| | | Mrs. George C. Chandler | |
| Muhlenberg College | Allentown, Pa | James K. Mosser | Allentown, Pa |
| | | Thomas Keck | New York, N. Y |
| Lafayette College | Easton, Pa | John I. Blair | Blairstown, N. J |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | $27,000 | | | | | | |
| | 2,000 | | | | | | |
| | 20,000 | | | | | | |
| | 1,500 | | | | | | |
| | 2,600 | | | | | | |
| | 25,000 | | | | | | |
| $100,532 | 1,000 | | | | | | For the general endowment fund. |
| | 3,557 | | | | | | |
| | 2,500 | | | | | | |
| | 1,250 | | | | | | |
| | 3,500 | | | | | | |
| | 3,000 | | | | | | |
| | 1,000 | | | | | | |
| | 2,500 | | | | | | |
| | 1,500 | | | | | | |
| | 2,625 | | | | | | |
| | | | | $35,000 | | | For scholarships; the college to give tuition to one student for each $100 of income. |
| | 1,000 | | | | | | |
| | 1,250 | | | | | | |
| | 5,000 | | | | | | |
| | 1,000 | | | | | | |
| | 1,000 | | | | | | |
| | 500 | | | | | | |
| | 1,000 | | | | | | |
| | 1,000 | | | | | | |
| | 10,000 | | | | | | |
| | 500 | | | | | | |
| 72,397 | 1,000 | | | | | | Chiefly for endowment fund. |
| | 500 | | | | | | |
| | 1,000 | | | | | | |
| | 1,000 | | | | | | |
| | 200 | | | | | | |
| | 10,000 | | | | | | |
| | 572 | | | | | | |
| | 875 | | | | | | |
| | | | $25,000 | | | | |
| 76,000 | | | 25,000 | | | | To found three professorships. |
| | | | 25,000 | | | | |
| | | | 1,000 | | | | |
| 43,851 | 43,851 | | | | | | $32,021 for endowment and $11,830 for general purposes. |
| 800 | 750 | | | | | | To meet current expenses and purchase apparatus. |
| | 50 | | | | | | |
| 2,000 | 2,000 | | | | | | For endowment. |
| 12,000 | 12,000 | | | | | | To pay debts and to advance general interests of university. |
| 12,192 | 1,182 | | | | | | For payment of debt. |
| | 7,000 | $1,000 | 1,760 | 250 | | $1,000 | $7,000 for debt, $1,000 for apparatus, $1,000 in books for library, $250 for prize scholarships of $50 each, and $1,760 to pay the salary of a professor of English literature for a year. |
| 3,000 | 2,000 | | | | | | For endowment. |
| | 500 | | | | | | |
| | 500 | | | | | | |
| 20,000 | | | 20,000 | | | | To found professorship of Greek language and literature. |
| 40,000 | 40,000 | | | | | | To endow the president's chair. |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &c.—Cont'd. | | | |
| Thiel College | Greenville, Pa | Miss Mary Wagner<br>Rev. George W. Critchlow<br>Samuel J. and Abbie Beck<br>John Bacher | Water Cure, Pa<br>Prospect, Pa<br>Saegerstown, Pa<br>Greenville, Pa |
| Haverford College | Haverford College, Pa. | Various persons | |
| University at Lewisburg | Lewisburg, Pa | William Bucknell<br>Various others | Philadelphia, Pa |
| Westminster College | New Wilmington, Pa | | |
| University of Pennsylvania | Philadelphia, Pa | Joseph Wharton<br>Thomas A. Scott (dec'd) | Philadelphia, Pa<br>Philadelphia, Pa |
| Swathmore College | Swathmore, Pa | Samuel Willets<br>Various friends | New York, N. Y |
| Brown University | Providence, R. I. | Hon. Lafayette S. Foster (deceased).<br>Joseph C. Hartshorn<br>Philadelphia Alumni Association. | |
| Newberry College | Newberry, S. C | Mrs. Caroline E. Lifley (deceased). | Charleston, S. C |
| Claflin University | Orangeburg, S. C | | |
| East Tennessee Wesleyan University. | Athens, Tenn | Various persons | |
| King College | Bristol, Tenn | Bennett H. Young | Louisville, Ky |
| Bethel College | McKenzie, Tenn | Various persons | |
| Central Tennessee College | Nashville, Tenn | Jacob Harmon | Indiana |
| Fisk University | Nashville, Tenn. | | |
| Vanderbilt University | Nashville, Tenn | Wm. H. Vanderbilt | New York, N. Y |
| University of the South | Sewanee, Tenn | | |
| Southwestern University | Georgetown, Tex | D. H. Snyder<br>Capt. John Snyder<br>Capt. Thos. Snyder<br>Various persons | Georgetown, Tex<br>Cheyenne, Wyo<br>Liberty Hill, Tex |
| University of Vermont and State Agricultural College. | Burlington, Vt | John P. Howard | Burlington, Vt |
| Middlebury College | Middlebury, Vt | Various persons | |
| Washington and Lee University. | Lexington, Va | Col. Thos. A. Scott<br>A friend<br>H. H. Houston<br>Col. F. O. French<br>James Wilson | Philadelphia, Pa<br>Philadelphia, Pa<br>New York, N. Y<br>New York, N. Y |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $2,000 | ..... | ..... | ..... | $500 | ..... | ..... | For scholarships. |
| | ..... | ..... | ..... | 500 | ..... | ..... | |
| | ..... | ..... | ..... | 500 | ..... | ..... | |
| | ..... | ..... | ..... | 500 | ..... | ..... | |
| 7,500 | ($7,500) | ..... | ..... | ..... | ..... | ..... | For general expenses and care of grounds. |
| 100,000 | $50,000 | ..... | ..... | ..... | ..... | ..... | For the endowment of the university; this gift was conditioned upon a concentration of the funds of the university and the substitution of a single board of trustees, to consist of twenty members, for the present boards of trustees and curators. |
| | 50,000 | ..... | ..... | ..... | ..... | ..... | |
| 15,000 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 150,000 | 100,000 | ..... | ..... | ..... | ..... | ..... | For endowment of "The Wharton School of Finance and Economy." |
| | ..... | ..... | $50,000 | ..... | ..... | ..... | For the endowment of a chair of mathematics. |
| 46,600 | ..... | $3,100 | ..... | ..... | ..... | ..... | For the construction of additional water works. |
| | ..... | 43,500 | ..... | ..... | ..... | ..... | Subscribed and contributed for rebuilding. |
| 6,500 | ..... | ..... | ..... | 3,000 | ..... | ..... | A bequest to found a prize scholarship in Greek. |
| | ..... | ..... | ..... | 2,000 | ..... | ..... | For a new scholarship, additional to those previously founded by him. |
| | ..... | ..... | ..... | 1,500 | ..... | ..... | To found the "Philadelphia alumni scholarship." |
| 400 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 8,800 | ..... | ..... | ..... | ..... | ..... | ..... | $6,000 from Hon. Wm. Claflin, $150 from Mrs. Lee Claflin, $1,800 from Freedman's Aid Society, and $850 from various other persons; purpose of benefactions not specified. |
| 2,000 | ..... | ..... | ..... | ..... | $2,000 | ..... | To pay tuition and aid students. |
| 50 | 50 | ..... | ..... | ..... | ..... | ..... | To supplement salaries. |
| 3,200 | ..... | 3,200 | ..... | ..... | ..... | ..... | For building purposes. |
| 500 | ..... | ..... | ..... | 500 | ..... | ..... | To establish a scholarship in the Meharry Medical Department. |
| 7,498 | ..... | ..... | ..... | 4,000 | 3,498 | ..... | $4,000 for scholarship endowment, and $3,498 for aid to students. |
| 150,000 | 150,000 | ..... | ..... | ..... | ..... | ..... | Given in 1880 and 1881 to found and sustain the university. |
| 4,200 | 4,200 | ..... | ..... | ..... | ..... | ..... | For current expenses, $600 for the university proper, and $3,600 for the theological department. |
| $3,000 | ..... | 1,000 | ..... | ..... | ..... | ..... | For improvement of building and purchase of apparatus. |
| | ..... | 1,000 | ..... | ..... | ..... | ..... | |
| | ..... | 500 | ..... | ..... | ..... | ..... | |
| | ..... | 500 | ..... | ..... | ..... | ..... | |
| 50,000 | ..... | ..... | 50,000 | ..... | ..... | ..... | For the endowment of the chair of natural history: the surplus of the income above the salary paid to the professor is to be applied to the enlargement of the cabinets and the library. |
| 7,000 | ..... | 7,000 | ..... | ..... | ..... | ..... | For repairs and improvements. |
| 87,000 | 50,000 | ..... | ..... | ..... | ..... | ..... | For the endowment fund. |
| | ..... | 20,000 | ..... | ..... | ..... | ..... | For a library hall. |
| | ..... | ..... | ..... | 7,000 | ..... | ..... | For the endowment of a fellowship, to be known as the "Howard Houston Fellowship." |
| | ..... | ..... | ..... | 5,000 | ..... | ..... | To endow a scholarship. |
| | ..... | ..... | ..... | 5,000 | ..... | ..... | To endow a scholarship. |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &c.—Cont'd. | | | |
| Richmond College | Richmond, Va. | | |
| Roanoke College | Salem, Va. | | |
| University of Virginia | University of Virginia, Va. | Leander J. McCormick | Chicago, Ill |
| | | Wm. H. Vanderbilt | New York, N. Y |
| | | Society of alumni and other friends. | |
| | | Various persons | |
| | | W. W. Corcoran | Washington, D. C |
| Lawrence University | Appleton, Wis | Joseph Rork | Appleton, Wis |
| Beloit College | Beloit, Wis | Mrs. Valeria G. Stone | Malden, Mass |
| | | Mrs. J. S. Herrick | Madison, Wis |
| | | Friends in New England | |
| Milton College | Milton, Wis | | |
| Ripon College | Ripon, Wis | | |
| Howard University | Washington, D. C | Mrs. Valeria G. Stone | Malden, Mass |
| SCHOOLS OF SCIENCE (*mining, engineering, agriculture, &c.*). | | | |
| State College of Agriculture and the Mechanic Arts. | Orono, Me | Ex-Gov. Abner Coburn | Skowhegan, Me |
| Massachusetts Institute of Technology. | Boston, Mass | Nathaniel C. Nash | |
| | | Various others | |
| Worcester County Free Institute of Industrial Science. | Worcester, Mass | David Whitcomb | Worcester, Mass |
| | | Stephen Salisbury | Worcester, Mass |
| | | Joseph H. Walker | Worcester, Mass |
| Rensselaer Polytechnic Institute. | Troy, N. Y | | |
| | | Ebenezer Proudfit | Troy, N. Y |
| Lewis College | Northfield, Vt | Chas. H. Lewis | Boston, Mass |
| Hampton Normal and Agricultural Institute. | Hampton, Va | Various persons | |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $50,000 | $25,000 | $25,000 | | | | | $25,000 for endowment and $25,000 for building. |
| 4,000 | | | | | | | Purpose not specified. |
| 144,000 | | 68,000 | | | | | Large refracting telescope, valued at $50,000, which was offered to the university in 1877 on condition that the funds necessary to build an observatory and endow the chair of its director were raised, which conditions were complied with in 1881; $18,000 for building an observatory. |
| | | | $25,000 | | | | For the endowment of the chair of astronomy. |
| | | | 50,000 | | | | For the endowment of the chair of astronomy. |
| | | | | | | | Donations to the library, museum, and to the school of chemistry. |
| | | | | | | $1,000 | Fifth instalment of $1,000 of his gift of $5,000 to the library. |
| 2,000 | 2,000 | | | | | | For general fund; subject to an annuity till death of donor. |
| 35,000 | 20,000 | | | | | | For endowment fund. |
| | | 10,000 | | | | | For an observatory. |
| | 5,000 | | | | | | For general purposes. |
| 6,288 | 6,288 | | | | | | To liquidate indebtedness for current expenses. |
| 20,000 | | | | | | | Purpose not specified. |
| 25,000 | | | 25,000 | | | | For the endowment of the chair of "revealed theology," on condition that the amount be raised to $40,000 and the money held in trust by the American Missionary Association; the association is to have the right of nominating the incumbent to the chair. |
| 120 | | | | $20 | | 100 | $100 for library and $20 for prizes. |
| 12,380 | | | | | | | A legacy of $10,000; purpose not specified. |
| | | | | | | | Gifts amounting to $2,380; purpose not specified. |
| 34,500 | 20,000 | 6,000 | | | | | $20,000 for current expenses and $6,000 for building addition to shop. |
| | | 7,500 | | | | | To help build a new shop. |
| | 1,000 | | | | | | For current expenses. |
| 22,500 | 7,500 | | | | | | For endowment fund. |
| | | 15,000 | | | | | For an astronomical observatory, erected as a memorial of his deceased son, formerly a member of the institute. |
| 2,500 | 2,500 | | | | | | To pay yearly expenses. |
| 105,058 | 13,772 | | | | | | $10,715 for general purposes and $3,057 for endowment fund. |
| | | | | 16,090 | | | For annual scholarships. |
| | | | | | $2,684 | | For beneficiary fund. |
| | | | | | 3,021 | | For Indian fund. |
| | 173 | | | | | | For the Butler school. |
| | | 30,184 | | | | | For building fund. |
| | 39,134 | | | | | | $895 for pastor's salary and $38,239 for special purposes. |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| SCHOOLS OF THEOLOGY. | | | |
| Alabama Baptist Normal and Theological School. | Selma, Ala. | American Baptist Home Mission Society. | New York, N. Y. |
| | | Rev. M. Stone and others. | |
| Pacific Theological Seminary. | Oakland, Cal. | Edward Smith | Enfield, Mass. |
| | | Mr. and Mrs. Seth Richards. | |
| | | Various persons | |
| Theological Institute of Connecticut. | Hartford, Conn. | Anonymous | |
| | | Rev. W. W. Turner | Hartford, Conn. |
| Chicago Theological Seminary. | Chicago, Ill. | Various persons | |
| Presbyterian Theological Seminary of the Northwest. | Chicago, Ill. | Rev. George Morris | Baltimore, Md. |
| | | Hon. Cyrus H. McCormick | |
| | | Maj. James Hite | Terre Haute, Ind. |
| Wartburg Seminary | Mendota, Ill. | Ev. Luth. Synod of Iowa. | |
| | | Gesellschaft für innere Mission in Bayern. | Germany |
| Baptist Union Theological Seminary. | Morgan Park, Ill. | John T. Pirie | Brooklyn, N. Y. |
| College of the Bible | Lexington, Ky. | | |
| Southern Baptist Theological Seminary. | Louisville, Ky. | Various persons | |
| Bangor Theological Seminary. | Bangor, Me. | B. H. Cushman | Farmington, Me. |
| | | Charles Clapp | Bath, Me |
| | | R. Wickett | |
| | | An ex pastor | |
| | | Mrs. Jonas Fiske | Danvers, Mass. |
| | | Mrs. Julia A. Stanly | Hallowell, Me |
| Centenary Biblical Institute. | Baltimore, Md. | Rev. J. F. Goucher | Baltimore, Md. |
| | | Thomas Kelso | Baltimore, Md |
| | | Freedman's Aid Society of M. E. Church. | |
| | | William J. Hooper | |
| | | Francis A. Crook | |
| | | B. F. Bennett | |
| | | B. F. Parlett | |
| | | C. W. Slagle | |
| | | Various others | |
| Newton Theological Institution. | Newton Centre, Mass. | Hon. E. C. Fitz, A. M. | Chelsea, Mass. |
| | | Harwood & Quincy | Boston, Mass |
| | | Edward C. Wilson | Brookline, Mass |
| | | J. W. Converse | Boston, Mass |
| | | J. H. Walker | Worcester, Mass. |
| | | H. L. Chase | Brookline, Mass |
| | | Mrs. Thos. Nickerson | Newton Centre, Mass |
| | | J. C. Hartshorn | Providence, R. I. |
| | | R. O. Fuller | Providence, R. I. |
| | | H. L. Chase | Providence, R. I. |
| German Theological School of Newark, N. J. | Bloomfield, N. J. | | |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $1,200 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 2,400 | ..... | ..... | ..... | $1,000 | ..... | ..... | For scholarship; interest only to be used. |
| | ..... | ..... | ..... | 1,000 | ..... | ..... | For scholarship; interest only to be used. |
| | $400 | ..... | ..... | ..... | ..... | ..... | For current expenses. |
| 3,000 | ..... | ..... | ..... | 1,000 | ..... | ..... | The proceeds to be given to that member of the senior class who writes the best essay on "foreign missions;" it is called the Hartranft prize. |
| | ..... | ..... | ..... | 2,000 | ..... | ..... | For a scholarship. |
| 36,886 | 36,886 | ..... | ..... | ..... | ..... | ..... | For endowment and general expenses. |
| 51,883 | ..... | ..... | ..... | 1,500 | ..... | ..... | To complete the endowment of a scholarship. |
| | 50,000 | ..... | ..... | ..... | ..... | ..... | For payment of debt. |
| | ..... | ..... | ..... | ..... | ..... | $383 | For library. |
| 3,614 | ..... | ..... | ..... | ..... | ..... | ..... | Collections amounting to $3,314; purpose not specified. |
| 1,000 | 1,000 | ..... | ..... | ..... | ..... | ..... | Purpose of gift of $300 not specified. |
| 5,000 | 5,000 | ..... | ..... | ..... | ..... | ..... | Subscription to an endowment fund of $100,000. |
| 140,000 | 140,000 | ..... | ..... | ..... | ..... | ..... | For permanent endowment; also donations from many other persons; sum not specified. |
| 3,864 | 600 | ..... | ..... | ..... | ..... | ..... | For endowment, conditioned on the raising of $200,000, which amount was secured by June 1, 1881. |
| | 3,000 | ..... | ..... | ..... | ..... | ..... | For general purposes. |
| | 5 | ..... | ..... | ..... | ..... | ..... | For general purposes. |
| | ..... | ..... | ..... | ..... | $100 | ..... | For general purposes. |
| | 97 | ..... | ..... | ..... | ..... | ..... | For students' aid. |
| | 62 | ..... | ..... | ..... | ..... | ..... | For general purposes. |
| | ..... | $15,000 | ..... | ..... | ..... | ..... | For general purposes. |
| | 1,500 | ..... | ..... | ..... | ..... | ..... | Land and cash for erection of building, a portion of which is apparently identical with the value of a site for building reported in 1880. |
| 22,890 | ..... | 2,000 | ..... | ..... | ..... | ..... | For endowment fund. |
| | ..... | 600 | ..... | ..... | ..... | ..... | For building purposes. |
| | ..... | 600 | ..... | ..... | ..... | ..... | |
| | ..... | 350 | ..... | ..... | ..... | ..... | |
| | ..... | 300 | ..... | ..... | ..... | ..... | |
| | ..... | 250 | ..... | ..... | ..... | ..... | |
| | ..... | 2,290 | ..... | ..... | ..... | ..... | |
| 10,000 | ..... | ..... | ..... | 1,000 | ..... | ..... | For scholarships. |
| | ..... | ..... | ..... | 1,000 | ..... | ..... | |
| | ..... | ..... | ..... | 1,000 | ..... | ..... | |
| | ..... | ..... | ..... | 1,000 | ..... | ..... | |
| | ..... | ..... | ..... | 1,000 | ..... | ..... | |
| | ..... | ..... | ..... | 1,000 | ..... | ..... | |
| | ..... | ..... | ..... | 1,000 | ..... | ..... | |
| | ..... | ..... | ..... | 1,000 | ..... | ..... | |
| | ..... | ..... | ..... | 1,000 | ..... | ..... | |
| | ..... | ..... | ..... | 1,000 | ..... | ..... | |
| 4,000 | 4,000 | ..... | ..... | ..... | ..... | ..... | $2,000 for endowment and $2,000 for debt. |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| SCHOOLS OF THEOLOGY—Cont. | | | |
| Theological Seminary of the Reformed (Dutch) Church in America. | New Brunswick, N. J. | Gardner A. Sage | New York, N. Y. |
| Theological Seminary of the Presbyterian Church. | Princeton, N. J. | Miss H. Lenox | New York, N. Y. |
| | | Robert L. Stuart | New York, N. Y. |
| Auburn Theological Seminary. | Auburn, N. Y. | Dr. Sylvester Willard | Auburn, N. Y. |
| | | E. C. Richards (dec'd) | |
| Canton Theological Seminary | Canton, N. Y. | Various persons | |
| De Lancey Divinity School | Geneva, N. Y. | Mrs. Proctor (deceased) | Rochester, N. Y. |
| | | Miss Clara A. Wilson (deceased). | Allen's Hill, N. Y. |
| General Theological Seminary of the Protestant Episcopal Church. | New York, N. Y. | Samuel V. Hoffman | New York, N. Y. |
| | | Mrs. George Merritt | New York, N. Y. |
| | | Miss Caroline Talman | New York, N. Y. |
| | | Mrs. G. R. Hoffman | New York, N. Y. |
| | | Rev. E. A. Hoffman, D. D. | |
| | | Rev. C. F. Hoffman | |
| Union Theological Seminary. | New York, N. Y. | Mrs. Amelia A. Cobb | Albany, N. Y. |
| | | Ex-Gov. E. D. Morgan | New York, N. Y. |
| Rochester Theological Seminary. | Rochester, N. Y. | John B. Trevor | New York, N. Y. |
| | | John H. Deane | New York, N. Y. |
| | | John D. Rockefeller | Cleveland, Ohio |
| | | Jeremiah Milbank | New York, N. Y. |
| | | William A. Cauldwell | New York, N. Y. |
| | | Eric L. Hedstrom | Buffalo, N. Y. |
| | | Mrs. E. A. Witt | Cleveland, Ohio |
| | | Various persons | |
| Christian Biblical Institute | Stanfordville, N. Y. | Various persons | |
| St. Mary's Theological Seminary. | Cleveland, Ohio | | |
| Union Biblical Seminary | Dayton, Ohio | | |
| United Presbyterian Theological Seminary. | Xenia, Ohio | A. Collins | Xenia, Ohio |
| | | Daniel Wilson | St. Louis, Mo. |
| | | J. Smith | Muddy Creek, Pa. |
| Meadville Theological Seminary. | Meadville, Pa. | Enoch Pratt | Baltimore, Md |
| | | Thomas Whitridge | Baltimore, Md |
| | | Various persons | |
| Benedict Institute | Columbia, S. C | Various churches and individuals. | |
| Union Theological Seminary. | Hampden Sidney College, Va. | Joseph B. Wilson | Rockbridge Co., Va. |
| Protestant Episcopal Theological Seminary. | Theological Seminary, Va. | | |
| Mission House School | Franklin, Wis | Members of the Northwest Synod of the Reformed Church in the United States. | |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $90,000 | ..... | $25,000 | ..... | $5,000 | ..... | $60,000 | $60,000 for library, for purchase of books, current expenses, and improvement of building; $25,000 for maintenance of Peter Hertzog Hall; and $5 000 for endowment of two scholarships. |
| 120,000 | ..... | ..... | $100,000 | ..... | ..... | ..... | Donated from the estate of the late James Lenox for the purpose of increasing the salaries of the professors. |
| | ..... | 20,000 | ..... | ..... | ..... | ..... | Value of a residence built for the holder of the "Stuart professorship." |
| 19,905 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of a gift of $10,000 not specified. |
| | $500 | ..... | 6,388 | 2,017 | ..... | ..... | $500 for current expenses, $6,388 for professorship fund, and $2,017 for scholarship fund. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of a legacy of $1,000 not specified. |
| 15,000 | ..... | ..... | ..... | ..... | $15,000 | ..... | Collected in various sums from subscribers to "Fisher Memorial Hall," to educate young men for the ministry. |
| 13,871 | 13,771 | ..... | ..... | ..... | ..... | ..... | For general purposes; interest only to be used. |
| | 100 | ..... | ..... | ..... | ..... | ..... | |
| 90,000 | ..... | ..... | 25,000 | ..... | ..... | ..... | Endowment of professorship of "pastoral theology." |
| | 5,000 | ..... | ..... | ..... | ..... | ..... | For general endowment. |
| | ..... | ..... | ..... | 10,000 | ..... | ..... | For endowment of "The John H. Talman Fellowship." |
| | ..... | ..... | 50,000 | ..... | ..... | ..... | To endow the office of dean. |
| 103,000 | ..... | ..... | ..... | 3,000 | ..... | ..... | For a scholarship, to be called the "Otis Allen scholarship." |
| | ..... | 100,000 | ..... | ..... | ..... | ..... | To help purchase ground for a new building. |
| 123,000 | 15,000 | ..... | ..... | ..... | ..... | ..... | For general endowment. |
| | 30,000 | ..... | ..... | ..... | ..... | ..... | For general endowment. |
| | 15,000 | ..... | ..... | ..... | ..... | ..... | For general endowment. |
| | 5,000 | ..... | ..... | ..... | ..... | ..... | For general endowment. |
| | 5,000 | ..... | ..... | ..... | ..... | ..... | For general endowment. |
| | 3,000 | ..... | ..... | ..... | ..... | ..... | For general endowment. |
| | 15,000 | ..... | ..... | ..... | ..... | ..... | For general endowment. |
| | 35,000 | ..... | ..... | ..... | ..... | ..... | For general endowment. |
| 4,000 | 4,000 | ..... | ..... | ..... | ..... | ..... | For current expenses and beneficiary funds. |
| 8,000 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 20,000 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 1,800 | 1,000 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| | 500 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| | 300 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| 23,298 | 10,000 | ..... | ..... | ..... | ..... | ..... | For general endowment. |
| | 10,000 | ..... | ..... | ..... | ..... | ..... | For general endowment. |
| | 3,298 | ..... | ..... | ..... | ..... | ..... | For general endowment. |
| 22,088 | ..... | ..... | ..... | ..... | 22,088 | ..... | For education of men and women. |
| 12,000 | ..... | ..... | ..... | ..... | 12,000 | ..... | For educating poor young men; the gift was made in bonds which netted about $8,000. |
| 2,000 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 4,000 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| SCHOOLS OF THEOLOGY—Cont. | | | |
| Luther Seminary | Madison, Wis | Members of the Synod of the Norwegian Ev. Luth. Church. | |
| SCHOOLS OF LAW. | | | |
| Union College of Law of the Chicago and Northwestern Universities. | Chicago, Ill | Callaghan & Co.<br>O. H. Horton<br>Law faculty of college | Chicago, Ill. |
| Law School of Cincinnati College. | Cincinnati, Ohio | Julius Dexter | |
| SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY. | | | |
| Southern Medical College | Atlanta, Ga | Ladies' Hospital Fair Association. | Atlanta, Ga |
| Hahnemann Medical College and Hospital. | Chicago, Ill | | |
| Indiana Dental College | Indianapolis, Ind | Indiana State Dental Association. | |
| Massachusetts College of Pharmacy. | Boston, Mass | Powers & Weightman | Philadelphia, Pa |
| Medical department of the University of Kansas City. | Kansas City, Mo | | |
| American Medical College | St. Louis, Mo | | |
| New York Medical College and Hospital for Women. | New York, N. Y | Various friends | |
| United States Medical College. | New York, N. Y | Charles Band, M. D | Crete, Nebr. |
| INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN. | | | |
| Mills Seminary | Mills Seminary, Cal. | Mr. and Mrs. William H. Bailey. | Sandwich Islands |
| Lucy Cobb Institute | Athens, Ga | George I. Seney<br>Citizens of Athens | New York, N. Y<br>Athens, Ga |
| Wesleyan Female College | Macon, Ga | George I. Seney | New York, N. Y |
| De Pauw College for Young Women. | New Albany, Ind | W. C. De Pauw | New Albany, Ind |
| College of the Sisters of Bethany. | Topeka, Kans | Miss Holmes | Pittsburgh, Pa |
| Minden Female College | Minden, La | Corporation of Minden<br>Parish School Commissioners. | |
| Maine Wesleyan Seminary | Kent's Hill, Me | Ami Loring | North Yarmouth, Me |
| Abbot Academy | Andover, Mass | Former pupils and others. | |
| Smith College | Northampton, Mass. | Winthrop Hillyer | Northampton, Mass. |
| Mt. Holyoke Female Seminary. | South Hadley, Mass. | A. Lyman Williston<br>L. L. Brown<br>Emerson Gaylord<br>Various others | Northampton, Mass.<br>North Adams, Mass.<br>Chicopee, Mass |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $4,836 | $4,836 | ..... | ..... | ..... | ..... | ..... | For maintenance of building, teachers' salaries, and beneficiary purposes. |
| | ..... | ..... | ..... | $100 | ..... | ..... | Annual prize for best general scholarship in senior class. |
| 175 | ..... | ..... | ..... | 50 | ..... | ..... | Annual prize for best thesis in senior class. |
| | ..... | ..... | ..... | 25 | ..... | ..... | Annual prize for best scholarship in junior class. |
| 250 | ..... | ..... | ..... | 250 | ..... | ..... | For annual prizes, established in 1877, two for the best oral examinations, one for the best essay on a subject to be designated, and one to be awarded at the discretion of the committee. |
| 1,900 | ..... | $1,900 | ..... | ..... | ..... | ..... | To buy hospital lot. |
| 5,000 | 5,000 | ..... | ..... | ..... | ..... | ..... | For the hospital. |
| 50 | 50 | ..... | ..... | ..... | ..... | ..... | To be applied on rent. |
| 500 | ..... | 500 | ..... | ..... | ..... | ..... | A case of chemicals worth $500. |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | About 250 specimens to the museum. |
| 300 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 1,800 | 1,800 | ..... | ..... | ..... | ..... | ..... | For the support of the hospital and dispensary. |
| 200 | ..... | ..... | ..... | 200 | ..... | ..... | For prizes for the greatest proficiency. |
| 3,000 | ..... | ..... | ..... | 3,000 | ..... | ..... | For scholarships for needy worthy pupils. |
| 14,000 | ..... | 10,000 | ..... | ..... | ..... | ..... | To build a chapel. |
| | ..... | 4,000 | ..... | ..... | ..... | ..... | To improve building. |
| 50,000 | 25,000 | 22,500 | ..... | ..... | ..... | $2,500 | $25,000 to be set apart as a perpetual endowment, $20,000 towards renovating the college edifice, and the remainder to be equally divided between the college library and the scientific department for procuring books and apparatus. |
| 1,500 | 1,500 | ..... | ..... | ..... | ..... | ..... | For general purposes. |
| 10,000 | ..... | 10,000 | ..... | ..... | ..... | ..... | For building and improvements; there were also many other gifts made during the year by various persons. |
| | ..... | 375 | ..... | ..... | ..... | ..... | For repairs. |
| 400 | ..... | 25 | ..... | ..... | ..... | ..... | Value of gift of outline maps. |
| 8,000 | ..... | ..... | ..... | ..... | ..... | ..... | Gift of nearly $8,000; purpose not specified. |
| | ..... | ..... | $146 | ..... | ..... | ..... | Towards endowment of a chair of literature. |
| 3,788 | 217 | ..... | ..... | ..... | ..... | ..... | General endowment fund. |
| | ..... | ..... | ..... | 3,050 | ..... | ..... | For scholarships. |
| | ..... | 375 | ..... | ..... | ..... | ..... | For building fund. |
| 35,000 | ..... | ..... | ..... | ..... | ..... | 35,000 | For art gallery and collections. |
| | ..... | 10,000 | ..... | ..... | ..... | ..... | For building an observatory. |
| 15,600 | 1,000 | ..... | ..... | ..... | ..... | ..... | Of these sums $4,300 were for elevator and $1,300 for educational fund. |
| | 500 | ..... | ..... | ..... | ..... | ..... | |
| | 4,100 | ..... | ..... | ..... | ..... | ..... | |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN—Continued. | | | |
| Wellesley College | Wellesley, Mass | Mrs. Walter Baker<br>Mrs. Valeria G. Stone<br>Henry F. Durant | Malden, Mass. |
| Bishop Whitaker's School for Girls. | Reno, Nev | Various persons | |
| New Hampshire Conference Seminary and Female College. | Tilton, N. H | C. H. Tenny<br>J. H. Eastman<br>N. G. Ladd | New York, N. Y.<br>Jamesburg, N. H<br>Malden, Mass. |
| Lake Erie Female Seminary | Painesville, Ohio | Mrs. Mary Todd Tomlinson.<br>Hon. Reuben Hitchcock.<br>J. S. Casement<br>Rev. H. C Hayden, D. D<br>Class of 1878. | Cleveland, Ohio<br>Painesville, Ohio<br>Painesville, Ohio<br>New York, N. Y. |
| Columbia Female Institute | Columbia, Tenn | Various persons | |
| Vermont Methodist Seminary and Female College. | Montpelier, Vt | | |
| PREPARATORY SCHOOLS. | | | |
| Academy of Richmond County. | Augusta, Ga | F. H. Miller | Augusta, Ga. |
| Morgan Park Military Academy. | Morgan Park, Ill | Hon. Wait Talcott | Rockford, Ill. |
| Phillips Academy | Andover, Mass | Ebenezer Alden, M. D | Randolph, Mass |
| Williston Seminary | Easthampton, Mass. | Samuel Williston (deceased). | Easthampton, Mass. |
| Kimball Union Academy | Meriden, N. H | Hon. Dexter Richards<br>Rev. Wm. A. Spaulding | Newport, N. H.<br>Attleboro', Mass |
| Cazenovia Seminary | Cazenovia, N. Y | Hon. James Callanan and others. | |
| York Collegiate Institute | York, Pa | Samuel Small | York, Pa. |
| McKenzie College | McKenzie, Tenn | Various persons | McKenzie, Tenn. |
| Green Mountain Seminary | Waterbury Centre, Vt. | J. M. Matthews<br>R. M. Minard, M. D | Burlington, Vt.<br>Starksborough, Vt. |
| Markham Academy | Milwaukee, Wis | John C. Spencer | Milwaukee, Wis. |
| INSTITUTIONS FOR SECONDARY INSTRUCTION. | | | |
| Andrews Institute | Andrews Institute, Ala. | J. W. Wasson | Andrews Institute, Ala. |
| William and Emma Austin College. | Stevenson, Ala | By subscription<br>Mrs. Helen M. Randall | Williamsville, N. Y. |
| Tuskegee (colored) Normal School. | Tuskegee, Ala | Various persons | |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | | | $5,000 | | | For scholarship. |
| $140,500 | | $110,000 | | | | | For building "Stone Hall," which was first opened September, 1881, though the appropriation for this purpose was made by Mrs. Stone some two or three years before that time. |
| | $25,500 | | | | | | For college of music. |
| 3,500 | 3,500 | | | | | | For payment of debt. |
| 21,600 | 1,000 | | | | | | For endowment; the gift of N. G. Ladd being subject to an annuity during his life. |
| | 100 | | | | | | |
| | 20,500 | | | | | | |
| | | | | 3,000 | | | For scholarship. |
| 25,400 | 15,000 | 4,900 | | | | | $15,000 for endowment, $2,500 for repairs, and $2,400 for elevator. |
| | | 2,500 | | | | | For repairs. |
| 400 | | | | | | $400 | Value of specimens, chiefly in natural history and geology, to be added to the museum of the Institute, which, with the library, was the gift of Miss Margaretta Bowles, Columbia, Tenn. |
| 2,000 | | | | | | | Donor and purpose not specified. |
| 20 | | | | 20 | | | For a prize medal, to be given to the best scholar. |
| | | | | | | | A gold medal for proficiency in drill. |
| 5,000 | | | | 5,000 | | | Endowment for instruction or scholarships. |
| 200,000 | | | | | | | Purpose not specified; by the terms of the will of the late Samuel Williston, Williston Seminary held an interest in property, amounting to $200,000, which amount was received on the sale of the property during the year 1881. |
| 149 | | | | | | 118 | For the library and museum. |
| | | | | | | 31 | |
| 45,000 | 45,000 | | | | | | For payment of debt and endowment. |
| 2,500 | 2,500 | | | | | | Endowment. |
| 5,000 | | 5,000 | | | | | For new building. |
| 750 | 500 | | | | | | For commercial department. |
| | 100 | | | | | | |
| | 150 | | | | | | |
| 20 | | | | 20 | | | Value of a gold medal called the "Spencer Prize" in declamation. |
| 500 | | 500 | | | | | Given in work in the erection of a new stone school building. |
| 600 | 500 | | | | | | To furnish the primary department. |
| | 100 | | | | | | |
| 5,000 | | 5,000 | | | | | For building, general expenses, and library. |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued. | | | |
| Talladega College | Talladega, Ala | Benjamin de Forest<br>Mr. Gregory<br>American Missionary Association. | Hartford, Conn<br>Marblehead, Mass. |
| St. Mary's Hall | Benicia, Cal | Various persons | |
| Napa Collegiate Institute | Napa City, Cal | Various persons | |
| Wolfe Hall | Denver, Colo | Miss C. L. Wolfe<br>Various persons | New York, N. Y. |
| Trinidad Academy | Trinidad, Colo | New West Education | Chicago, Ill. |
| Durham Academy | Durham Conn | S. S. Scranton | |
| St. Margaret's Diocesan School for Girls. | Waterbury, Conn | | |
| Cookman Institute | Jacksonville, Fla | Various persons | |
| Storrs School | Atlanta, Ga | | |
| Camak Academy | Camak, Ga | Dr. James Jones | Camak, Ga |
| Juniper High School | Juniper, Ga | Franklin H. Lummis | Brooklyn, N. Y. |
| Madison Male High School | Madison, Ga | Various persons | Madison, Ga |
| Montezuma High School | Montezuma, Ga | William Minor<br>Various persons | Montezuma, Ga<br>Montezuma, Ga |
| Washington Male Academy | Washington, Ga | Gen. R. Toombs<br>Judge William Reese<br>S. Barnett and others | Washington, Ga |
| Elgin Academy | Elgin, Ill | | |
| Grand Prairie Seminary and Commercial College. | Onarga, Ill | | |
| Lenox Collegiate Institute | Hopkinton, Iowa | Mrs. C. C. Sinclair<br>Mrs. H. Finley | Cedar Rapids, Iowa.<br>Dubuque, Iowa |
| Friends' Academy | Le Grand, Iowa | | |
| Bellewood Seminary and Kentucky Presbyterian Normal School. | Anchorage, Ky | Dr. Stuart Robinson | Louisville, Ky. |
| Union College | Barbourville, Ky | | |
| Alexander College | Burkesville, Ky | Warren Tobin<br>Various persons | Burkesville, Ky |
| Bethel Academy | Nicholasville, Ky | Various persons | Nicholasville, Ky. |
| Princeton Collegiate Institute. | Princeton, Ky | E. P. Humphrey<br>Samuel Garrett<br>T. S. Anderson<br>L. L. Warren<br>Various persons | Louisville Ky.<br>Princeton, Ky<br>Owensboro', Ky. |
| Peabody Normal Seminary | New Orleans, La | Local contributions | |
| Hallowell Classical and Scientific Academy. | Hallowell, Me | Charles Clapp | Bath, Me |
| Oak Grove Seminary and Commercial College. | Vassalborough, Me. | | |
| West Nottingham Academy | Colora, Md | P. S. P. Connor | |
| Powers Institute | Bernardston, Mass. | Anonymous | |
| Nichols Academy | Dudley, Mass | H. Conant | Pawtucket, R. I |
| Tabor Academy | Marion, Mass | Mrs. Elizabeth Tabor | Marion, Mass. |

*Benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | | $10,000 | | | | $10,000 for endowment of the president's chair. |
| $15,000 | | $1,000 | | | | | $1,000 for building fund. |
| | $2,000 | | | | | | $2,000 for professors' salaries, &c. |
| | | | | | | | Donor and object of $2,000 not specified. |
| 450 | 450 | | | | | | To aid the school. |
| 15,000 | 15,000 | | | | | | For liquidation of debt. |
| 2,500 | | 1,500 | | | | | Towards finishing and furnishing building. |
| | | 1,000 | | | | | |
| 919 | 919 | | | | | | To pay tuition. |
| 100 | | | | | | $100 | For library. |
| 3,700 | | | | | | | Purpose not specified. |
| 2,500 | | 2,500 | | | | | For building. |
| 55 | | | | | | | Purpose not specified. |
| 500 | 500 | | | | | | For general school purposes. |
| 500 | | | | | | 500 | For books, apparatus, &c. |
| 2,500 | | 2,500 | | | | | Value of five acres of land and a house, the school-house to be used exclusively for white males. |
| 2,000 | | 500 | | | | | Value of a building lot. |
| | | 1,500 | | | | | From citizens to erect a new school building. |
| 300 | | 300 | | | | | For repairing building. |
| 300 | | 300 | | | | | For refurnishing school room. |
| 250 | | 250 | | | | | For repairs. |
| 210 | 185 | | | | | | For general purposes. |
| | 25 | | | | | | |
| 275 | 275 | | | | | | For deficiency. |
| 4,000 | 4,000 | | | | | | For general purposes. |
| 75 | | 75 | | | | | For building fund. |
| 1,000 | 500 | | | | | | For endowment for the education of young ladies. |
| | 500 | | | | | | |
| 7,000 | | 7,000 | | | | | For building. |
| 2,829 | | 2,829 | | | | | To pay for the college property which was sold under judgment of the courts, and to improve and furnish the building for the purpose of establishing a "high school of the first order," which shall be under the care of the Presbytery of Louisville. |
| 900 | 900 | | | | | | Also $2,000 from the Peabody educational fund; the whole for general support. |
| 3,000 | 3,000 | | | | | | For general purposes. |
| 30 | | | | | | | Purpose not specified. |
| | | | | | | | A complete set of photographic apparatus, to give a taste for amateur photography and illustrate practical uses of chemistry. |
| 50 | | 50 | | | | | For physical apparatus. |
| | | | | | | | New library, observatory, and academy building. |
| 1,800 | 1,800 | | | | | | For teacher's salary and general support of school; besides this Mrs. Tabor has erected a house for principal, &c. |

TABLE XXIII.— *Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued. | | | |
| Mr. Moody's School for Boys | Northfield, Mass | Hiram Camp, Miss Ella M. Graves, James Talcott, Morgan Scott | Meriden, Conn |
| Wesleyan Academy | Wilbraham, Mass | | |
| Shattuck School | Faribault, Minn | Various persons | |
| St. Olaf's School | Northfield, Minn | | |
| Gustavus Adolphus College | St. Peter, Minn | | |
| Wesleyan Methodist Seminary. | Wasioja, Minn | | |
| Mt. Hermon Female Seminary. | Clinton, Miss | | |
| Winona Female College | Winona, Miss | Citizens of Winona | |
| Watson Seminary | Ashley, Mo | Hon. A. H. Buckner | |
| Southwest Baptist College | Bolivar, Mo | | Missouri |
| Butler Academy | Butler, Mo | American Tract Society, Citizens of Butler | |
| Bellevue Collegiate Institute | Caledonia, Mo | Citizens of Caledonia | |
| Wentworth Male Academy | Lexington, Mo | S. G. Wentworth | Lexington, Mo |
| Morrisville Male and Female Collegiate Institute. | Morrisville, Mo | Various persons | |
| Peirce City Baptist College | Peirce City, Mo | Andrew Peirce, Various persons | Clifton Springs, N. Y., Missouri |
| Lutheran High School | St. Louis, Mo | | |
| Salem Academy | Salem, Mo | | |
| Nebraska Conference Seminary. | York, Nebr | | |
| Pinkerton Academy | Derry, N. H | John M. Pinkerton (deceased). | Boston, Mass |
| Brackett Academy | Greenland, N. H | | |
| Kingston Academy | Kingston, N. H | Peter French (deceased) | |
| Blair Presbyterial Academy | Blairstown, N. J | John I. Blair | Blairstown, N. J |
| South Jersey Institute | Bridgeton, N. J | William Bucknell, Various persons | Philadelphia, Pa |
| Centenary Collegiate Institute. | Hackettstown, N. J | | |
| German-American School (Beacon street). | Newark, N. J | Various persons | |
| German-American Elementary and High Grammar School. | Newark, N. J | Various persons | |
| Albany Academy | Albany, N. Y | Various persons | Albany, N. Y |
| S. S. Seward Institute | Florida, N. Y | Hon. Frederick W. Seward, LL. D. | Montrose, N. Y |
| St. Joseph's Academy | Flushing, N. Y | Rev. M. Phelan | |
| Glen's Falls Academy | Glen's Falls, N. Y | | Glen's Falls, N. Y |
| Genesee Wesleyan Seminary | Lima, N. Y | | |
| Milbrook Academy | Milbrook, N. Y | Society of Friends | New York, N. Y |
| Free German School | New York, N. Y | Mrs. Anna Ottendorfer | New York, N. Y |
| German-American School of the Nineteenth Ward. | New York, N. Y | | |
| Workingman's School and Free Kindergarten. | New York, N. Y | | |
| School of the Turnverein | New York, N. Y | | |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $36,000 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of gift of $25,000 not specified. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of gift of $5,000 not specified. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of gift of $1,000 not specified. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of gift of $5,000 not specified. |
| 600 | $600 | ..... | ..... | ..... | ..... | ..... | For payment of debt. |
| 8,174 | ..... | $8,174 | ..... | ..... | ..... | ..... | For building gymnasium and drill hall. |
| 350 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 4,558 | 1,253 | 3,305 | ..... | ..... | ..... | ..... | For current expenses and building fund. |
| 3,200 | 3,200 | ..... | ..... | ..... | ..... | ..... | For endowment. |
| 1,200 | ..... | 1,200 | ..... | ..... | ..... | ..... | For enlarging and improving buildings. |
| 200 | ..... | ..... | ..... | ..... | ..... | $200 | Contribution for books for benefit of pupils. |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | Public documents for library. |
| 2,000 | ..... | 2,000 | ..... | ..... | ..... | ..... | A gift of land and money to pay debt. |
| 272 | ..... | 232 | ..... | ..... | ..... | 40 | For apparatus and books. |
| 226 | ..... | 226 | ..... | ..... | ..... | ..... | For repairs on building. |
| 3,000 | ..... | 3,000 | ..... | ..... | ..... | ..... | Gift of ground and school building valued at $3,000. |
| 400 | 400 | ..... | ..... | ..... | ..... | ..... | Maintenance of faculty and improvement of grounds. |
| 7,000 | ..... | 1,000 | ..... | ..... | ..... | ..... | For building. |
| | ..... | 6,000 | ..... | ..... | ..... | ..... | |
| 500 | ..... | ..... | ..... | ..... | ..... | ..... | Donor and purpose not specified. |
| 65 | ..... | ..... | ..... | ..... | ..... | 65 | For library. |
| 4,000 | ..... | ..... | ..... | ..... | ..... | ..... | Donor and purpose not specified. |
| 180,000 | 180,000 | ..... | ..... | ..... | ..... | ..... | For permanent funds of the academy |
| 50 | ..... | ..... | ..... | ..... | ..... | 50 | For library. |
| 4,000 | 4,000 | ..... | ..... | ..... | ..... | ..... | For support of school. |
| 15,000 | 15,000 | ..... | ..... | ..... | ..... | ..... | Addition to the endowment. |
| 700 | ..... | ..... | ..... | ..... | ..... | 500 | For library. |
| | ..... | ..... | ..... | ..... | ..... | 200 | |
| 200 | ..... | ..... | ..... | ..... | ..... | 200 | Art and library. |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | A gift of furniture for school rooms. |
| 3,602 | ..... | 3,602 | ..... | ..... | ..... | ..... | For payment of mortgage. |
| 1,200 | ..... | 1,200 | ..... | ..... | ..... | ..... | To fit up the chemical laboratory. |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | Books and apparatus. |
| 2,000 | 2,000 | ..... | ..... | ..... | ..... | ..... | For general purposes. |
| 1,500 | 1,500 | ..... | ..... | ..... | ..... | ..... | For general purposes. |
| 10,000 | 10,000 | ..... | ..... | ..... | ..... | ..... | For endowment. |
| 80 | 80 | ..... | ..... | ..... | ..... | ..... | For education of the children of Friends. |
| 25,000 | 10,000 | ..... | ..... | ..... | ..... | ..... | For the promotion of the German school system; the sum of $25,000 being part of "The Hermann Uhl memorial fund," founded by Mrs. Anna Ottendorfer in memory of her son the late Hermann Uhl, deceased. This sum is to be invested by trustees during lifetime of sons of Hermann Uhl, and the income paid to the institutions in the proportions indicated; at the death of both sons the capital is to be divided among the beneficiaries. |
| | 5,000 | ..... | ..... | ..... | ..... | ..... | |
| | 5,000 | ..... | ..... | ..... | ..... | ..... | |
| | 5,000 | ..... | ..... | ..... | ..... | ..... | |

TABLE XXIII.— *Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued. | | | |
| Rochester Realschule | Rochester, N. Y. | Rochester Realschulverein. | |
| West Winfield Academy | West Winfield, N.Y. | Various persons | West Winfield, N.Y. |
| St. Mary's College | Garibaldi P. O., N.C. | Rev. J. O'Connell, D. D. | Garibaldi, N. C. |
| Brown Seminary | Leicester, N. C. | Bishop H. W. Warren, | |
| Wilmington Normal School | Wilmington, N. C. | Hon. J. J. H. Gregory | Marblehead, Mass. |
| Bingham School | Mebaneville, N. C. | Various persons | Boston, Mass |
| Tileston Normal School | Wilmington, N. C. | Mrs. Mary Hemenway | Boston, Mass |
| Yadkin College | Yadkin, N. C. | William Shaw<br>Various persons | Pittsburgh, Pa. |
| Albany Enterprise Academy | Albany, Ohio | Various persons | |
| Academy of Central College | Central College, Ohio. | Alvin Wright | Columbus, Ohio |
| St. Francis Gymnasium | Cincinnati, Ohio | Students of St. Francis | Cincinnati, Ohio |
| Fostoria Academy | Fostoria, Ohio | Gov. Charles Foster and others. | Fostoria, Ohio |
| Hartford Academic Institute | Hartford, Ohio | | |
| Poland Union Seminary | Poland, Ohio | G. P. Miller (deceased) | Poland, Ohio |
| Northern Ohio Collegiate Institute. | South New Lyme, Ohio. | | |
| Umpqua Academy | Wilbur, Oreg | | |
| Martin Academy | Kennett Square, Pa. | Samuel Martin (deceased). | Kennett Square, Pa. |
| Western Pennsylvania Classical and Scientific Institute. | Mt. Pleasant, Pa | J. J. Piser<br>C. W. Cooper<br>Various persons | Harlandsburg, Pa.<br><br> |
| Union Seminary | New Berlin, Pa | Rev. A. Stapleton<br>Rev. C. F. Deininger<br>Charles P. Swengle | East Point, Pa<br>New Berlin, Pa<br> |
| McElwain Institute | New Lebanon, Pa. | John McElwain<br>Various persons | New Lebanon, Pa.<br>Pennsylvania |
| Reid Institute | Reidsburg, Pa | | |
| Westtown Boarding School | Westtown, Pa | Jos. W. Hibbs<br>Elizabeth W. Wistar | Columbia Co., Pa<br>Germantown, Pa. |
| Friends' New England Boarding School. | Providence, R. I | | |
| Polytechnic and Industrial Institute. | Bluffton, S. C. | | |
| Clinton College | Clinton, S. C | | |
| Cooper-Limestone Institute | Gaffney City, S. C. | Peter Cooper | New York, N. Y |
| Penn School and Edward L. Pierce Library. | St. Helena Township, S. C. (Beaufort P. O.) | Hon. E. L. Pierce<br>R. K. Darrah<br>Mrs. J. H. Towne<br>Mrs. R. C. Lincoln<br>Benezet Society<br>Misses Towne & Murray. | Milton, Mass.<br>Boston, Mass<br>Boston, Mass<br>Boston, Mass<br>Germantown, Pa.<br>St. Helena, S. C |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $800 | $800 | | | | | | For salaries of teachers, on condition that a non-sectarian German-American school be taught. |
| 100 | | | | $100 | | | For prizes. |
| 4,000 | | $4,000 | | | | | 500 acres of land worth $4,000, given that a literary institute may be maintained, which shall be Catholic and conducted by monks. |
| 100 | 100 | | | | | | To pay teachers and liquidate debt. |
| 10,000 | | 10,000 | | | | | For school building and new mission home. |
| | | | | | | | Money to be loaned to indigent boys to help pay board and tuition; also means to furnish an extra teacher; in no case is more than $100 to be loaned to one person, and the money is to be paid with one-third of the first yearly earnings for the benefit of a successor. |
| 5,000 | 5,000 | | | | | | Towards support. |
| 2,000 | | 2,000 | | | | | Cash and books; money to finish new college. |
| | | | | | | | |
| 150 | 150 | | | | | | For general expenses and books. |
| 1,000 | | 1,000 | | | | | For new boarding hall, on condition that board of trustees raise money to finish the building. |
| 473 | | | | | $473 | | To buy fuel, repair buildings, and furnish poor students with books. |
| 5,500 | 5,500 | | | | | | For endowment and equipment. |
| 75 | | | | | | | Donor and purpose not specified. |
| 5,000 | 5,000 | | | | | | For endowment. |
| 800 | | | | | | | Donor and purpose not specified. |
| 300 | | 300 | | | | | For improvement of grounds. |
| 14,000 | 14,000 | | | | | | Approximate value of two hundred and fifty shares of bank stock, yielding an annual income of about $700 to the academy. |
| 2,800 | 500 | | | | | | For payment of debt and increase of library. |
| | 240 | | | | | | |
| | 2,060 | | | | | | |
| 50 | | | | | | $40 | Gifts of fossils. |
| | | | | | | 10 | Gifts of shells. |
| 4,600 | | 1,500 | | | | | For payment of debt on buildings and grounds. |
| | | 3,100 | | | | | |
| 1,000 | | 1,000 | | | | | For new building (in part). |
| 2,100 | 100 | | | | | | For general purposes. |
| | | | | | 2,000 | | For the education of children of Friends in limited circumstances. |
| 30,000 | | | | | 30,000 | | To educate poor children; donor to nominate the children. |
| 3,000 | | 3,000 | | | | | In machinery and books for library and industrial department, and in scholarship fees. |
| 150 | | 150 | | | | | For repainting building. |
| 22,000 | | 22,000 | | | | | To purchase grounds and buildings and establish a school for young ladies. |
| | | | | | | 1,000 | Value of gift of over 800 books for library. |
| | | 1,000 | | | | | Value of a hall for the library. |
| 2,200 | | | | | 200 | | To educate children of St. Helena. Mrs. Towne's donation is made on condition that sewing be taught. |
| | | | | | | | Services and money to educate the children of St. Helena. |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued. | | | |
| Johntown Academy | Williston, S. C | Dr. J. W. Lowman; H. A. Sally; H. R. Tyler; D. H. Sally | Williston, S. C |
| Montgomery Bell Academy | Nashville, Tenn | Various persons | Nashville, Tenn |
| Holston Seminary | New Market, Tenn | Board of education of the M. E. Church. | New York, N. Y |
| Watauga Academy | Watauga, Tenn | L. N. & L. J. Shoun | Little Doe, Tenn |
| Bishop Baptist College | Marshall, Tex | Mrs. C. C. Bishop; Various persons | New York, N. Y |
| Add Ran College | Thorp's Spring, Tex | J. T. Walton | Waco, Tex |
| St. Johnsbury Academy | St. Johnsbury, Vt | Sir Thaddeus Fairbanks; Ex-Gov. Horace Fairbanks; Col. Franklin Fairbanks | |
| Mt. Pisgah Academy | Aylett's, Va | | |
| Storer College | Harper's Ferry, W. Va. | L. W. Anthony; Various persons | Providence, R. I |
| National German-American Teachers' Seminary. | Milwaukee, Wis | Mrs. Anna Ottendoifer | New York, N. Y |
| St. Mary's Institute | Prairie du Chien, Wis | Hon. J. Lawler | Prairie du Chien, Wis |
| Las Vegas Academy | Las Vegas, N. Mex | New West Education Commission. | Chicago, Ill |
| | | Subscriptions | Las Vegas, N. Mex |
| Las Vegas College | Las Vegas, N. Mex | Hon. M. S. Otero; Hon. T. Luna; Prof. C. Longuemare; Various others | |
| Santa Fé Academy | Santa Fé, N. Mex | New West Education Commission. | Chicago, Ill |
| Wahsatch Academy | Mt. Pleasant, Utah | Various persons | |
| School of the Good Shepherd. | Ogden, Utah | | |
| St. Mark's Grammar School | Salt Lake City, Utah | | |
| Salt Lake Academy | Salt Lake City, Utah | New West Education Commission. | |
| Salt Lake Collegiate Institute. | Salt Lake City, Utah | Citizens and friends in the East. | |
| Salt Lake Seminary | Salt Lake City, Utah | Church donations | |
| INSTITUTIONS FOR THE DEAF AND DUMB AND THE BLIND. | | | |
| American Asylum for the Education of the Deaf and Dumb. | Hartford, Conn | Mrs. Martha P. Foster | Norwich, Conn |
| Perkins Institution and Massachusetts School for the Blind. | Boston, Mass | Various persons | |
| St. Joseph's Institute for the Improved Instruction of Deaf Mutes. | Fordham, N. Y | | |
| New York Institution for the Blind. | New York, N. Y | | |
| Pennsylvania Institution for Deaf and Dumb. | Philadelphia, Pa | Mary Shields (deceased). | Philadelphia, Pa |
| | | J. Watson Hibbs | Roaring Creek, Pa |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | $250 | | | | | To furnish academy. |
| $750 | | 150 | | | | | |
| | | 150 | | | | | |
| | | 200 | | | | | |
| 500 | $500 | | | | | | For general purposes. |
| 100 | | | | | $100 | | To help educate young men for the ministry. |
| 12 | | 12 | | | | | Towards furnishing house. |
| | | 10,000 | | | | | For building. |
| 12,500 | | 2,500 | | | | | Value of grounds and a building paid for by the people. |
| 500 | | | | | | $500 | Value of books donated to library. |
| | 50,000 | | | | | | A permanent fund for general expenses; the gift of Ex-Gov. Horace and Col. Franklin Fairbanks, being from the estate of their father, Erastus Fairbanks. |
| 100,000 | 50,000 | | | | | | |
| 160 | | | | | | 160 | To enlarge the school library. |
| | | 5,000 | | | | | To put up a new building. |
| 10,000 | | 5,000 | | | | | |
| 10,000 | 10,000 | | | | | | For promotion of the German school system; this is part of a fund of $35,000 founded by Mrs. Ottendorfer in memory of her son, the late Hermann Uhl. |
| | | | | | | | Books to the library. |
| | (4,200) | | | | | | Buildings and current expenses. |
| 9,000 | | | | | | | |
| | (4,800) | | | | | | |
| 3,000 | | 3,000 | | | | | Gift of minerals and books, and cash to the amount of $3,000 for the erection of additional buildings. |
| 1,700 | 1,700 | | | | | | Payment of teachers. |
| 200 | | | | | | | Purpose not specified. |
| 1,200 | | | | | | | Donor and purpose not specified. |
| 5,000 | | | | | 5,000 | | For education of poor children, given in scholarships of $40 each. |
| 1,500 | 1,500 | | | | | | To pay teachers. |
| 5,000 | | 5,000 | | | | | For building and furnishing. |
| 5,000 | | 5,000 | | | | | For building for boarding department. |
| 2,000 | 2,000 | | | | | | To assist in publishing things especially suited to aid in the instruction of deaf-mutes. |
| 44,365 | 44,365 | | | | | | Contributed from January 1 to September 30, 1881, to the permanent endowment of the "Howe Memorial Press." |
| 283 | | | | | | | Donor and purpose not specified. |
| 7,096 | | | | | | | Donations and legacies. |
| | 172,785 | | | | | | Cash received on account, $52,785; the remaining $120,000 are in stocks and real estate. |
| 173,070 | | | | | | | |
| | 285 | | | | | | For general purposes. |

TABLE XXIII.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| INSTITUTIONS FOR THE DEAF AND DUMB AND THE BLIND—Continued. | | | |
| Pennsylvania Institution for the Instruction of the Blind. | Philadelphia, Pa. | Mary Shields (deceased)<br>The Leeds estate<br>The Seybert estate | <br><br> |
| St. John's Catholic Deaf-Mute Institute. | St. Francis, Wis. | | |
| Dakota School for Deaf-Mutes. | Sioux Falls, Dak. | Citizens | Sioux Falls, Dak. |
| TRAINING SCHOOLS FOR NURSES. | | | |
| Connecticut Training School for Nurses. | New Haven, Conn. | | |
| Illinois Training School for Nurses. | Chicago, Ill. | Various persons | |
| Training School for Nurses (Bellevue Hospital). | New York, N. Y. | Various persons | |
| Mount Sinai Training School for Nurses. | New York, N. Y. | Various persons<br>David Wallerstein (dec'd) | <br> |
| Nurse Training School of the Woman's Hospital. | Philadelphia, Pa. | | |
| INSTITUTIONS FOR FEEBLE-MINDED CHILDREN. | | | |
| Pennsylvania Institution for Feeble-Minded Children. | Elwyn, Pa. | Various persons | |

*benefactions for* 1881, *&c.*—Continued.

| Benefactions. | | | | | | | Object of benefaction and remarks. |
|---|---|---|---|---|---|---|---|
| Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | To aid indigent students. | Library and museum. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | $163,000 | | | | | | Legacy subject to a collateral inheritance tax of 5 per cent., fees, &c. |
| $165,300 | | | | | | | Purpose of $300 received from this estate not reported. |
| | | | | | | | Purpose of legacy of $2,000 not reported. |
| 125 | | | | | | | Donor and purpose not named. |
| 2,000 | 2,000 | | | | | | Of this sum $1,000 were for building and 10 acres of land, valued at $1,000, given on condition that the legislature appropriate $2,000 for said school building, which appropriation was made. |
| 155 | | | | | | | Donation and subscriptions. |
| 15,085 | 15,085 | | | | | | For the purpose of founding the school. |
| 6,518 | 6,518 | | | | | | For general support of the school; donations and subscriptions. |
| | 6,760 | | | | | | $6,410 subscribed to start the school and $350 in cash donations. |
| 7,260 | | | | | | | |
| | | | | | | | Purpose of legacy of $500 not specified. |
| 263 | 263 | | | | | | For general purposes. |
| 500 | | | | | $500 | | Annual subscription to the free fund. |

TABLE XXIV.—*Publications, educational, historical, &c., for* 1881; *compiled from publishers' announcements by the United States Bureau of Education.*

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| ARCHÆOLOGY, FINE ARTS, AND MUSIC. | | | | | |
| The Tonic Sol-Fa Music Reader. By Theodore F. Seward and B. C. Unseld. | Biglow & Main | Chicago, Ill | | | $0 35 |
| History of Sculpture, Painting, and Architecture. By Charles S. Farrar. Topical lessons with specific references to valuable books. Second edition. | Townsend MacCoun | do | 8vo | 6+142 | 1 00 |
| Aryo-Semitic Speech: A Study in Linguistic Archæology. By James Frederick McCurdy. | Warren F. Draper | Andover, Mass | 8vo | 12+176 | 2 00 |
| A Book of Rhymes and Tunes. Compiled by Margaret Pearmain Osgood. Translated by Louisa T. Cragin. | Oliver Ditson & Co | Boston, Mass | 4to | 128 | 1 50 |
| Album of Songs, Old and New. By Robert Franz. New selected edition, with German and English words, and notes by German critics. | do | do | 4to | 277 | 2 50 |
| Curiosities of Music; A Collection of Facts Not Generally Known Regarding the Music of Ancient and Savage Nations. By Louis C. Elson. | do | do | 16mo | 370 | 1 00 |
| National Hymn and Tune Book for Female Voices. By L. W. Mason. Collection of unsectarian hymns for use in high and normal schools. | Ginn & Heath | do | 8vo | 4+123 | 70 |
| Time and Tune. Book 1. By A. S. Caswell and J. E. Ryan | do | do | Long 8vo | 136 | 75 |
| Handbook of Legendary and Mythological Art. By Mrs. Clara Erskine Clement. Thirteenth edition. Descriptive illustrations. | Houghton, Mifflin & Co | do | 8vo | 551 | 2 50 |
| Same. New enlarged edition. Illustrated | James R. Osgood & Co | do | 12mo | | 3 00 |
| Painters, Sculptors, Architects, Engravers, and Their Works. By Mrs. Clara Erskine Clement. Sixth edition. | Houghton, Mifflin & Co | do | 8vo | 693 | 2 50 |
| Same. New enlarged edition. Illustrated | James R. Osgood & Co | do | 12mo | | 3 00 |
| Gleanings in the Fields of Art. By Mrs. Ednah D. Cheney | Lee & Shepard | do | 8vo | 345 | 2 50 |
| Handbook of Wood Engraving. By William A. Emerson. New edition. Illustrated. | do | do | 24mo | 95 | 1 00 |
| Home and School: An Illustrated Song for Children. By Louis C. Elson. Illustrated. | D. Lothrop & Co | do | Sq. 8vo | 72 | 1 00 |
| Our American Artists. By S. G. W. Benjamin. Second series: Painters, Sculptors, Illustrators, Engravers, and Architects. Illustrated. | do | do | Sq. 8vo | 68 | 1 50 |
| Discourses on Architecture. From the French of Eugène E. Viollet-le-Duc. By Benjamin Bucknall. Vol. 2. Illustrated. | James R. Osgood & Co | do | 8vo | | 5 00 |
| Famous Painters and Paintings. By Mrs. Julia A. Shedd. Third edition, revised and enlarged. Illustrated. | do | do | 12mo | | 3 00 |
| Famous Sculptors and Sculpture. By Mrs. Julia A. Shedd. Illustrated with heliotypes from many famous works of sculpture. | do | do | 12mo | 6+319 | 3 00 |
| Etcher's Handbook. By P. G. Hamerton. Third edition, revised and enlarged. | Roberts Bros | do | 12mo | | 2 00 |
| Primitive Industry; or illustrations of the handiwork, in stone, bone, and clay, of the native races of the northern Atlantic seaboard of America. By C. C. Abbott, M. D. | George A. Bates | Salem, Mass | 8vo | 7+560 | 3 00 |
| Dictionary of Roman and Greek Antiquities. By Anthony Rich. With nearly 2,000 engravings. | D. Appleton & Co | New York, N. Y | 8vo | 756 | 3 00 |
| The Nature and Function of Art, more Especially of Architecture. By Leopold Eidiltz. | A. C. Armstrong & Son | do | 8vo | 22+493 | 4 00 |

| | | | | | |
|---|---|---|---|---|---|
| Art Essays, No. 2: Modern Schools of Art, American and European. By Philip Gilbert Hamerton. | A. S. Barnes & Co | do | 8vo | 88 | 30 |
| Barnes' Popular Drawing. Complete in 13 numbers. [*Also*] Manuals of Instruction for Each Grade: | | | | | |
| Introductory Course | do | do | | | 18 |
| Freehand Course. Books 1 to 4 | do | do | | | Each, 12 |
| Books 5 to 8 | do | do | | | Each, 15 |
| Mechanical Course. 2 books | do | do | | | Each, 18 |
| Perspective Course. 2 books | do | do | | | Each, 18 |
| Modern Architectural Designs and Details. Part 4. 8 plates | Bicknell & Comstock | do | Folio | | Paper, 1 00 |
| American Academy Notes, 1881. Edited by Charles M. Kurtz. With illustrations from many of the principal pictures in the fifty-sixth annual exhibition of the National Academy of Design. | Cassell, Petter, Galpin & Co | do | 12mo | | Paper, 35 |
| Flower Painting in Water Colors. By F. Edward Hulme. 20 colored plates | do | do | Sq. 8vo | 15 | 2 50 |
| Lessons in Figure Painting in Water Colors. By Blanche Macarthur and Jennie Moore. 16 colored plates, with special instructions by the painters. | do | do | Sq. 8vo | 25 | 3 00 |
| Practical Lessons in Architectural Drawing. By William B. Tuthill. Illustrated. | William T. Comstock | do | Obl. 8vo | 33 pl. + 19 pp. 44 + 12 | 2 50 |
| History of Art. By Wilhelm Lübke. Edited by Clarence Cook. Students' edition. 2 vols. Illustrated. | Dodd, Mead & Co | do | 8vo | | 7 50 |
| The Renaissance of Art in France. By Mrs. Mark Pattison. Illustrated. 2 vols. | do | do | 8vo | 8 + 370 8 + 318 | 7 50 |
| A Short History of Art. By Julia B. DeForest. Illustrated | do | do | 8vo | 265 | 2 00 |
| Franklin Square Song Collection. Compiled by J. P. McCaskey. For schools and homes, nursery and fireside. | Harper & Bros | do | 8vo | 160 | Paper, 40 |
| The Past in the Present: What is Civilization? By Arthur Mitchell, M. D. Illustrated. | do | do | 8vo | 362 | 3 00 |
| Greece and Rome: Their Life and Art. By Jakob von Falke. Translated by William Hand Browne. 52 full-page illustrations. | Henry Holt & Co | do | Folio | 14+351 | 15 00 |
| A Dictionary of Music and Musicians. Edited by George Grove. Vol. 1, A to Impromptu; vol. 2, Improperia to Plain Song. Illustrated. | Macmillan & Co | do | 8vo | | Each, 6 00 |
| The Year's Art, 1881: epitome of all matters relating to painting, sculpture, and architecture which have occurred during 1880 in the United Kingdom, with information respecting events of 1881. Compiled by Marcus B. Huish. | do | do | 12mo | 248 | 1 00 |
| A Brief Outline of the History of Art. By Miss Julia B. DeForest (Chautauqua text-books, No. 32). | Phillips & Hunt | do | 24mo | 64 | 10 |
| Man's Antiquity and Language. By M. S. Terry, D. D. (Chautauqua text-books, No. 29). | do | do | 24mo | 76 | Paper, 10 |
| Bartholomew's New Drawing Series: | | | | | |
| Freehand Tracing Series. Nos. 1–4 | Potter, Ainsworth & Co | do | | | 58 |
| Grammar School Course. Nos. 5–12 | do | do | | | 1 16 |
| How to Teach, Guide to Nos. 1–4 | do | do | | | 36 |
| How to Teach, Guide to Nos. 1–12 | do | do | | | 90 |
| Dictionary of Architecture. By W. and G. Audsley. Vols. 1 and 2 | G. P. Putnam's Sons | do | 8vo | | Each, 50 |
| Putnam's Art Handbooks. Edited by Susan N. Carter: | | | | | |
| Artistic Treatise on the Human Figure. By Henry Warren. Fourth edition. Illustrated. | do | do | Sq. 16mo | 82 | 50 |
| The Art of Figure Drawing. By C. H. Weigall. From twenty-first London edition. Illustrated. | do | do | Sq. 16mo | 53 | 50 |
| Music as a Language. Compiled by A. J. Goodrich. 9 parts | G. Schirmer | do | 12mo | 4+106 | 75 |

TABLE XXIV.—*Publications, educational, historical, &c., for* 1881, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| ARCHÆOLOGY, FINE ARTS, AND MUSIC—Continued. | | | | | |
| Architecture in England, from the Conquest to the Reformation. By Thos. Rickman. Illustrated. | Scribner & Welford | New York, N. Y | | | $6 40 |
| Art Text Books. Illustrated. Edited by E. J. Poynter, R. A.: | | | | | |
| Painting. Classic and Italian. By E. J. Poynter and P. R. Head | do | do | | | 2 00 |
| Painting. German, Flemish, and Dutch. By H. W. Buxton | do | do | 12mo | 244 | 2 00 |
| Architecture. Gothic and Renaissance. By T. R. Smith | do | do | | | 2 00 |
| Elementary History of Art, comprising Architecture, Sculpture, Painting, and Music. By N. D'Anvers. New edition. Illustrated. | do | do | Cr. 8vo | | 4 00 |
| An Essay on the History of English Church Architecture. By George Gilbert Scott. Illustrated. | do | do | 4to | | 12 00 |
| The History of Antiquity. By Max. Duncker. Vol. 5 | do | do | 8vo | | 8 40 |
| South Kensington Art Handbooks: | | | | | |
| 23. College and Corporation Plate. Illustrated | do | do | 12mo | | 1 00 |
| The Yearly Volume of the Art Journal of Every Branch of Decorative Art. Vol. 2. Illustrated. | do | do | 4to | | 3 00 |
| Études in Modern French Art. By Edward Strahan. Illustrated with 10 plates, India proofs, and numerous fac-similes of original drawings. | R. Worthington | do | Folio | 12+122 | 10 00 |
| The Table Book of Art. A History of Art in all Countries and Ages, with Memoirs of the Artists. By P. T. Sandhurst, PH. D. New edition. Illustrated. | do | do | 4to | | 5 00 |
| Case and Williams' Prince of Song | John Church & Co | Cincinnati, Ohio | | | 75 |
| Chorus Castle. By G. F. Root | do | do | | | 75 |
| Vocal Selections for High Schools | do | do | | | 35 |
| The Song Clarion. By W. T. Giffe | G. D. Newhall & Co | do | | | 50 |
| The Artist and His Mission. By Rev. William M. Reily | John E. Potter & Co | Philadelphia, Pa | 12mo | | 1 50 |
| BIBLIOGRAPHY AND LITERATURE. | | | | | |
| Literary Style, and Other Essays. By Wm. Mathews | S. C. Griggs & Co | Chicago, Ill | | | 1 50 |
| Familiar Talks on English Literature. By Abby Sage Richardson. Manual embracing the great epochs of English literature, from English Conquest of Britain (449) to death of Walter Scott (1832). | Jansen, McClurg & Co | do | 12mo | 454 | 2 00 |
| Macaulay's Complete Works. Cambridge edition. 8 vols | Estes & Lauriat | Boston, Mass | | | 12 75 |
| Macaulay's Essays and Poems. Cambridge edition. 3 vols | do | do | Cr. 8vo | | 5 25 |
| The Student's Handy Shakespeare. Edited by H. N. Hudson. 12 vols | do | do | | | 9 00 |
| Complete Works of William Shakespeare. With life of the poet, notes, and index. By Rev. Henry N. Hudson. Harvard edition. In 20 vols. Vols. 13–20. | Ginn, Heath & Co | do | | | Each, 1 25 |
| Shakespeare's Works. With introduction and notes, for use of schools. By Rev. H. N. Hudson. (Annotated English Classics): | | | | | |
| Antony and Cleopatra | do | do | 16mo | 224 | 65 |
| Tragedy of Coriolanus | do | do | 16mo | 221 | 65 |

| | | | | | |
|---|---|---|---|---|---|
| Tragedy of Cymbeline | do | do | 16mo | 224 | 65 |
| Othello, the Moor of Venice | do | do | 16mo | 209 | 65 |
| American Men of Letters. Edited by Charles Dudley Warner: Washington Irving. By Charles Dudley Warner | Houghton, Mifflin & Co | do | 16mo | 6+304 | 1 25 |
| The Chinese Classics: Part 1, Confucius; Part 2, Mencius. New edition. Translated by James Legge. | do | do | 8vo | 164+219 | 3 00 |
| Critical and Miscellaneous Essays. By Thomas Carlyle. Popular edition. 2 volumes. | do | do | 12mo | 493; 488 | 3 50 |
| Life and Correspondence of Sir Anthony Panizzi. By Louis Fagan. Authorized American edition. In 2 volumes. Illustrated. | do | do | 8vo | 12+389 / 8+336+20 | 6 00 |
| Pearls of Thought. Edited by Maturin M. Ballou | do | do | 16mo | 8+284 | 1 25 |
| Poems and Prose Passages from the Works of Henry Wadsworth Longfellow. Compiled by Josephine E. Hodgdon. Illustrated. For homes, libraries, and schools. | do | do | 12mo | 108 | Paper, 50 |
| Poems and Prose Passages from the Works of Oliver Wendell Holmes. Compiled by Josephine E. Hodgdon. Illustrated. For homes, libraries, and schools. | do | do | 8vo | 108 | 60 |
| Outlines for the Study of English Classics. By Albert F. Blaisdell, A. M., M. D. | Lee & Shepard | do | 12mo | 300 | 1 50 |
| The Scholar in the Republic. By Wendell Phillips | do | do | 8vo | 34 | Paper, 20 |
| Who Wrote It? An Index to the Authorship of the More Noted Works in Ancient and Modern Literature. Edited by W. A. and C. G. Wheeler. | do | do | 12mo | 174 | 2 00 |
| Plutarch's Essays. With preface by Rev. Andrew P. Peabody, D. D., and introduction by R. W. Emerson. | Little, Brown & Co | do | 8vo | | 3 00 |
| Plutarch's Lives. Edited by A. H. Clough. New three-volume edition | do | do | 8vo | 2464 | 6 00 |
| The Shakespeare Phrase Book. By John Bartlett | do | do | 12mo | 8+1034 | 3 00 |
| Aspects of German Culture. By Granville Stanley Hall | James R. Osgood & Co | do | 12mo | 2+320 | 1 50 |
| Sanskrit and its Kindred Literatures. Studies in Comparative Mythology. By Laura Elizabeth Poor. | Roberts Brothers | do | 16mo | | 2 00 |
| William Wordsworth: Biographical Sketch, with Selections from his Writings in Poetry and Prose. By Andrew J. Symington. 2 volumes. | do | do | 16mo | 256; 256 | 2 00 |
| Outlines for the Study of English Classics. By Albert F. Blaisdell. New and enlarged edition. | Willard Small | do | 12mo | 304 | 1 50 |
| Choice of Books. By Charles F. Richardson | American Book Exchange | New York, N. Y | 16mo | 94 | Paper, 05 |
| Dramatic Works of William Shakespeare. Edited by William George Clark and William Aldis Wright. 3 volumes. | do | do | 16mo | 849; 967; 803 | 1 50 |
| Plutarch's Lives of Illustrious Men. Translated from the Greek by John Dryden and others. Revised and corrected by A. H. Clough; to which is prefixed a life of Plutarch. | do | do | 16mo | 925 | 60 |
| The Art of Speech. By L. T. Townsend, D. D. Volume 2. Studies in Eloquence and Logic. | D. Appleton & Co | do | 16mo | 261 | 60 |
| English Classics: | | | | | |
| English Odes. Collected by E. W. Gosse | do | do | 18mo | | 1 00 |
| In Memoriam. By Alfred Tennyson | do | do | 18mo | | 1 00 |
| The Princess. By Alfred Tennyson | do | do | 18mo | | 1 00 |
| Shakspere's Sonnets. Edited by Edward Dowden | do | do | 18mo | | 1 00 |
| Pieces to Speak and How to Speak Them. By Harlan H. Ballard. Parts 3, 4, and 5. | do | do | | | Each, 20 |
| The American Catalogue. Complete in two volumes. Compiled under the direction of F. Leypoldt, by L. E. Jones. Vol. 1: Authors and Titles. Vol. 2: Subjects. | A. C. Armstrong & Son | do | | | 29 00 |
| Library of English Literature. By Prof. Henry Morley. Vol. V: Sketches of Longer Works in English Verse and Prose. | Cassell, Petter, Galpin & Co | do | | | 5 00 |

TABLE XXIV.—*Publications, educational, historical, &c., for* 1881, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| BIBLIOGRAPHY AND LITERATURE—Continued. | | | | | |
| Praise of Books as Said and Sung by English Authors; with preliminary essay on books. Compiled by John Alfred Langford. | Cassell, Petter, Galpin & Co | New York, N. Y | 16mo | 165 | $1 00 |
| English School Classics for Classes in English Literature, Reading, Grammar, &c. Edited by eminent English scholars. 17 numbers. | Clark & Maynard | do | 16mo | Each, 32 | Paper, ea., 12 |
| A Text Book on Rhetoric. By Brainerd Kellogg, A. M | do | do | 12mo | 276 | 85 |
| The Classics for the Million. Being an epitome in English of the works of the principal Greek and Latin authors. By Henry Grey. Second edition, revised and enlarged. | E. P. Dutton & Co | do | 12mo | 8+348 | 1 25 |
| Shakespeare for the Young Folk. Comprising the plays of "A Midsummer Night's Dream," "As You Like It," "Julius Cæsar." Edited by Prof. Robert R. Raymond. Illustrated. | Fords, Howard & Hulbert | do | 8vo | | 2 75 |
| Cæsar. A sketch. By J. A. Froude | Harper & Bros | do | 12mo | | 60 |
| The Chinese: Their Education, Philosophy, and Letters. By W. A. P. Martin, D. D. | do | do | 12mo | 8+319 | 1 75 |
| English Men of Letters. Edited by John Morley: | | | | | |
| Thomas De Quincey. By David Masson | do | do | 12mo | 8+198 | 75 |
| Landor. By Sidney Colvin | do | do | 12mo | | 75 |
| William Wordsworth. By F. W. H. Myers | do | do | 12mo | 6+182 | 75 |
| Dryden. By G. Saintsbury | do | do | 12mo | 8+192 | 75 |
| Harper's Cyclopædia of British and American Poetry. Edited by Epes Sargent. | do | do | 8vo | 35+958 | 4 50 |
| Life of Cicero. By Anthony Trollope. 2 vols | do | do | 12mo | 347; 346 | 3 00 |
| Shakspere; Critical Study of his Mind and Art. By Edward Dowden | do | do | 12mo | 18+386 | 1 75 |
| Shakespeare's Plays. Edited, with notes, by William J. Rolfe, A. M. Illustrated: | | | | | |
| All's Well That Ends Well | do | do | 16mo | 3—136 | 60 |
| Taming of the Shrew | do | do | 16mo | 3—180 | 60 |
| Coriolanus | do | do | 16mo | 279 | 60 |
| Cymbeline | do | do | 16mo | 232 | 60 |
| Comedy of Errors | do | do | 16mo | 154 | 60 |
| Antony and Cleopatra | do | do | 16mo | | 60 |
| Introduction to the Science of Comparative Mythology and Folk-Lore. By Rev. Sir G. W. Cox. | Henry Holt & Co | do | 12mo | 14+320 | 1 75 |
| Les Auteurs Contemporains. By L. Alliot-Boymier | do | do | 12mo | | 1 50 |
| Renaissance in Italy. By James Addington Symonds: | | | | | |
| Part 1: The Age of the Despots | do | do | 8vo | 14+644 | 3 50 |
| Part 2: The Revival of Learning | do | do | 8vo | 16+549 | 3 50 |
| Publishers' Trade List Annual, 1881. Ninth year | F. Leypoldt | do | 4to | 1826 | 1 50 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Anecdota Oxoniensia. Edited by F. Max Müller. Texts, documents, and extracts chiefly from MSS. in the Bodleian and Oxford libraries. Vol. I, Part 1: Buddhist texts from Japan. | Macmillan & Co | do | 8vo | 46+4 | Paper, | 1 10 |
| Aspects of Poetry. By John Campbell Shairp. Lectures delivered at Oxford. | do | do | 8vo | 11+464 | | 2 75 |
| Essays of Joseph Addison. Chosen and edited by John Richard Green | do | do | 16mo | 377 | | 1 25 |
| The Library. By Andrew Lang. With a chapter on modern illustrated books, by Austin Dobson. Illustrated. | do | do | 12mo | 14+184 | | 1 25 |
| Notes on the Nalopakhyanam; or, Tale of Nala. By John Peile. Edited for the Syndics of the University Press. | do | do | 8vo | 8+244 | | 3 00 |
| Plutarch's Life of Themistokles. With introduction, notes, and appendix by Rev. Hubert A. Holden. | do | do | 16mo | 56+232 | | 1 10 |
| The Roman Poets of the Republic. By W. Y. Sellar. New edition, revised and enlarged. | do | do | 8vo | 16+459 | | 3 50 |
| The Sacred Books of the East. Edited by F. Max Müller. Vols. 6 and 9: The Qur'ân [Koran]; translated by E. H. Palmer. | do | do | 8vo | { 118+268<br>10+362 | | 5 25 |
| Readings from Ancient Classics (Chautauqua text books, No. 27) | Phillips & Hunt | do | 24mo | 103 | Paper, | 10 |
| A History of American Literature. By Moses Coit Tyler. Colonial period, 1607–1765. New cheap edition. 2 vols. in 1 vol. | G. P. Putnam's Sons | do | 8vo | 22+330 | | 3 00 |
| History of English Thought in the Eighteenth Century. By Leslie Stephen. New edition. 2 vols. | do | do | 8vo | | | 8 00 |
| The Literary Life. By W. S. Walsh: | | | | | | |
| Part I: Authors and Authorship | do | do | 16mo | | | 1 25 |
| Putnam's Library Companion. A quarterly continuation of "The Best Reading." Vol. 4, 1880. | do | do | 8vo | 6+74 | | 50 |
| Books and Reading; or, What Books Shall I Read and How Shall I Read Them? By Noah Porter, D. D. With an appendix, containing a select catalogue of books. New edition. | Charles Scribner's Sons | do | 8vo | 12+434 | | 2 00 |
| Cæsar: A Sketch. By James Anthony Froude | do | do | | | | 2 50 |
| Chips from a German Workshop. By F. Max Müller. Vol. 5: Miscellaneous Later Essays. | do | do | 12mo | 4+247 | | 2 00 |
| Sir William Herschel: His Life and Works. By Edward S. Holden | do | do | 12mo | 8+238 | | 1 50 |
| Chaucer for Schools. By Mrs. Hugh R. Haweis | Scribner & Welford | do | 8vo | | | 1 00 |
| On Thinking. By Brother Azarias. Address delivered to the senior class of Rock Hill College. | E. Steiger & Co | do | 8vo | 4+27 | Paper, | 25 |
| Shakespeare's Works. With life, by Alexander Dyce | R. Worthington | do | 8vo | 1057 | | 3 00 |
| Class Book of Oratory. By Prof. A. A. Griffith. Revised | Central Book Concern | Cincinnati, Ohio | 12mo | | | 1 50 |
| A Syllabus of Anglo-Saxon Literature. By J. M. Hart. Adapted from Bernhard Ten Brink's Geschichte der englischen Literatur. | Robert Clarke & Co | do | 8vo | 2+69 | Paper, | 50 |
| Schiller and His Times. By Johannes Scherr. From the German, by Elisabeth McClellan. Illustrated. | Ig. Kohler | Philadelphia, Pa | 12mo | 18+454 | | 2 00 |
| Dunderviksborg, and Other Tales. By Mrs. Frances C. Henderson. Forming an epitome of modern European literature. | J. B. Lippincott & Co | do | 12mo | | | 1 50 |
| Familiar English Quotations | do | do | 48mo | | | 50 |
| Foreign Classics for English Readers. Edited by Mrs. M. O. W. Oliphant: | | | | | | |
| Cervantes. By Mrs. Oliphant | do | do | 16mo | | | 1 00 |
| Corneille and Racine. By Henry M. Trollope | do | do | 16mo | 12+214 | | 1 00 |
| Madame de Sévigné. By Miss Annie I. Thackeray | do | do | 16mo | 12+181 | | 1 00 |
| A Handy Classical Dictionary | do | do | 48mo | | | 50 |

TABLE XXIV.—*Publications, educational, historical, &c., for* 1881, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| BIBLIOGRAPHY AND LITERATURE—Continued. | | | | | |
| Philosophical Classics for English Readers. Edited by William Knight: | | | | | |
| No. 1.—Descartes. By J. P. Mahaffy, M. A. With portrait | J. B. Lippincott & Co | Philadelphia, Pa | 12mo | 6+211 | $1 25 |
| No. 2.—Butler. By Rev. W. Lucas Collins, M. A. With portrait | do | do | 12mo | 6+177 | 1 25 |
| No. 3.—Berkeley. By Prof. A. Campbell Fraser, LL. D. With portrait | do | do | 12mo | 8+234 | 1 25 |
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TABLE XXIV.—*Publications, educational, historical, &c., for* 1881, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| EDUCATION—Continued. | | | | | |
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TABLE XXIV.—*Publications, educational, historical, &c., for* 1881, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
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TABLE XXIV.—*Publications, educational, historical, &c., for* 1881, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| GENERAL SCIENCE—Continued. | | | | | |
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| Comparative Geography. By Karl Ritter. Translated for the use of schools and colleges by William L. Gage. New issue. | Van Antwerp, Bragg & Co | Cincinnati, Ohio | 12mo | 220 | 1 00 |
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| Geographical Studies. By Karl Ritter. From the German by William Leonhard Gage. New issue. | ....do | ....do | 12mo | 356 | 1 00 |
| HISTORY. | | | | | |
| The Constitutional and Political History of the United States. By H. von Holst. From the German by John J. Lalor and Paul Shorey. Vol. 3. 1846–1850. Annexation of Texas—Compromise of 1850. | Callaghan & Co | Chicago, Ill | 8vo | 10+597 | 3 50 |
| Henry's United States History | Normal Publishing House | Danville, Ind | | | 1 35 |
| Dulany's School History of Maryland | Wm. J. C. Dulany & Co | Baltimore, Md | 12mo | | 1 25 |
| History of Spain. By Prof. James Albert Harrison. Illustrated | Estes & Lauriat / D. Lothrop & Co | Boston, Mass | 12mo | | 1 50 |
| Macaulay's History of England. Cambridge edition. 5 vols | Estes & Lauriat | ....do | 12mo | | 7 50 |
| Outlines of the History of France, from Earliest Times to the Outbreak of the Revolution. By François Pierre Guillaume Guizot. Abridgment of Guizot's Popular History of France; with index, tables, portraits, illustrations, etc. By Gustave Masson. Second edition. | ....do | ....do | 8vo | 22+613 | 3 00 |
| Young Folks' History of America. Edited by Hezekiah Butterworth. Illustrated. | ....do / D. Lothrop & Co | ....do | 12mo | 535 | 1 50 |
| Young Folks' History of Boston. By Hezekiah Butterworth. Illustrated | Estes & Lauriat / D. Lothrop & Co | ....do | 12mo | 480 | 1 50 |
| Young Folks' History of Russia. By Nathan Haskell Dole. Map and illustrations. | Estes & Lauriat / D. Lothrop & Co | ....do | 12mo | 6+520 | 1 50 |
| The Comic History of the United States. By John D. Sherwood. New edition. Illustrated. | Houghton, Mifflin & Co | ....do | 12mo | 550 | 2 50 |
| English Constitutional History from the Teutonic Conquest to the Present Time. By Thomas Pitt Taswell-Langmead. Second edition, revised throughout with additions. | ....do | ....do | 8vo | 26+804 | 7 50 |
| History of the Conquest of Spain by the Arab-Moors; with Sketch of the civilization they Achieved and Imparted to Europe. By Henry Coppée. 2 vols. | Little, Brown & Co | ....do | 12mo | 36+455 / 14+496 | 5 00 |

TABLE XXIV.—*Publications, educational, historical, &c., for* 1881, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| HISTORY—Continued. | | | | | |
| Columbus; or The Discovery of America. Edited by Fred. H. Allen. Illustrated. | D. Lothrop & Co | Boston, Mass | 12mo | | $1 00 |
| Cortes: or, The Discovery, Conquest, and More Recent History of Mexico. Edited by Fred. H. Allen. Illustrated. | do | do | 12mo | | 1 00 |
| Switzerland. By Harriet D. S. Mackenzie. Illustrated | do | do | 12mo | 585 | 1 50 |
| Young Folks' Bible History. By Charlotte M. Yonge. Illustrated | do | do | 12mo | 414 | 1 50 |
| History of Esarhaddon, Son of Sennacherib, King of Assyria. Translated from the cuneiform inscriptions in the British Museum, by Ernest A. Budge. | James R. Osgood & Co | do | 8vo | | 4 00 |
| Memorial History of Boston, including Suffolk County, Mass., 1630–1880. Edited by Justin Winsor. In 4 vols. Vol. 2: Provincial Period. Illustrated, with fac-similes and maps. | do | do | 4to | | a25 00 |
| Lives of the Presidents of the United States from Washington to the Present Time. By John S. C. Abbott and Russell H. Conwell. Illustrated. | B. B. Russell | do | 8vo | 640 | 3 00 |
| Outlines of English History. By Annie Wall | G. I. Jones & Co | St. Louis, Mo | 16mo | | 1 50 |
| Fifteen Decisive Battles of the World. By E. S. Creasy | American Book Exchange | New York, N. Y | 16mo | 297 | 35 |
| History of the English People. By John Richard Green. 2 volumes | do | do | 16mo | 1252 | 1 00 |
| History of Greece from Earliest Times to the Present. By T. T. Timayenis. Maps and illustrations. 2 volumes. | D. Appleton & Co | do | 12mo | 10+447; 6+445 | 3 50 |
| An Historical Reader for Use in Classes in Academies, High Schools and Grammar Schools. By Henry E. Shepherd. | do | do | 8vo | 13+345 | 1 25 |
| Young Ireland: Fragment of Irish History, 1840, 1850. By Sir Charles Gavan Duffy. New cheap edition. | do | do | 12mo | | 1 50 |
| Armstrong's Primer of United States History. For schools and family use | A. C. Armstrong & Son | do | 24mo | 128 | 50 |
| History of the Crusades. By Jos. François Michaud. Translated by W. Robson. New edition, with preface and supplementary chapter by Hamilton W. Mabie. In 3 volumes. | do | do | 12mo | 26+509; 8+493; 8+558 | 3 75 |
| Battle-Maps and Charts of the American Revolution. By Henry B. Carrington, LL. D. With explanatory notes and school history references. | A. S. Barnes & Co | do | 8vo | 88 | 1 25 |
| A Brief History of Ancient Peoples. With an account of their monuments, literature, and manners. Maps and illustrations. (Barnes' one-term series.) | do | do | 12mo | 2+312+16 | 1 25 |
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| History of England. By W. F. Mylius. Continued down to the present time by John G. Shea, LL. D. For the use of schools. | Catholic Publishing Society Co. | do | 12mo | | 1 00 |
| A Complete Course in History. By John J. Anderson. Part I, Ancient History. Maps and illustrations. For the use of colleges, high schools, academies, &c. | Clark & Maynard | do | 12mo | 302 | 85 |
| A History of Rome. By R. F. Leighton, PH. D. Engravings, maps, and plans | do | do | 12mo | 520 | 1 20 |
| A Popular School History of the United States. By John J. Anderson, PH. D. With maps, portraits, views, &c. | do | do | 12mo | 360 | 83 |

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| Five Great Monarchies of the Ancient Eastern World: The History, Geography, and Antiquities of Chaldea, Assyria, Babylon, Media, and Persia. By Rev. George Rawlinson. From the latest English edition. 3 volumes. Maps and illustrations. | Dodd, Mead & Co. | do | 8vo | 21+590<br>7+580<br>7+567 | 9 00 |
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| History of Modern Europe. By C. A. Fyffe. Vol. I: From Outbreak of Revolutionary War (1792) to Accession of Louis XVIII (1814). 2 maps. | do | do | 8vo | 8+540 | 2 75 |
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| History of England, from the Accession of James the Second. By Thomas Babington (Lord) Macaulay. 9 parts. | George Munro | do | 4to. | | Paper, ea., 20 |
| History of the English People. By John Richard Green. Vols. 3 and 4. (Seaside library.) | do | do | 4to. | 70; 60 | Paper, ea., 20 |
| America: A History. By Robert Mackenzie | Thomas Nelson & Sons | do | 12mo | 564 | 1 50 |
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| Chautauqua Library of English History and Literature: | | | | | |
| Vol. 2. The Period of the Early Plantagenets | do | do | 12mo | 125 | 50 |
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| Spain. By Edmundo de Amicis. From the Italian by Wilhelmina W. Cady. Illustrated. | G. P. Putnam's Sons | do | 12mo | 6+438 | 2 00 |
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| 1. The Outbreak of Rebellion. By John G. Nicolay | Charles Scribner's Sons | do | 12mo | | 1 00 |
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| 4. The Army under Pope. By John C. Ropes | do | do | 12mo | | 1 00 |
| 5. Antietam and Fredericksburg. By Francis Winthrop Palfrey | do | do | 12mo | | 1 00 |
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| Frederick the Great and the Seven Years' War. By F. W. Longman. Maps and illustrations. | do | do | 16mo | 12+264 | 1 00 |

*a* Complete work.

TABLE XXIV.—*Publications, educational, historical, &c., for* 1881, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| HISTORY—Continued. | | | | | |
| Rome and Carthage; The Punic Wars. By R. Bosworth Smith. Maps and plans. | Charles Scribner's Sons | New York, N. Y | 16mo | 20+298 | $1 00 |
| The Egypt of the Past. By Erasmus Wilson. With 46 illustrations | Scribner & Welford | do | 8vo | 475 | 4 80 |
| France and the French in the Second Half of the Nineteenth Century. By Karl Hillebrand. From the third German edition. | do | do | 8vo | 261 | 3 75 |
| Foreign Countries and British Colonies. Edited by F. S. Pulling, M. A.: | | | | | |
| 5. Russia. By W. R. Morfill. With maps and illustrations | do | do | 16mo | | 1 25 |
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| 8. Egypt. By S. Lane Poole. With maps and illustrations | do | do | 16mo | | 1 25 |
| Germany, Present and Past. By Rev. S. Baring-Gould | do | do | Cr. 8vo | | 3 00 |
| History of Ancient Egypt. By G. Rawlinson. Two volumes, with maps and illustrations. | do | do | 8vo | | 21 00 |
| History of Egypt under the Pharaohs. Derived entirely from the monuments; [also] Exodus of the Israelites. By Dr. Henry Brugsch Bey. Translated and edited from the German by Philip Smith, B. A. Second edition. 2 vols. Illustrated. | do | do | 8vo | 955 | 12 00 |
| History of the Great French Revolution. By M. A. Thiers. New edition. 5 vols. | do | do | 8vo | | 15 00 |
| Abridged History of England and Condensed Chronology. Compiled by Archibald Hamilton McCalman. Illustrations and maps. | Trow's Printing and Bookbinding Company. | do | 8vo | 8+669 | 5 00 |
| Historical Collections. By Holmes Ammidown. Second edition. With plates and maps. In 2 volumes: | | | | | |
| Vol. I. Reformation in France; Rise, Progress, and Destruction of the Huguenot Church. | Charles L. Woodward | do | 8vo | 12+569 | 8 00 |
| Vol. II. History of Seven Towns, six of which are in the county of Worcester, Mass. | | | | 8+626 | |
| Popular History of the United States, from the Discovery of America to the Inauguration of Garfield. By John Frost and John G. Shea. | R. Worthington | do | 12mo | 515 | 1 25 |
| Anglo-Saxon Britain. By Grant Allen | E. & J. B. Young & Co | do | 12mo | 8+237 | 75 |
| A Thousand Questions in United States History, with Answers. By Henry B. Buckham. | C. W. Bardeen | Syracuse, N. Y | | | 1 00 |
| Four Years Among Spanish Americans. By Hon. Fred. Hassaurek. Third edition. | Robert Clarke & Co | Cincinnati, Ohio | 12mo | | 1 50 |
| Eclectic History of the United States. By M. E. Thalheimer. Maps and illustrations. | Van Antwerp, Bragg & Co | do<br>New York, N. Y | 12mo | 392 | 1 17 |
| Brief History of England, France, and Germany. By Mary E. Kelly | E. Claxton & Co | Philadelphia, Pa | Sq. 8vo | 87 | 1 50 |
| Pinnock's Improved Edition of Dr. Goldsmith's History of England. Corrected and revised by W. C. Taylor, LL. D. New enlarged edition. Illustrated. | Charles De Silver & Sons | do | 12mo | 541 | 1 60 |

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| History of the Campaign for the Conquest of Canada in 1776. By Charles Henry Jones. | Porter & Coates | do | 8vo | 234 | | 3 00 |
| Memorable Scenes in French History. By Samuel M. Schmucker, A. M. Illustrated. | do | do | 12mo | | | 1 25 |
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| History of the United States under the Constitution; from 1783 to 1817. By Ja. Schouler. Vols. 1 and 2. | W. H. & O. H. Morrison | Washington, D. C | Ea., 8vo | 525; 600 | Each, | 2 50 |
| Historical and Chronological Atlas of the United States. By Lucien H. Smith. | Lucien H. Smith | do | Folio | 38 | | 1 00 |
| LANGUAGE. | | | | | | |
| Political Eloquence in Greece: Demosthenes; with extracts from his Orations and a Critical Discussion of the "Trial on the Crown." From the French of L. Brédif, by M. J. Macmahon. | S. C. Griggs & Co | Chicago, Ill. | 8vo | 510 | | 3 00 |
| Zur Brücke's German without Grammar or Dictionary. Part I. New edition, revised and enlarged, printed in German text. | do | do | | | | 75 |
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| Cicero De Natura Deorum. Translated and Edited by Austin Stickney | Ginn, Heath & Co | do | 12mo | 348 | | 1 55 |
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| How to Tell the Parts of Speech. An introduction to English grammar. By Rev. Edwin A. Abbott. American edition, revised and enlarged by John G. R. McElroy. | Roberts Bros | do | 16mo | 16+143 | | 75 |
| The Œdipus Tyrannus of Sophocles. Rendered into English verse by William Wells Newell. | Chas. W. Sever | Cambridge, Mass | Sq. 12mo | 65 | Paper, | 50 |
| French Language Self-taught. By Alfred Sardou. Manual of French idiomatic phraseology, adapted for students, schools, and tourists. | D. Appleton & Co | New York, N. Y | 12mo | 12+469 | | 2 50 |
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| A Latin Grammar for Schools and Colleges. By Albert Harkness. Revised edition. | do | do | 12mo | | | 1 40 |

TABLE XXIV.—*Publications, educational historical, &c., for* 1881, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| LANGUAGE—Continued. | | | | | |
| Practical Lessons in Idiomatic French. By Alfred Hennequin | D. Appleton & Co | New York, N. Y | 12mo | 159 | $1 10 |
| Some Topics in English Grammar. Edited by Arthur Hinds | Baker & Godwin | do | 16mo | 141 | 60 |
| First German Book. By James H. Worman. After the natural or Pestalozzian method, for schools and home instruction. Illustrated. | A. S. Barnes & Co | do | 12mo | 8+63 | 35 |
| Second German Book, after the Natural or Pestalozzian Method. By James H. Worman. Illustrated. | do | do | 12mo | 84 | 40 |
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| Practical Lessons in English. By J. M. B. Sill | do | do | | | 60 |
| Gilmour's Grammar | Benziger Bros | do | | | 25 |
| An Analytical French Reader. By Prof. J. G. Keetels | Clark & Maynard | do | 12mo | 350 | 1 00 |
| A Collegiate Course in the French Language. By Prof. J. G. Keetels | do | do | 12mo | 550 | 1 20 |
| Language Lessons. By Alonzo Reed, A. M., and Brainerd Kellogg, A. M.: | | | | | |
| Graded Lessons in English | do | do | 16mo | 162 | 30 |
| Higher Lessons in English | do | do | 16mo | 280 | 50 |
| The Meisterschaft System. By R. S. Rosenthal. Part I. German, in 15 parts, each containing three lessons. | I. K. Funk & Co | do | 12mo | 2+118 | |
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| The Protagoras of Plato. With an introduction and critical and explanatory notes by E. G. Sihler. | do | do | 12mo | 20+140 | 75 |
| Dr. William Smith's Greek Course: | | | | | |
| Initia Græca. Part I. Twelfth edition, revised | do | do | 12mo | 6+229 | 60 |
| Appendix to Initia Græca. Part I | do | do | 12mo | 4+106 | 40 |
| Buckingham's Eugène's Elementary French Lessons | Henry Holt & Co | do | 12mo | | 75 |
| Buckingham's Eugène's Student's Comparative Grammar of the French Language. | do | do | 12mo | | 1 60 |
| Classic German Plays. Edited by W. D. Whitney: | | | | | |
| Lessing's Minna von Barnhelm | do | do | | | 95 |
| Cook's Otto's German Grammar. New edition, revised, and, in part, rewritten. | do | do | 12mo | | 1 60 |
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| L. Sauveur's De L'Enseignement des Langues Vivantes | do | do | 12mo | | 25 |
| Shorter Course in Grammar and Composition. By W. H. Wells | Ivison, Blakeman, Taylor & Co. | do | | | 41 |
| Beginner's Latin: A Drill Book and Practical Introduction to the Classic Authors. By William McD. Halsey. | William R. Jenkins | do | 12mo | | 1 00 |

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| Carmina Quinti Horatii Flacci. Liber 2. Edited for use of schools by T. E. Page. | Macmillan & Co | do | 24mo | 103 | 40 |
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| The Works of Horace. Translated by Theodore Martin. 2 vols | do | do | | | 8 40 |

TABLE XXIV.—*Publications, educational, historical, &c., for* 1881, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| LANGUAGE—Continued. | | | | | |
| Ahn-Henn's First Latin Reader: De Septem Regibus Romanorum; extracts from the First Book of Livy. With notes, vocabulary, and references to Ahn-Henn's Latin Grammar. | E. Steiger & Co | New York, N. Y. | 12mo | 4+186 | $0 80 |
| Ahn Henn's Second Latin Reader. (To be used with the Third Latin Book) | do | do | | | 90 |
| Gegenwart und Zukunft der grossen Kultursprachen, besonders des englischen und des deutschen. By Alex. J. Schem. | do | do | 8vo | 26 | Paper, 20 |
| Latin Grammar. By Frederic Ahn. With references to the exercises in the first, second, and third Latin books, by P. Henn. | do | do | 12mo | 10+313 | 90 |
| Third Latin Book. By Frederic Ahn. Edited by P. Henn | do | do | 12mo | 6+237 | 90 |
| Eclectic Parsing Book | Van Antwerp, Bragg & Co | Cincinnati, Ohio | | | 24 |
| New French Method. By F. Duffet. New edition. Revised and adapted to the use of American schools and colleges, by Alfred Hennequin. | do | do | 12mo | 394 | 1 20 |
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| Suggestive Commentary on St. Luke, with Critical and Homiletical Notes. By W. H. Van Doren, D. D. Edited by James Kernahan. New edition, enlarged. 4 volumes. | do | do | 8vo | 1100 | Paper, 3 00 |
| Teachers' edition of the New Testament, Translated out of the Greek; being the version set forth 1611, compared with the most ancient authorities and revised 1881. | do | do | 8vo | 20+281+69 | 1 50 |
| Young's New Version of the Holy Bible. Translated according to the Letter and Idioms of the Original Languages. By Robert Young, LL. D. | do | do | | | 4 00 |
| Christian Institutions. By Arthur Penrhyn Stanley, D. D | Harper & Bros | do | 12mo | | 50 |

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| Cyclopædia of Biblical, Theological, and Ecclesiastical Literature. By Rev. John McClintock and James Strong. Vol. 9. Illustrated. | ....do | ....do | 8vo | | 5 00 |
| New Testament in the Original Greek. Text revised by Brooke Foss Westcott, D. D., and Fenton J. Hort, D. D. American edition, with introduction by Philip Schaff, D. D. | ....do | ....do | 12mo | 90+580 | 2 0 |
| The Bible and Science. By T. Lander Brunton, M. D | Macmillan & Co | ....do | 12mo | 415 | 2 50 |
| A New Analogy between Revealed Religion and the Course and Constitution of Nature. By "Cellarius." | ....do | ....do | 8vo | 8+295 | 2 00 |
| Sermons Preached in a College Chapel. By J. R. Illingworth. With appendix. | ....do | ....do | 16mo | 3+175 | 1 50 |
| Treatise on the Accentuation of the Three So-Called Poetical Books of the Old Testament—Psalms, Proverbs, and Job. By William Wickes. Appendix containing the treatise assigned to R. Jehuda Ben-Bil'am on the same subject in the original Arabic. | ....do | ....do | 8vo | 10+120 | Paper, 1 10 |
| The Greek Testament. With the readings adopted by the revisers of the authorized version. Oxford, Clarendon Press. | Thomas Nelson & Sons | ....do | 16mo | 8+560 | 1 75 |
| Commentary on the Old Testament. Edited by D. D. Whedon. Vol. 6: Book of Job, by J. K. Burr; Book of Proverbs, by W. W. Hunter; Book of Ecclesiastes and of Solomon's Song, by A. B. Hyde. | Phillips & Hunt | ....do | 12mo | 557 | 2 25 |
| Compendium of Christian Theology. By William Burt Pope, D. D. 3 volumes. | ....do | ....do | 8vo | 1400 | 8 25 |
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| Hours with the Bible; or, Scriptures in the Light of Modern Discovery and Knowledge. By Cunningham Geikie, D. D.: | | | | | |
| I. Creation to Patriarchs. Illustrated | James Pott | ....do | 12mo | 500 | 1 50 |
| II. Moses to the Judges. Illustrated | ....do | ....do | 12mo | 500 | 1 50 |
| III. Samson to Solomon. With 16 engravings | ....do | ....do | 12mo | 500 | 1 50 |
| Natural Theology. By John Bascom | G. P. Putnam's Sons | ....do | 12mo | 306 | 1 50 |
| The Biblical Museum. By James Comper Gray. A collection of notes, explanatory, homiletic, and illustrative, on the Holy Scriptures. Vol. 6, Book of Psalms. Vol. 7, Proverbs, Ecclesiastes, Song of Solomon. | A. D. F. Randolph & Co | ....do | 12mo | Each, 384 | Each, 1 25 |
| The Chief End of Revelation. By Alex. Balmain Bruce, D. D | ....do | ....do | 12mo | 278 | 1 00 |
| Co-operative Revision of the New Testament. Notes of the method and progress of the work, and of the share of the American Committee therein. By Alfred Lee. | ....do | ....do | 8vo | 72 | Paper, 40 |
| Lectures in Defence of the Christian Faith. By F. Godet. Translated by W. H. Lyttleton. | ....do | ....do | 12mo | 320 | 1 25 |
| The Mosaic Era: A Series of Lectures on Exodus, Leviticus, Numbers, and Deuteronomy. By John Monro Gibson, D. D. | ....do | ....do | 12mo | 14+359 | 1 50 |
| Suggestive Thoughts on Religious Subjects. Dictionary of quotations and select passages from best writers, ancient and modern. Compiled by H. Southgate. | George Routledge & Sons | ....do | 8vo | 20+447 | 3 00 |
| The Bible Commentary. Romans to Philemon. Vol. III of the New Testament. Edited by F. C. Cook. | Charles Scribner's Sons | ....do | 8vo | 8+844 | 5 0 |
| Chaldean Account of Genesis. By George Smith. New edition, revised and corrected, with additions by A. H. Sayce. Illustrated. | .... .do | ....do | 8vo | 24+337 | 3 00 |

TABLE XXIV.—*Publications, educational, historical, &c., for* 1881, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| THEOLOGY—Continued. | | | | | |
| Christian Institutions: Essays on Ecclesiastical Subjects. By Arthur Penrhyn Stanley, D. D. | Chas. Scribner's Sons | New York, N. Y | 8vo | 14+396 | $2 50 |
| Same. Students' edition | do | do | 8vo | | 75 |
| International Revision Commentary on the New Testament. Edited by Philip Schaff, D. D. Based upon the revised version of 1881, by English and American scholars and members of the revision committee. Vol. 2: The Gospel of Mark. Explained by Matthew B. Riddle, D. D. | do | do | 16mo | 14+243 | 1 00 |
| The Origin and Growth of Religion. By F. Max Müller. New edition | do | do | Cr. 8vo | | 2 00 |
| The Orthodox Theology of To-Day. By Newman Smyth | do | do | 12mo | | 1 25 |
| The Person of Christ. By Philip Schaff, D. D | do | do | 12mo | | 1 00 |
| Religions of China: Confucianism and Tâoism Described and Compared with Christianity. By James Legge. | do | do | 12mo | 12+308 | 1 50 |
| Science of Religion. By F. Max Müller. New edition | do | do | Cr. 8vo | | 2 00 |
| The Theory of Preaching: Lectures on Homiletics. By Austin Phelps, D. D | do | do | 8vo | 18+610 | 2 50 |
| The Apocryphal Gospels, and Other Documents relating to the History of Christ. Translated, with notes, etc. By B. H. Cowper. | Scribner & Welford | do | Cr. 8vo | | 2 50 |
| Clark's Foreign Theological Library: | | | | | |
| 1. Christian Ethics. Special Part: Individual Ethics. By Dr. H. Martensen. | do | do | 8vo | | 3 00 |
| 2. Hagenbach's History of Christian Doctrines. Vol. 3 | do | do | 8vo | | 3 00 |
| 3. Godet On Romans. Vol. 2 | do | do | 8vo | | 3 00 |
| 4. Dorner's System of Christian Doctrine. Vol. 2 | do | do | 8vo | | 3 00 |
| Meyer's Commentaries. New volumes: | | | | | |
| 1. The Epistles of Peter and Jude | do | do | 8vo | | 3 00 |
| 2. The Pastoral Epistles | do | do | 8vo | | 3 00 |
| Old Testament, History of Redemption. By Franz Delitzsch. Translated by Samuel Ives Curtiss. | do | do | 12mo | | 1 80 |
| Notes on Daniel. By Albert Barnes, D. D. New issue | R. Worthington | do | 12mo | 450 | 1 50 |
| Notes on Isaiah. By Albert Barnes, D. D. New issue. 2 vols | do | do | 12mo | 900 | 3 00 |
| Notes on Job. By Albert Barnes, D. D. New issue. 2 vols | do | do | 12mo | 850 | 3 00 |
| Commentary on the Gospel of Mark. Embracing the authorized version of 1611 and the revised version of 1881. By Revere F. Weidner. | Brobst, Diehl & Co | Allentown, Pa | 12mo | 309 | 1 25 |
| Anglo-American Bible Revision: Its Necessity and Purpose. By members of the American Revision Committee. Fourth revised edition. | American Sunday-School Union. | Philadelphia, Pa | 12mo | 192 | 75 |
| Synopsis of a Christian Theology. By R. J. Wright | J. B. Lippincott & Co | do | 16mo | | 60 |
| Testimony of the Ages; or, Confirmation of the Scriptures from Modern Science and Recent Discoveries. By Robert W. Morris, D. D. | J. C. McCurdy & Co | do | 8vo | 1000 | 4 50 |

TABLE XXV.—*Improvements in school furniture, apparatus, ventilation, &c., patented in the United States in the year* 1881.

| Name of patentee. | Residence. | Number of patent. | Title of patent. |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| Ginn, F. B | Oakland, Cal | 236, 320 | Arithmetical frame. |
| Forrester, P. C | San Francisco, Cal | 249, 606 | Adding machine. |
| Knapp, Minna | San Francisco, Cal | 236, 896 | Music chart. |
| Nunan, Edward | San Francisco, Cal | 240, 752 | Rest and guide for penmen. |
| Matlick, I. N | San Francisco, Cal | 239, 815 | Tellurian. |
| Perry, W | Santa Barbara, Cal | 248, 605 | Adding machine. |
| Graham, P. D | Black Hawk, Colo | 248, 162 | Combined calipers and rule. |
| Maflinckrodt, J. F | Denver, Colo | 240, 320 | Air-purifying apparatus. |
| De Forrest, T. B | Birmingham, Conn | 236, 215 | Lead pencil. |
| Williams, G. S | Greenwich, Conn | 245, 250 | Combined pencil case, sharpener, and eraser. |
| Holland, F | Manchester, Conn | 241, 215<br>236, 158 | Fountain pen.<br>Stylographic pen. |
| Jones, H. M | Meriden, Conn | 240, 520 | Pencil sharpener. |
| Kachler, A | New Haven, Conn | 245, 726 | School slate. |
| Friedmann, J | Seymour, Conn | 239, 158 | Fountain pen. |
| Webb, G. B | Thomaston, Conn | 251, 662 | Calipers. |
| Noyes, LaVerne W | Batavia, Ill | 239, 055 | Book holder. |
| Alden, R | Chicago, Ill | 244, 512 | Music book holder. |
| Costello, T. H., and A. H. Hall. | Chicago, Ill | 236, 782 | Stop hinge for school desks. |
| Crocker, J. B., jr., and B. Frese. | Chicago, Ill | 246, 663 | Pantograph. |
| Ginn, F. B | Chicago, Ill | 246, 497 | Map holder. |
| Hepp, Daniel | Chicago, Ill | 243, 255 | Pen holder. |
| Mott, J. M | Chicago, Ill | 245, 087 | School desk. |
| Noyes, La Verne W | Chicago, Ill | 243, 955 | Book holder. |
| Smith, S | Chicago, Ill | 241, 566 | Copying book. |
| Goodman, A | Decatur, Ill | 247, 495 | Music stand. |
| Fulwiler, D. M. and J. A | Lexington, Ill | 251, 567 | Adding machine. |
| Pederson, O | Morris, Ill | 243, 395 | Ink well. |
| Fiske, B. A | Naperville, Ill | 237, 005 | Pencil. |
| Baldwin, J | Huntington, Ind | 244, 786 | Ink welll. |
| Bowyer, J. A | La Porte, Ind | 239, 644<br>249, 739 | Tellurian. |
| Moon, H. E | Richmond, Ind | 249, 198<br>236, 610 | Map and chart case.<br>Map case. |
| Moore, Ira | Leavenworth, Kans | 244, 281 | Music leaf turner. |
| McKinley, F. E | Wellington, Kans | 246, 177 | School desk and seat. |
| Emery, C. L. L | Biddeford, Me | 243, 065 | Slate pencil sharpener. |
| Parent, C | Biddeford, Me | 241, 412 | Music rack. |
| Howland, W. M | Topsham, Me | 250, 541 | Adding machine. |
| Gard, W. E | Baltimore, Md | 250, 802 | Stylographic pen. |
| Jennings, R. S | Baltimore, Md | 239, 796 | Calisthenic implement. |
| Jennings, R. S | Baltimore, Md | 246, 013<br>246, 781<br>247, 253 | Air-cooling apparatus. |
| Thomas, F. J | Athol, Mass | 239, 072 | Spring calipers. |
| Barton, S. E | Boston, Mass | 243, 753 | Combined desk, rule and balance. |
| Forbes, H. D | Boston, Mass | 237, 103 | Inkstand. |
| Garratt, A. C | Boston, Mass | 248, 732 | Air-cooling apparatus. |
| Ritchie, E. S | Brookline, Mass | 242, 157 | Cyclometer. |
| Fay, C. P | Chicopee Falls, Mass | 251, 200 | Calipers. |
| McIndoe, G. F | Everett, Mass | 244, 469 | Revolving calendar. |
| Mandell, A. A | Hyde Park, Mass | 250, 671 | Mucilage holder. |
| Bassett, E. R | New Bedford, Mass | 242, 582 | Calipers. |
| Piper, S. A | Newton Upper Falls, Mass. | 248, 212 | Blotter. |
| Irwin, J. E | Saugus, Mass | 239, 385 | Multiplication block. |
| Powers, F. B | Springfield, Mass | 246, 329 | Lead and crayon holder. |
| Phelps, E. B., and A. Partridge. | Springfield, Mass | 246, 550 | Music holder. |
| Horton, N. N | Kansas City, Mo | 245, 379<br>245, 380 | Heating, cooling, and ventilating apparatus. |
| Smith, O | Savannah, Mo | 238, 979 | Combined arm-rest and book leveler. |
| Kletzker, A. J | St. Louis, Mo | 240, 909 | Fountain pen. |
| Knapp, E | St. Louis, Mo | 244, 260 | Mucilage bottle. |
| Houck, G. F | Warrensburg, Mo | 249, 621 | Mechanical calculator. |
| De Roberts, C | Albion, Nebr | 250, 213 | Inkstand. |
| Hillman, S | Blackwoodtown, N. J | 238, 117 | Combined pen rack and letter holder. |
| Farmer, W | Elizabeth, N. J | 242, 821 | Apparatus for teaching chemistry. |
| Doyle, J | Hoboken, N. J | 249, 230 | Pen holder. |
| Weissenborn, E | Hoboken, N. J | 250, 023 | Lead pencil holder. |
| Downes, C. H | Jersey City, N. J | 236, 877<br>243, 364 | Stylographic fountain pen. |
| Crane, T. S | Newark, N. J | 240, 097 | Lead and crayon holder. |

TABLE XXV.—*Improvements in school furniture, apparatus, &c.*—Continued.

| Name of patentee. | Residence. | Number of patent. | Title of patent. |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| Daul, A | Newark, N. J | 238, 862 | Scholar's companion. |
| Harris, H | Newark, N. J | 241, 003 | Lead and crayon holder. |
| Hyatt, J. W | Newark, N. J | 238, 908 | Lead pencil. |
| Coles, D. F., and J. H. Luckhurst. | Rahway, N. J | 247, 616<br>249, 589 | Sponge-holder for slate pencils. |
| Hicks, W. C | Summit, N. J | 241, 214 | Inkstand. |
| Hyatt, C. M., and R. C. Pruyn. | Albany, N. Y | 241, 367 | Double reversible slate. |
| Bulkeley, J. S | Balston Spa, N. Y | 249, 893 | Finger rest for pencils and penholders. |
| Abbott, P | Brooklyn, N. Y | 248, 549 | Lead pencil. |
| Crandall, J. A | Brooklyn, N. Y | 243, 362 | Nested alphabet blocks. |
| Gardam, J | Brooklyn, N. Y | 242, 625 | Proportional parallel ruler. |
| Johnson, Frank G | Brooklyn, N. Y | 248, 043 | School desk. |
| Oothout, W. V | Brooklyn, N. Y | 241, 235 | Pantograph. |
| Purdy, J. S | Brooklyn, N. Y | 237, 045 | Fountain pen. |
| Somers, D. M | Brooklyn, N. Y | 248, 520 | Automatic pencil case. |
| Stewart, W. W | Brooklyn, N. Y | 237, 454<br>237, 139 | Fountain pen.<br>Fountain penholder. |
| Garretson, O. S | Buffalo, N. Y | 244, 992<br>240, 670 | School desk.<br>School furniture. |
| Boman, C. W | New York, N. Y | 237, 365<br>244, 429 | Lead and crayon holder. |
| Brown, F. C., and A. M. Sutherland. | New York, N. Y | 238, 024<br>239, 119 | Stylographic fountain pen. |
| Collard, R. M | New York, N. Y | 242, 273 | Pen and pencil case. |
| De Quillfeldt, Charles | New York, N. Y | 248, 147 | Siphon bottle. |
| Dexter, O. P | New York, N. Y | 245, 458 | Instrument for dividing angles. |
| Frederick, C | New York, N. Y | 240, 399 | Lead and crayon holder. |
| Gifford, A. C., C. H., and J. H | New York, N. Y | 244, 388 | Gymnastic apparatus. |
| Harris, H | New York, N. Y | 238, 897 | Lead and crayon holder. |
| Hawkes, G. F | New York, N. Y | 236, 222 | Stylographic fountain pen. |
| Higgs, P | New York, N. Y | 241, 859<br>244, 235 | Thermo-electric battery. |
| Hoffman, Joseph | New York, N. Y | a9, 902<br>237, 384<br>237, 531<br>240, 712<br>241, 362<br>250, 537 | Lead and crayon holder. |
| Judd, J. R | New York, N. Y | 250, 738 | Portable gymnastic apparatus. |
| Kirkwood, A. M | New York, N. Y | 242, 937 | Writing pen. |
| Mallory, J. E | New York, N. Y | 241, 682 | Writing ink and fluid. |
| Parmenter, I. W | New York, N. Y | 236, 839 | Air-purifying apparatus. |
| Requa, M. Augusta, and E. Dunn. | New York, N. Y | *9, 736 | Copy book. |
| Warth, L. P | New York, N. Y | 238, 735 | Pen and pencil case. |
| Wright, J. H | New York, N. Y | 245, 257 | Pen and pencil holder. |
| Schrag, P | Port Richmond, N. Y | 251, 646<br>247, 120 | Lead and crayon holder.<br>Penholder. |
| Smith, J. G | Alliance, Ohio | 239, 867 | Calendar inkstand. |
| Burville, J. R | Bainbridge, Ohio | 250, 881 | Music leaf turner. |
| Hughes, C. M | Lima, Ohio | 249, 627 | Hinge for school furniture. |
| Soetbeer, E | New Bremen, Ohio | 240, 557 | Dividers. |
| Johnson, E. E | Painesville, Ohio | 243, 706 | Book-cover shield. |
| Deming, W. L | Salem, Ohio | 243, 863 | Detachably covered book. |
| McComb, L. H | Sidney, Ohio | 246, 174 | Ellipsograph. |
| Moore, A | Sidney, Ohio | 241, 693 | School seat and back. |
| Power, Minnie | Conneautville, Pa | 240, 268 | Wrist and hand support for key-board instruments. |
| Engle, S. D | Hazleton, Pa | 246, 737 | Pantograph engraving machine. |
| Fischer, A | Philadelphia, Pa | 250, 653 | Siphon bottle. |
| Reimer, W. G | Philadelphia, Pa | 236, 457 | Pencil-holding slate. |
| Showaker, C. H | Philadelphia, Pa | 240, 469 | Penholder. |
| McDade, J. D | Pittsburgh, Pa | 248, 104 | Double reversible slate. |
| Lohges, P | Pittston, Pa | 240, 739 | Book holder. |
| Hall, A. R | Prompton, Pa | 243, 248 | Combined ruler and rotary blotter. |
| Cross, A. T | Providence, R. I | *9, 716<br>*9, 890<br>244, 194 | Stylographic fountain pen.<br>Stylographic pen.<br>Stylographic pen. |
| Hope, J | Providence, R. I | 242, 449 | Pantograph engraving machine. |
| Livermore, C. W | Providence, R. I | 246, 961 | Lead and crayon holder. |
| Miller, J. A., jr | Providence, R. I | 250, 937 | Stylographic pen. |
| Robinson, O. M | Poultney, Vt | 239, 062 | Music leaf turner. |
| West, T. S | Alexandria, Va | 245, 757 | Segmental map and atlas. |
| Chataigne, J. H | Richmond, Va | 246, 461 | Blotting pad. |
| Lueuing, D. C | Milwaukee, Wis | 248, 659 | Object-teaching frame. |

*a* Reissue.

TABLE XXV.—*Improvements in school furniture, apparatus, &c.*— Continued.

| Name of patentee. | Residence. | Number of patent. | Title of patent. |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| Muzzy, L. R | Milwaukee, Wis | 246,628 | Music stand. |
| Durant, E. G | Racine, Wis | 237,259<br>248,723 | School desk. |
| Fisher, G. W | Uniontown, D. C | 247,033 | Sponge cup. |
| Green, J. W | Washington, D. C | 239,244 | Pen fountain attachment. |
| Hester, G. H | Washington, D. C | 246,769 | Penholder. |
| Hill, J. G | Washington, D. C | 241,983 | Slate fastener. |
| Lippitt, F. J | Washington, D. C | 236,345 | Music leaf turner. |
| Noyes, G. E | Washington, D. C | 237,312 | Method of, and apparatus for, cooling air in buildings. |
| Rice, E. E | Washington, D. C | 238,251 | Ventilating and cooling buildings. |
| Stillwagen, E. J | Washington, D. C | 246,044 | Sponge cup. |
| Wheless, M | Washington, D. C | 250,697 | Art of, and mechanism for, phonetic notation. |
| Brumm, G. W | Boisé City, Idaho | 237,163 | Book protector. |
| Gestetner, D | South Kensington, England. | 242,919 | Apparatus for producing copies of writings. |
| Wilson, R | Keswick, County of Cumberland, England. | 239,130 | Penholder. |
| Grumel, François R | Paris, France | 250,234 | Blotting case. |
| Holdt, F. W | Berlin, Germany | 237,184 | Pen. |
| Mensel, E. R. D | Geiersthal, Germany | 238,948 | Penholder. |
| Klinkerfues, W | Wilhelm, Gottingen, Germany. | 248,183 | Apparatus for meteorology. |
| Canudas, Higinio | Mexico, Mexico | 245,347 | Combined book holder and portfolio. |

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